



GAAC Degree Program Proposal

Requesting College(s)/School(s)/Center(s): College for Public Health and Social Justice (CPHSJ)

Requesting Department(s): Health management and Policy (HMP)

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| Academic Level: | <input type="checkbox"/> <input checked="" type="checkbox"/> Post-Baccalaureate (includes all graduate and professional programs) |
| Associated Degree: | <input type="checkbox"/> <input type="checkbox"/> Master of Arts (M.A.) <input type="checkbox"/> <input type="checkbox"/> Master of Science (M.S.) <input type="checkbox"/> <input type="checkbox"/> Doctor of Philosophy (Ph.D.) <input type="checkbox"/> <input checked="" type="checkbox"/> Other – <i>please specify</i> : Master of Health Care Management (MHCM) |
| Program Title/Area of Study: | <i>Examples: English, Biology, Public Health Health Administration</i> |
| Program Start Term | <input checked="" type="checkbox"/> Fall 2021 <input type="checkbox"/> Spring 2020 <input type="checkbox"/> Summer <i>Click or tap here to enter year.</i> <input type="checkbox"/> Other <i>Click or tap here to enter term.</i> |

| SLU Approval Authority | Signature | Date |
|---|-----------------------------|---------|
| Department Chair (HMP) | <i>Rhonda Belue</i> | 12/3/20 |
| College/School/Center Curriculum Committee Chair | <i>Michael Elliott, PhD</i> | 12/3/20 |
| College/School/Center Dean | <i>Tom Burroughs</i> | 12/3/20 |
| Chair, GAAC | | |
| Council of Academic Deans and Directors | | |
| Provost | | |
| Chair, Academic Affairs Committee of the University Board of Trustees | | |
| Chair, University Board of Trustees | | |

HLC Approval Date (*if applicable*) *Click or tap to enter a date.*

4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Note: You are strongly encouraged to work with the University Assessment Coordinator as you develop this portion of the proposal. The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress and using the data to inform program improvement and assist with all facets of academic assessment.

4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes. Note that results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

| <p>Program-Level Student Learning Outcomes</p> <p><i>What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?</i></p> | <p>Evaluation Method</p> <p><i>How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?</i></p> <p><i>Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.</i></p> <p><i>Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.</i></p> | <p>Use of Assessment Data</p> <p><i>How and when will student performance data be analyzed and then used to “close the assessment loop” and inform <u>program improvement</u>? How will you document that?</i></p> |
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| <p>EXAMPLE:</p> <p>1. Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases.</p> | <p>EXAMPLE:</p> <p>Direct Measures:</p> <ol style="list-style-type: none"> The following courses in the program specifically require formal case analyses designed to elicit direct evidence of student development toward this outcome: BUS 500, BUS 522, BUS 600 Embedded in the mid-term and final exams in certain required courses (BUS 550, MGMT 503, BUS 650) will be questions designed specifically to provide data enabling faculty and program administrators to evaluate student progress toward this outcome. <p>Indirect Measures</p> <ol style="list-style-type: none"> End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome and will particularly focus on how the program has impacted professional competency. | <p>EXAMPLE:</p> <p>Assessment results will be analyzed annually against a standard rubric by the program director and a small team of faculty; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation.</p> <p>Reviews of the impact of any such program changes will also be conducted annually, and the records of those reviews will be maintained by our department assessment coordinator.</p> |

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| <p>1. Lead people and teams to prioritize goals and policies that balance the mission, vision, and values of the organization with the needs and values of the communities it serves.</p> | <p>Direct Measures: (HMP 5000; HMP 5300; HMP 5390; HMP 5400; HMP 5800; PUBH 5010)</p> <ol style="list-style-type: none"> 1. In homework assignments, exams, papers, and case study analyses, students will demonstrate the ability to evaluate the alignment of an organization’s mission, vision and values with its strategic objectives, to interpret the findings of a community health needs assessment, to identify gaps and consistencies, and to propose relevant solutions 2. In major class projects, students will propose a redesigned health system to better meet the needs of the US (HMP 5000); develop a preliminary business plan for a new health care organization (HCO) product or service that aligns organizational mission with community need/demand (HMP 5300); develop personal reflections re: ethical and leadership issues in the health care environment (HMP 5390); write briefs that analyze and apply legal issues related to health care employment and operational settings (HMP 5400); complete a strategic planning project (HMP 5800); and write an opposition editorial re: an issue that will improve health in diverse communities (PUBH 5010). <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. 2. End-of-program student surveys will solicit self-evaluations of their development in the context of this outcome. 3. Tracking reports demonstrating admission rates; graduation rates; time to graduation; placement rates (for students seeking new employment post-graduation); pre-, post-grad salaries. 4. Alumni surveys (administered at 1-year and 3-years post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome and will particularly focus on how the program has impacted professional competency. | <p>Assessment results will be analyzed annually against a standard rubric by the program director, quality improvement director, and the HMP curriculum and competency committee (CCC); recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted annually, and the records of such reviews will be maintained by our department assessment coordinator.</p> |
| <p>2. Apply appropriate models and methods to analyze data, environments, and issues from a systems perspective.</p> | <p>Direct Measures: (HMP 5000; HMP 5030; HMP 5110; HMP 5130; HMP 5190; HMP 5030; HMP 5200; HMP 5300; HMP 5400; HMP 5700; HMP 5800)</p> <ol style="list-style-type: none"> 1. In homework assignments, exams, papers, and case study analyses, students will demonstrate the ability to assess internal and external environments in which HCOs operate using both qualitative and quantitative data; analyze quantitative data using appropriate accounting, financial, | <p>Assessment results will be analyzed annually against a standard rubric by the program director, quality improvement director, and the HMP curriculum and competency committee (CCC); recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted annually, and the records of such reviews will be maintained by our department</p> |

