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**Section 1 – Program Mission**

- **Program Mission:** The purpose of the MS Healthcare Leadership Program\* (formerly the MS Allied Health Program) is to prepare learners from diverse healthcare fields to effectively pursue leadership, teaching, or research positions, which they are anticipated to enter into immediately after graduation. At 5-10 years out, they are anticipated to have opportunities for higher administrative roles, including directors, executives, program directors, or department chairs.
- **Mission Alignment:** In narrative format answer the following. How is the program's mission aligned with the university mission to offer "innovative, professionally-focused undergraduate and graduate degree programs," providing a "hands-on, project based learning environment." It is recommended that graduate programs reference and follow any standards that are relevant to their particular field.
- **Changes to the Mission:** The program mission has not changed from 2023, but the title of the program and program tracks have been renamed and courses have been updated to more appropriately describe the curriculum to students and employers. As of fall 2025, the new title has been approved by the Oregon Tech Board of Trustees and has moved on to HECC approval. **What is the program assessment website?** -

**Section 2 – Program Student Learning Outcomes**

- **PSLOs:** The MS Healthcare Leadership Program prepares learners to:
  1. **PSLO 1:** Apply critical thinking abilities in order analyze concepts, research, and theories and effectively translate them into professional practice.
  2. **PSLO 2:** Analyze, interpret, and respond to the major factors influencing healthcare delivery and healthcare policy.
  3. **PSLO 3:** Apply basic administration and management skills.
  4. **PSLO 4:** Function as educators, team players and/or leaders in academic, clinical, or community healthcare settings.

Program outcomes have been edited to take out references to the allied health title. Program outcomes are based on national leadership competencies. These outcomes are expected to be reviewed by faculty next year to address any inconsistencies and to align them with a new evaluation plan.

**Section 3 – Curriculum Map**

- **Curriculum Map:** Student learning outcomes are supported by core courses of the program and scaffolded by multiple courses, such that outcomes are met in a cumulative fashion. The curriculum takes 2-4 years to complete, but students can take up to 6 years to complete the program, and in some cases can be completed in less than 2 years with program director approval.
- **PSLO 1:** The entire curriculum is scaffolded such that students gradually accumulate the skills needed for this outcome, represented by their capstone project.
- **PSLO 2:** This outcome is met through courses in healthcare administration, healthcare finance, ethics and policy, and population health.
- **PSLO 3:** This outcome is met through courses in healthcare administration and management.

- **PSLO 4:** This outcome is met through classes in teaching or advanced classes in management depending on the students track, in addition to leadership courses in the core curriculum.

To address this, please complete this table with program's curriculum map, with identification of how each PSLO appears within the courses in the curriculum at the **Foundation** (Introduction), **Practice** (Reinforcement and Application) and **Capstone** (Synthesis) levels.

| Program Learning Outcomes | PSLO 1 | PSLO 2 | PSLO3 | PSLO4 |
|---------------------------|--------|--------|-------|-------|
| <b>Core Courses</b>       |        |        |       |       |
| ALH 505                   |        |        |       |       |
| ALH 515                   | F      |        |       |       |
| ALH 501                   |        |        |       |       |
| ALH 525                   |        |        |       | F     |
| ALH 535                   |        |        |       |       |
| ALH 545                   |        | F      |       |       |
| ALH 555                   |        |        |       | P     |
| ALH 565                   |        | P      |       |       |
| ALH 575                   | P      |        |       |       |
| ALH 585                   |        |        | P     |       |
| ALH 506                   |        |        | F     |       |
| ALH 509                   |        |        |       |       |
| ALH 599                   | C      | C      | C     |       |
| <b>Track Courses</b>      |        |        |       |       |
| MGT 561                   |        |        | F     |       |
| MGT 562                   |        |        | P     |       |
| MGT 563                   |        |        |       |       |
| ALH 595                   |        |        |       | P     |
| ALH 508                   |        |        |       | F     |

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## Section 4 – Assessment Cycle

*Note: The next time this report is written, courses in the Act year should move to the Plan year.*

|        | Act                 | Collect (when you're writing the report, the assessed outcomes form the last year go here) | Plan                      |
|--------|---------------------|--------------------------------------------------------------------------------------------|---------------------------|
| PSLO   | 2026-2027           | 2024-2025                                                                                  | 2025-2026                 |
| PSLO 1 | Implemented changes | ALH 509 (Capstone Project)<br>ALH 575 (Prospectus)                                         | Discuss changes (ALH 509) |
| PSLO 2 |                     |                                                                                            | ALH 565<br>ALH 535        |
| PSLO3  | ALH 506<br>ALH 585  |                                                                                            |                           |
| PSLO4  | ALH 595<br>ALH 525  |                                                                                            |                           |

## Section 5 – Assessment Data Collection Processes

For the 2024-2025 academic year, the following program outcomes were assessed:

**PSLO 1:** Apply critical thinking abilities in order analyze concepts, research, and theories and effectively translate them into professional practice.

