
HSPA Assessment Plan

Graduate programs overseen by the College of Graduate Studies, including the Master of Science in Health-System Pharmacy Administration (HSPA), are subject to an annual review that provides for continuous quality improvement. The annual process includes an assessment schedule, reporting requirements, and documentation of assessment work, which is assembled in an annual report for review by the college's Graduate Faculty Council (see Use of Assessment Data section below for further details). In addition, a comprehensive program review occurs every seven years. These assessments are designed to ensure that graduate programs are fulfilling their obligations to students and external accrediting agencies.

All academic programs in the College of Graduate Studies are required to have the following key components: mission statement; program goals and objectives; course objectives; an appropriate variety of methods of assessment; designated timeframes for data collection and analysis; and a plan for the use of assessment data for course and program improvement. These components are detailed below for the HSPA program.

HSPA Program Vision Statement

The aim of the M.S. Program in Health-System Pharmacy Administration is to prepare pharmacists to assume management and leadership positions in hospital and health-system pharmacy practice.

HSPA Program Mission Statement

The purpose of the M.S. Program in Health-System Pharmacy Administration is the advancement of graduates' competence to develop administrative, financial, and leadership skills related to health-system administration which will enable them to manage complex health-system pharmacy departments at the institutional and department levels.

HSPA Program Goals and Objectives

Graduates of the program will be able to:

1.0 Strategic Planning

- 1.1 Convey a shared, inspired vision for pharmacy services in health systems to meet organizational and patient needs
- 1.2 Demonstrate the ability to develop strategies, objectives and plans of action to support high quality, contemporary, comprehensive pharmacy services



2.0 Evidence Based Management

- 2.1 Design, develop, implement, and evaluate safe and effective medication use systems across the continuum of care
- 2.2 Incorporate evidence-based management and best practices/innovation from other industries

3.0 Human Resource Function

- 3.1 Manage the entire spectrum of the human resource function

4.0 Financial Management

- 4.1 Utilize financial management skills to develop and monitor budgets, write program proposals and perform pharmacoeconomic analysis to optimize managerial decisions
- 4.2 Provide innovative, quality services while maximizing the organization's financial position across the continuum of care

5.0 Communication

- 5.1 Utilize effective interdisciplinary communication (written and verbal) throughout the health care system
- 5.2 Demonstrate ability to communicate analysis, results, and recommendations through data visualization

6.0 Leadership

- 6.1 Integrate regular self-assessment to optimize management styles and techniques for continuous improvement
- 6.2 Develop and refine skills necessary to be an effective manager or leader.
- 6.3 Foster analytical and decision-making skills

Curriculum

Coursework is provided completely online through the NEOMED College of Graduate Studies and Kent State University. Mid-career practitioners enrolled in the M.S. degree, may finish the program in two to six years. Students enrolled in a concurrent post-graduate residency in pharmacy administration are expected to complete the program in two years. The American Society of Health-System Pharmacists (ASHP) accredited postgraduate residencies, completed concurrently with the two-year M.S. program, allow students to immediately apply hands-on experience gained through clinical and administrative rotations and knowledge gained in the classroom to real-life professional, clinical and management situations. The concurrent two-year specialized residencies in pharmacy administration are conducted currently at the Cleveland Clinic Main Campus or Cleveland Clinic Akron General Medical Center.

HSPA Course Objectives

Course objectives have been developed for HSPA courses. The course objectives have been aligned with the program objectives.



Offered Every Semester:

60402 Pharmacy Seminar, Contemporary Issues

Course Learning Objectives	HSPA
1. Explain and debate contemporary issues in health-system pharmacy.	1.1
2. Explain and debate contemporary issues in the U.S. healthcare delivery system.	1.1
3. Discuss topics related to leadership and management.	6.2
4. Demonstrate enhanced leadership and presentation skills in the classroom.	6.2
5. Lead a seminar discussion on a selected topic.	6.2
6. Articulate a personal perspective and position on topics discussed and defend that perspective.	6.1, 1.2