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| | <p>statistical and economic evaluation methods; and interpret the results data analyses using a systems perspective.</p> <p>2. In major class projects, students will conduct environmental analyses using tools that include SWOT and Porter's 5 Competitive Forces (HMP 5000, HMP 5300, HMP 5400); develop a preliminary business plan for a new HCO product or service that aligns organizational mission with community need/demand (HMP 5300); develop a balanced score card for an HCO; write briefs that analyze and apply legal issues related to health care employment and operational settings (HMP 5400); conduct process analyses using quality improvement tools (histograms, Pareto charts, etc.) and data visualization using Tableau (HMP 5110); evaluate health information technology (HIT) applications across different functional areas and vendors (HMP 5130); create, analyze financial (detailed cash budget, income statement, balance sheet, etc.) (HMP 5030, HMP 5700); complete a strategic planning project (HMP 5800).</p> <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. 2. End-of-program student surveys will solicit self-evaluations of their development in the context of this outcome. 3. Tracking reports demonstrating admission rates; graduation rates; time to graduation; placement rates (for students seeking new employment post-graduation); pre-, post-grad salaries. 4. Alumni surveys (administered at 1-year and 3-years post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome and will particularly focus on how the program has impacted professional competency. | <p>assessment coordinator.</p> |
| <p>3. Demonstrate the ability to organize resources and manage accountability in health care and public health environments.</p> | <p>Direct Measures: (HMP 5000; HMP 5110; HMP 5130; HMP 5030; HMP 5200; HMP 5300; HMP 5390; HMP 5400; HMP 5700)</p> <ol style="list-style-type: none"> 1. In homework assignments, exams, and case study analyses, students will demonstrate the ability to manage, people, teams and resources of health care and public health organizations. 2. In major class projects, students will develop staffing models, business plans and strategic plans for HCOs (HMP 5300; HMP 5800); develop and analyze budgets and financial statements (HMP 5030, HMP 5700); analyze processes and propose process improvements (HMP 5300; | <p>Assessment results will be analyzed annually against a standard rubric by the program director, quality improvement director, and the HMP curriculum and competency committee (CCC); recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted annually, and the records of such reviews will be maintained by our department assessment coordinator.</p> |

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| | <p>5110; HMP 5130); anticipate, analyze and address legal and ethical issues in HCOs; use the results of environmental and economic evaluations to propose optimal deployment of public resources (HMP5000; HMP 5200).</p> <p>Indirect Measures:</p> <ol style="list-style-type: none"> 3. End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. 4. End-of-program student surveys will solicit self-evaluations of their development in the context of this outcome. 5. Tracking reports demonstrating admission rates; graduation rates; time to graduation; placement rates (for students seeking new employment post-graduation); pre-, post-grad salaries. 6. Alumni surveys (administered at 1-year and 3-years post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome and will particularly focus on how the program has impacted professional competency. | |
| <p>4. Apply systems-thinking and community-engaged approaches in partnering with organizations and communities to improve population health outcomes.</p> | <p>Direct Measures: (HMP 5000; HMP 5300; PUBH 5010)</p> <ol style="list-style-type: none"> 1. In homework assignments, exams, papers, and case study analyses, students will demonstrate the ability to apply relevant frameworks to improve health outcomes. 2. In major class projects, students will propose a redesigned health system to better meet the needs of the US (HMP 5000); develop a preliminary business plan for a new HCO product or service that aligns organizational mission with community need/demand (HMP 5300); and write an opposition editorial re: an issue that will improve health in diverse communities (PUBH 5010). <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. 2. End-of-program student surveys will solicit self-evaluations of their development in the context of this outcome. 3. Tracking reports demonstrating admission rates; graduation rates; time to graduation; placement rates (for students seeking new employment post-graduation); pre-, post-grad salaries. 4. Alumni surveys (administered at 1-year and 3-years post- | <p>Assessment results will be analyzed annually against a standard rubric by the program director, quality improvement director, and the HMP curriculum and competency committee (CCC); recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted annually, and the records of such reviews will be maintained by our department assessment coordinator.</p> |

