

NEASC INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
GRADUATE PROGRAMS
(HEALTHCARE ADMINISTRATION - 2016-17)

DEGREE GRANTING PROGRAM NAME	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
Masters in Healthcare Administration	Written Communication	Edward Burke, as faculty coordinator, reviewed the written work of the 12 students graduating in May, 2017, in their final, capstone course called the Seminar in Healthcare Administration. The particular sample was each student's research paper, which was the major writing assignment for the course. In addition, Edward Burke reviewed the	Of the twelve written samples from the Spring Seminar, only one was deficient in terms of grammar, organization, and clarity of thought. Among the other eleven, one was adequate in terms of grammar and clarity, and the other ten were good, including five or six that were excellent. As for the results of the Exit Survey, none of the questions on pages 16-17 asks specifically about support for writing assistance and whether the student felt he/she improved as a writer during the years of being in the program. Of those that answered the survey, 80% said that the program	In the current absence of a program coordinator, senior faculty and also faculty coordinator, Edward Burke, interpreted the evidence. With the appointment soon of a program coordinator, this person will have responsibility for coordinating next year's assessment report.	Many of the seven learning rubrics listed in the previous report do not align with the four learning program objectives. Accordingly, the rubrics have been reduced from seven to five. The first three align directly with the objectives of 1. Analyzing challenges; 2. understanding best practices; and 3.) design a plan.	6/14/2016

		<p>FSU Graduate Student Exit Survey report for 2016-17, for responses to questions that related to student satisfaction concerning support for their major assignments, including writing assignments</p>	<p>requirements (which implicitly include many written assignments) were a “great deal” applicable to their current or future workplaces. However, only 50% of those responding were “neutral” when asked about support for planning and completing major projects theses, research projects, etc., while the other 50% were dissatisfied</p>		<p>New rubrics four and five break down “communication” into written communication (4) and oral communication (5). These two new rubrics have been reviewed by faculty and are attached to this report. In order to establish an earlier baseline for judging students’ work, Healthcare faculty, on their Blackboard faculty site, posted links and included a writing sample for all students entering the program in the fall of 2016. These samples will provide a baseline for judging their writing skills in the capstone Seminar prior to their graduation. In addition, all</p>	
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					<p>Healthcare faculty are now directing their students to use such aides as online E-tutoring and face-to-face help sessions with staff as CASA. In addition, faculty recommend that the 2018 Exit Survey include at least one question about adequacy of writing assistance within the program. Also, to improve the numbers of those answering the Exit Survey, the instructor for the capstone Seminar will set aside time in the last campus class on 4/25/2018 for all students to answer the questions.</p>	
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Insert URL of the program web page where Program Learning Objectives for this program are published (NEASC requires this as part of being transparent to stakeholders):<https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-healthcare-administration/learning-outcomes>