Offered in Fall/Year 1

65101 Research Methods

Course Learning Objectives	HSPA
1. Describe the overall research process, as it pertains to your health-based field.	2.2
2. Beginning with an observation, develop a testable research question.	1.1
3. Describe the design of various types of observational trials (cohort, cross-sectional, and case control).	1.2
4. Describe the design of prospective interventional and quasi-experimental trials.	5.2
5. Identify strengths and weaknesses of various trial designs, especially as it relates to your health-based field.	5.2
6. Identify and develop a research idea into a study protocol.	2.2
7. Explain basic biostatistics principles that must be considered when designing and evaluating research.	6.3
8. Identify appropriate statistical tests for summarizing data based on the type of data being presented.	6.3
9. Describe key elements of study implementation and data management.	6.3
10. Address important ethical considerations when conducting health-based research.	2.2
11. Explain various methods of dissemination research results.	6.3
12. Explain the value of critical thinking in relation to the research process.	2.2
Ph.D. Level	
1. Illustrate best practices for choosing a model system.	2.2



60110 Data Analytics for Health System Pharmacists

Course Learning Objectives	HSPA
1. Increase functional knowledge of data analytics as it applies to health system pharmacy management.	6.3
2. Recognize the use of analytics across business areas including, but not limited to, finance and forecasting, price optimization, computer information systems, operations management, inventory planning, and more.	5.2
3. Develop ability to communicate analysis and results through data visualization.	6.3
4. Demonstrate knowledge of statistical data analysis techniques utilized in business decision making.	6.3, 5.2
5. Demonstrate competency in using Microsoft Office Suite.	5.2

60103 Pharmacy Leadership and Operations Management

Course Learning Objectives	HSPA
1. Describe the evolution of the medication use system including primary literature supporting best practices.	2.1
2. Describe key issues of concern with medication safety and describe the contributions of “safety cultures” to medication use systems.	2.1
3. Describe the role key regulatory agencies play in the oversight of pharmacy operations in health systems.	1.2
4. Describe compliance requirements for health-system pharmacies.	2.1
5. Describe key elements of the medication use system.	2.1
6. Design pharmacy dispensing models based on health system requirements and available automation including but not limited to: <ol style="list-style-type: none"> a. Efficient medication distribution b. Medication security c. Regulatory requirements 	2.1
7. Be able to utilize metrics and outcome measures for program evaluations, setting targets, knowledge sharing, accountability, resource allocation, and more.	2.1
8. Explain how managerial communication includes both interpersonal and organizational communications.	5.1
9. Explain the differences between formal and informal communication, as well as upward and downward communication.	5.1
10. List some of the major barriers to effective managerial communication in the workplace, and some strategies for overcoming these barriers.	5.1
11. Explain what pharmacy can learn from non-pharmacy business case studies, scenarios, lessons learned, etc.	2.2
12. Create a business plan for the pharmacy setting that proposes a solution to	5.1



an identifiable problem, identifies stakeholders and necessary resources, anticipates challenges and barriers, and utilizes effective, professional communication.	
13. Compare and contrast pharmacy management vs. leadership.	6.1

Offered in Spring/Year 1

60104 The Healthcare System

Course Learning Objectives	HSPA
1. Describe the evolution of health care delivery within the United States, and the social structures and forces that have shaped it.	1.1
2. Discuss how health care today continues to be shaped by social/cultural influences, and the impact on pharmacy system organization and practice.	1.1
3. Describe the concept of the “triple aim” in health care and how it is influencing the manner in which we define value and evaluate health services.	1.1
4. Identify the most common types of inpatient health care facilities, and how pharmacy services are evolving within them.	1.2
5. Provide research-based examples of how the professional pharmacist can support the evolution of post acute care systems to meet the needs of an aging society.	1.1
6. Describe key principles and structural aspects of accountable care organizations, and how pharmacy practice can evolve to support them.	1.2
7. Identify key attributes of the major forms of public and private financing of health care in the United States.	1.1
8. Describe the legislative/policy process for development of health care law, and major cultural influences today on this process.	1.1
9. Identify ways in which public health structures and non-governmental organizations supply health care and influence health policy.	2.2
10. List major trends in information technology management, and their influence on pharmacy practice and health care design.	2.2
11. Identify how “industry” concepts are being applied to drive improvements in health care.	2.2
12. Evaluate key similarities and differences between the US health care system and those in other developed countries.	1.1