**Performance Target:** 100% of students meet the 80% or higher target.

- **Activity:** Capstone project final paper, and capstone defense presentation.
- **Sample:** 6 students assessed
- **Accountability:** Instructor of capstone class and two additional reviewers per student per activity participated in grading. Rubric was consistent across graders, but scoring varies by grader's subjective assessment.
- **Representation:** All activities in this program are always in the online modality.
- **Rubric:** Acceptable performance for every student is an 80% rating or higher.

## Section 6 – Assessment Data and Interpretations

- All Programs have looked at their indicators of student success for trends and gaps in relation to external and internal comparators. Those indicators are defined as: Graduation, Retention, Persistence, Post Graduation Success.

| Performance Criteria                                   | Assessment Methods                                | Performance Target                                                         | Results | Interpretation |
|--------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------|---------|----------------|
| <b>Learning Outcomes</b>                               |                                                   |                                                                            |         |                |
| PSLO1-                                                 | Direct:<br>Capstone final paper instructor review | 100% of students receiving 80% or higher                                   | 100%    | Met            |
|                                                        | Indirect: Capstone paper external review          | 100% of students receiving 80% or higher by at least one external reviewer | 100%    | Met            |
| <b>Student Success Indicators</b>                      |                                                   |                                                                            |         |                |
| Graduation Rate                                        | Independently Tracked                             | 6-year rate >50%                                                           | 100%    |                |
| Retention                                              | Independently tracked                             | 1-year rate >75%                                                           | 100%    |                |
| Post Graduation Success                                | Employment survey                                 | 6 months post-graduation employment >75%                                   | 100%    |                |
| Program Certification % (If needed for accreditation ) | National Board Exam                               | N/A                                                                        |         |                |

#### Interpretation of Results:

- This year we had a high student success rate in their capstone project, which is the culmination of their time in the program. However this student group represents the students who stayed in the capstone course and completed their capstone.
- There were 4 students who chose to, or were advised to extend their graduation timeline to have an additional year for their capstone. This statistics does not represent poor performance and these students are expected to be highly successful.
- There were 2 students who dropped capstone after starting the course. While it was expected that they would finish, it was a concern whether they would be successful in meeting the performance target.
- Students reported being pleased with their work and learning, and experienced significant growth both intellectually and personally. The revision process of the capstone is particularly grueling and challenging.
- We perceive our students to be highly competent in the workforce as evidenced by full employment, promotions, raises, etc. anecdotally.
- Students who drop out of the program tend to do so because 1) they have competing life priorities, or 2) there is too much financial strain in paying tuition independently

#### Evidence of Improvement in Student Learning

We saw evidence of student improvement in learning skills needed to complete a successful capstone project. This is based on the review and assessment of previous years.

Students excelled in the presentation aspect of the capstone as they have in the past. This reflected the rigorous nature of the capstone class (formerly ALH 599), which includes practicing and revising presentations over a 5 week period.

There was evidence of in the written component of the capstone and the structure of studies.

#### **Actions taken this year:**

Students had closer and more consistent mentorship and review during the nine months of working on the capstone, and had a more hands on experience in the research methods class (ALH 575) where the final project is their prospectus (capstone proposal).

#### **Unmet resource need and action plan (implemented fall 2025):**

Previously, students worked independently with one advisor over a 9 month period, and only in the final term, when students are expected to have their capstone completely done, did they get feedback from two additional mentors. This included revising the paper, but left no room to critique actual projects since they were completed. This informs our action plans outlined in the next section.

We will be taking action to create a student survey to assess all learning outcomes for our records.

### **Section 7 – Data-driven Action Plans:**

#### **Curricular actions**

##### **Capstone Research Hours Course:**

A significant change in the curriculum is happening this fall, further addressing the need for more support during the capstone process. The primary feature is a new course, capstone research hours, ALH 509. Students are enrolled in this fall, winter, and spring (using variable credit to support individual student needs). This course is a shell where students upload IRB documents, form their committee, and turn in drafts of each component of the capstone for review. They have assignments to keep track of meeting regularly with mentors. Resources are included to support research. None of these resources have ever been formalized or put in a “one stop shop” to keep track of progress.

We expect this change to further improve student performance in all areas of the capstone. While the results of this year were fantastic, this change will ensure that quality is maintained as enrollment grows.

##### **Peer Mentorship:**

We also have included a peer mentorship program where incoming students pair up with a peer who they regularly meet with for support, camaraderie, feedback, professional networking, and socializing.

