

Executive MBA/MS in Healthcare Leadership

Learning Assessment Worksheet

1. Please describe your program's specific learning goals (list as many as appropriate; use 1-2 sentences to describe each):
<p>Goals of the Executive MBA/MS in Healthcare Leadership</p> <p>To produce professionals who:</p> <ol style="list-style-type: none"> a. Can evaluate the economic and financial performance of a healthcare firm and make strategic decisions. b. Will apply tools of qualitative and quantitative data analysis and statistical modeling to make sound business decisions for healthcare organizations. c. Understand concepts and frameworks in healthcare leadership. d. Can evaluate diverse leadership styles through case studies and best practice from healthcare leaders. e. Able to discuss the policies and regulations within the healthcare industry. f. Will demonstrate a deeper understanding of technology and innovation in the healthcare industry.

2. Does your program have a process in place to assess whether the students meet the defined learning goals? If so, please describe this learning assessment process, including who is involved, frequency of the assessment, and how the information is used:
<p>Students are assessed during every individual course in the curriculum through individual and team-based assessments including written exams, research papers, case study analysis, and team projects. Additionally, students cumulative learning from the program is assessed during the final Capstone project which take place in their final semester. Students work on a project in teams to support the needs of an industry client and are assessed based on project milestones set by course director and final presentation reviewed the course director(s).</p>

3. Does your program currently systematically collect, store, and/or use for learning assessment at the program level any of the following outcome measures:			
	Collect systematically (Y/N)	Electronically or paper stored (E/P)	Use for learning assessment (Y/N)
Direct measures:			
• Results of exams/tests for individual courses	Y	both	Y
• Results of Admission to Candidacy Exam	NA	NA	NA
• Quality of dissertations (eg, by sampling identify trends)	NA	NA	NA
• Number of student publications and abstracts	NA	NA	NA
• Quality of students' presentation skills	Y	E	Y
• Program metrics (eg, time to degree, completion rates)	Y	E	Program assessment, Y
• Other (please describe): Capstone Project	Y	E	Y

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Indirect measures:			
• Student feedback			
○ Student surveys	Y	E	Y
○ Focus groups	N	NA	N
○ Exit interviews	Y	E	Y
• Alumni survey	Y	E	Y
• Career tracking	Y	E	Y
• Other (please describe):			

<p>4. Does your program regularly review and adjust (1) the program's specific learning goals, and/or (2) the manner in which outcomes are measured and how the information is used? If so, please describe how this is done:</p>
<p>1. Informal discussions throughout the year and at the annual retreat with the program leadership and course directors. These discussions typically involve how to achieve the learning goals, especially keeping the course topics and material current and course resources up to date.</p> <p>2. Outcomes are assessed and informally discussed with course directors and program leadership as students complete the requirements of the dual-curriculum and the Capstone project.</p>