60102 Financial Management in Health-System Pharmacy

Course Learning Objectives	HSPA
1. Understand all components of a pharmacy department budget and be able to describe the budget process.	4.1
2. Describe the most likely ways to control the pharmacy department operating budget.	4.1
3. Analyze past performance of a pharmacy department's financial performance and forecast financial trends for the future.	4.1
4. Describe the nuances of the financial management of human resources.	3.1
5. Demonstrate cost management basic techniques and describe how they are used in health-system pharmacy.	4.2
6. Demonstrate knowledge of the pharmaceutical contracting process and the management of the supply chain for health-system pharmacies.	2.1
7. Describe how revenue is handled in the budgeting process and how pharmaceutical reimbursement is handled in today's environment.	4.2
8. Demonstrate the ability to know how to set up benchmark and productivity analysis for a department of pharmacy in a health system.	1.2
9. Describe the strategic financial planning process in a health-system pharmacy.	4.1
10. Describe the financial planning and assessment process for pharmacy education and research programs.	4.1
11. Describe pharmacy outsourcing programs.	4.1
12. Select appropriate pharmacoeconomic strategies when evaluating medication therapies.	4.1
13. Complete a pharmacy and therapeutics committee financial analysis.	4.1
14. Develop a financial plan for a new pharmacy-related project proposal and present the proposal to the C suite of a health system including a return on investment analysis.	4.1
15. Describe entrepreneurial opportunities outside of health-system pharmacy.	6.2

60111 Pharmacy Informatics for Health System Pharmacists

Course Learning Objectives	HSPA
1. Explain the focus, history, and scope of pharmacy informatics.	1.2
2. Utilize various technologies to conduct basic pharmacy operations at all levels of care.	2.1
3. Generalize how various technologies are used in pharmacy practice and how they interface with each other across the continuum of care.	1.2
4. Demonstrate the ability to work collaboratively with informatics professionals to maintain and optimize information systems in pharmacy service areas across the continuum of care.	6.2



5. Relate pharmacy informatics current processes to future optimizations and needs in the healthcare system, with an emphasis on improvement of safe medication practices.	2.1
6. Develop a large-scale pharmacy informatics project.	2.1, 5.1, 6.2

Offered in Fall/Year 2

60105 Innovation Project I

<i>Course Learning Objectives</i>	HSPA
1. Conceptualize new and improved services.	1.1
2. Write and obtain approval of project proposals.	5.1
3. Develop a financial feasibility and analysis for the project.	4.1
4. Implement a new service or program.	1.2
5. Monitor and measure success of the implemented program or service.	1.2
6. Present the project proposal and completed project in a variety of venues at various stages of development in an authoritative, professional manner.	5.1
7. Develop and write a manuscript describing the project that is suitable for publication.	5.1
8. Demonstrate the ability to work independently through the various phases of completing a research project.	6.3

60106 Personnel Management

<i>Course Learning Objectives</i>	HSPA
1. Examine best practices of leading and managing effective teams.	6.1
2. Describe the role of HR and its relationship to personnel management.	3.1
3. Describe the best practices associated with hiring and developing successful employees.	3.1
4. Identify solutions to the potential challenges with which personnel managers are faced.	3.1
5. Clearly describe a selected personnel management topic through a formal presentation to an audience.	5.1



Offered in Spring/Year 2:

60107 Innovation Project II

Course Learning Objectives	HSPA
1. Conceptualize new and improved services.	1.1
2. Write and obtain approval of project proposals.	5.1
3. Develop a financial feasibility and analysis for the project.	4.1
4. Implement a new service or program.	1.2
5. Monitor and measure success of the implemented program or service.	1.2
6. Present the project proposal and completed project in a variety of venues at various stages of development in an authoritative, professional manner.	5.1
7. Develop and write a manuscript describing the project that is suitable for publication.	5.1
8. Demonstrate the ability to work independently through the various phases of completing a research project.	6.3