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| | <p>graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome and will particularly focus on how the program has impacted professional competency.</p> | |
| <p>5. Create, organize, and convey ideas and information tailored to the needs of the target audience.</p> | <p>Direct Measures: (HMP 5000; HMP 5190; HMP 5030; HMP 5300; HMP 5340; HMP 5390; HMP 5700; PUBH 5010)</p> <ol style="list-style-type: none"> 1. In homework assignments, papers, and case study analyses, students will demonstrate the ability to develop and communicate information that is concise and compelling for specific audiences. 2. In major class projects, students will write a plan to redesign the US health system to (HMP 5000); develop a preliminary business plan for a new HCO product or service (HMP 5300); develop a strategic plan for a HCO; write briefs that analyze and apply legal issues related to health care employment and operational settings (HMP 5400); and write an opposition editorial re: an issue that will improve health in diverse communities (PUBH 5010). <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. 2. End-of-program student surveys will solicit self-evaluations of their development in the context of this outcome. 3. Tracking reports demonstrating admission rates; graduation rates; time to graduation; placement rates (for students seeking new employment post-graduation); pre-, post-grad salaries. 4. Alumni surveys (administered at 1-year and 3-years post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome and will particularly focus on how the program has impacted professional competency. | <p>Assessment results will be analyzed annually against a standard rubric by the program director, quality improvement director, and the HMP curriculum and competency committee (CCC); recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted annually, and the records of such reviews will be maintained by our department assessment coordinator.</p> |

4.2 Curriculum Mapping

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below. ***Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.***

| Level I | Level II | Level III |
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| <ul style="list-style-type: none"> ▪ <i>Knowledge & Comprehension:</i> Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words. | <ul style="list-style-type: none"> ▪ <i>Application:</i> Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations. ▪ <i>Analysis:</i> Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences. | <ul style="list-style-type: none"> ▪ <i>Synthesis:</i> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. ▪ <i>Evaluation:</i> Make judgments about the value of ideas or materials. |

Note: When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of any outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.

Courses Offered by Home Department of Proposed Major or Minor:

| Major or Minor Student Learning Outcomes | HMP 5000 | HMP 5030 | HMP 5110 | HMP 5130 | HMP 5190 | HMP 5200 | HMP 5300 | HMP 5390 | HMP 5400 | HMP 5700 | HMP 5800 |
|--|----------|------------|-------------|----------|------------|------------|------------|------------|----------|-------------|------------|
| Example: Outcome #1 | 1 | 1 | 1, 2 | 2 | 2 | 2 | | 3 | 2 | 2, 3 | |
| 1. Lead people and teams to prioritize goals and policies that balance the mission, vision, and values of the organization with the needs and values of the communities it serves. | 1 | | | | | | 1 | 1,2 | 2 | | 3 |
| 2. Apply appropriate models and methods to analyze data, environments, and issues from a systems perspective. | 1 | 1,2 | 1, 2 | 2 | 1,2 | 1 | 1,2 | 1,2 | 2 | 1,2 | 2,3 |
| 3. Demonstrate the ability to organize resources and manage accountability in health care and public health environments. | 1 | 1 | 1, 2 | 2 | 2 | 1,2 | 1,2 | 3 | 2 | 2, 3 | 2,3 |
| 4. Apply systems-thinking and community-engaged approaches in partnering with organizations and communities | 1 | | | | | | 1 | 1,2 | 2 | | 3 |

| Major or Minor Student Learning Outcomes | HMP 5000 | HMP 5030 | HMP 5110 | HMP 5130 | HMP 5190 | HMP 5200 | HMP 5300 | HMP 5390 | HMP 5400 | HMP 5700 | HMP 5800 |
|---|----------|----------|----------|----------|----------|----------|------------|------------|----------|----------|------------|
| to improve population health outcomes. | | | | | | | | | | | |
| 5. Create, organize, and convey ideas and information tailored to the needs of the target audience. | 1 | 1 | 1 | 1 | 1 | 1 | 1,2 | 2,3 | 2 | 1 | 2,3 |

Program Courses Offered by Other Departments:

| Major or Minor Student Learning Outcomes | PUBH 5010 | | | | | | |
|--|-----------|--|--|--|--|--|--|
| Example: Outcome #1 | 1 | | | | | | |
| 1. Lead people and teams to prioritize goals and policies that balance the mission, vision, and values of the organization with the needs and values of the communities it serves. | 1 | | | | | | |
| 4. Apply systems-thinking and community-engaged approaches in partnering with organizations and communities to improve population health outcomes. | 1 | | | | | | |
| 5. Create, organize, and convey ideas and information tailored to the needs of the target audience. | 1 | | | | | | |

* Adapted from Bloom's Taxonomy (1965)