The peer mentorship program also is being implemented in the capstone course, where students are paired with someone who has a capstone project in a similar field, topic, or method.

| Action Driver                                                  | Action Taken                                                 | Accountable Person | Resources Needed                  | Outcome Measure                                                                                  |
|----------------------------------------------------------------|--------------------------------------------------------------|--------------------|-----------------------------------|--------------------------------------------------------------------------------------------------|
| Capstone support and quality pre-capstone course (summer)      | Capstone Research Hours course (ALH 509)                     | Sophie Nathenson   | New course (approved spring 2025) | Capstone quality<br>Faculty feedback on capstone drafts<br>Student feedback on perceived support |
| Perceived disconnection from program/student interactions      | Peer Mentorship Program (new students and capstone students) | Sophie Nathenson   | Participation from students       | Student feedback                                                                                 |
| Desire for more information on student perception of skill set | Plan to revise senior exit survey                            | Sophie Nathenson   | Carrie Dickson                    | Student participation                                                                            |

### Closing the Loop: Reflection on previous work

- **Last year's Action Plans:** previous action plans included seeking more funding for marketing the program, and more resources with advising, admissions, and student communications
- **List programmatic/curriculum Improvements:** there was a change of administration in the program. Sophie Nathenson took on the program in November 2024, with directives to “fix problems” in the program related to student communication, advising, and enrollment. The following actions have been taken:
  - Promo video began filming in September 2025
  - Knowledge base has been updated
  - Curriculum has been updated to reflect student needs and career outcomes of previous cohorts
  - Name of program has been changed to reflect student body diversity and to be more recognizable to industry
  - Admissions gaps have been identified, including lack of advising/handoffs between students and advisors as the previous advisors were moved to different departments and not replaced by any other staff
- **Improvements in Assessment Process:** The primary improvement to work on is identifying faculty, courses, and assignments ahead of time that match program outcomes.
- **Faculty Discussion:** We expect to meet in winter term to discuss courses/assignments that could be identified in winter, spring, and summer term to be able to collect this data on time and with multiple methods of data collection.
- **Student Success stories from the year:** We had an outstanding group present their capstone projects, which included applied research and practice in the following areas, all representing real world projects implemented at workplaces:
  - Clinical research on the connection between sickle cell disease, right ventricular wall strain, and health inequities in Texas
  - Health promotion and prevention access by the Little Shell Tribe in Montana
  - The role of a more comprehensive medical history for dental patients, connecting chronic disease and oral health in Minnesota
  - Use of echocardiograms in a prevention project implemented in university athletes in Illinois

- Implementation of a cardiac rehab program to improve health outcomes and reduce hospital readmissions in Oregon
- Differences in AI and human computations in complex health informatics problems in Oregon

## Graduate Program Assessment Report Feedback Rubric

*2024-25 Assessment Report*

**Program:**

**Department Chair:**

**Program Assessment Report Author:**

| Rubric Measure                                                                              | Well Developed,<br>Progressing or Not<br>included. |
|---------------------------------------------------------------------------------------------|----------------------------------------------------|
| Program mission is aligned to University Mission                                            |                                                    |
| Educational Objectives Wording is Actionable                                                |                                                    |
| PSLO's are justified by Graduate level Professional Standards                               |                                                    |
| Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments      |                                                    |
| Assessment Cycle is three years or less to cover all PSLO                                   |                                                    |
|                                                                                             |                                                    |
| During collection year, courses/assignments are specified that align to PSLO at FP&C levels |                                                    |
| Rubric: Criteria for grading the assignment is described (may include as an appendix)       |                                                    |
| Sample: Number of samples reviewed is specified                                             |                                                    |
| Accountability: Reviewer of the assignment are specified                                    |                                                    |
| Assessment data is collected across all locations and modalities                            |                                                    |
| Performance Targets of acceptability are indicated                                          |                                                    |
| Reported data include: Graduation, Retention, Persistence, Post Grad Success, PSLO          |                                                    |
| Interpretation: Current results are compared against performance targets                    |                                                    |
| Interpretation: Current results are compared against previous assessment                    |                                                    |
| Reports include actions planned for the next academic year.                                 |                                                    |
| Action drivers: Items not meeting performance targets have actions planned                  |                                                    |

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| Action drivers: Additional action plans for overall department improvement are indicated |  |
| Action plans: Specifics of accountability and timelines are indicated                    |  |
| Action plans: Actions are linked to identification of resources needed                   |  |
| Close the Loop: Faculty discuss previous action plan success given new data              |  |
|                                                                                          |  |
| Faculty discuss the assessment process and make any improvements necessary               |  |

Directions: Please provide comments on any item that is not graded as well developed.