60108 Effective Communications

Course Learning Objectives	HSPA
1. Describe the evolution of communication based on shifting demographics as well as contemporary mediums (e.g. technology adoption).	5.1
2. Identify and apply the most appropriate verbal and written communication methods based on the message, format, and audience.	5.1
3. Construct policy and procedure documents to support consistency of process application.	5.1
4. Summarize information for clarity and impact.	5.2
5. Implement presentation techniques to engage the audience and ensure comprehension.	5.2
6. Utilize methods to persuade and influence your audience to meet goals and objectives.	5.2
7. Demonstrate negotiation methods that deliver mutually beneficial results.	5.1
8. Apply tools to navigate conversations when emotions are high and the results are critical.	5.1
9. Compare and contrast communication structures that support direct reporting versus mentee relationships.	5.1

60109 Integrated Business Strategy

Course Learning Objectives	HSPA
1. Evaluate the importance and value of strategic planning for health care organizations.	1.1



2. Conduct an analysis of the general and industry external environments for a health care organization.	2.2
3. Analyze the service area for a health care organization or department of pharmacy.	1.2
4. Describe the role of internal environmental analysis in identifying the basis for a strategic plan.	1.2
5. Based on internal and external analyses develop strategic initiatives that contribute to the mission, move the organization toward realization of its vision, and are consistent with organization's values.	1.1
6. Evaluate strategic alternatives available for a health care organization or department of pharmacy.	1.2
7. Describe the importance of value-adding service and support strategies in the implementation of a strategic plan.	1.2
8. Suggest effective ways to overcome barriers to the implementation of strategies.	1.2
9. Describe the importance of monitoring and changing strategic plans.	1.2
10. Describe the financial implications in strategic planning.	4.2
11. Discuss the role of leadership in strategic planning.	6.2
12. Discuss strategic related issues facing health-care in general.	1.1
13. Prepare and present a strategic plan for a health care organization or department of pharmacy.	1.2

Assessment Methods

The College of Graduate Studies encourages the use of a variety of assessment methods to support student learning, demonstrate faculty, course, and program effectiveness, and identify areas/elements for improvement. Direct and indirect assessment methods include summative and formative feedback to students, faculty, and program directors. The following table illustrates the recurring assessment cycles that provide important data and feedback to courses and programs.



Assessment Schedule	Assessment Methods	Assessment Type	Conducts Assessment	Evaluates/Analyzes Assessment Data
Throughout Semester	<ul style="list-style-type: none"> • Assignments • Discussions • Exams 	Direct	Course	Program
End of each course offering	Course Evaluations	Indirect	Institutional Research	Program
End of each course offering	Instructor Evaluations	Indirect	Institutional Research	Program
Annually	End of the Year Survey	Indirect	Institutional Research	College
Annually	Student Satisfaction Survey	Indirect	Institutional Research	College
At completion of program	Graduation Survey	Indirect	Institutional Research	College
Every seven (7) years	Program Review	Indirect	Institutional Research	College

Use of Assessment Data

The College identifies who will receive the analyzed indirect assessment data, and how it will be used by the program. For example, data can be shared with the program’s advisory committee to inform curricular changes and development, and/or the instructional faculty for course feedback. Program changes and improvements should be recommended as needed in response to the analysis of assessment data. Such activities are documented and reported in an annual report as requested by the College of Graduate Studies Graduate Faculty Council each June.

In the above-referenced context we offer specific materials for review for the HSPA program.



Examples of Assessment Tools

Two assessment tools are included as attachments (below) as examples of the direct assessment activities that students in the HSPA program will be asked to undertake. The first is the Value-Adding Service Delivery writing assignment. The second example is Disruptive Behavior case study assignment.

- HSPA Assignments
 - [Value-Adding Service Delivery](#)
 - [Disruptive Behavior](#)

Additional Assessment Activities

Additional documentation that provides detailed information on indirect assessments are included as attachments (below). This information includes course and instructor evaluations, a student satisfaction survey, end of year survey, graduate exit survey, and materials detailing the seven-year graduate program review process.

- Assessment Tools
 - [Survey Graduate Course Evaluation](#)
 - [Survey Graduate Instructor Evaluation](#)
 - [Survey Graduate Student Satisfaction Survey](#)
 - [Survey End of Year Survey](#)
 - [Survey Graduate Exit Survey](#)
 - [Program Review Process](#)
 - [Graduate Program Review – Self-Study](#)



Assignment: Value-Adding Service Delivery

Point value: 20 points

Instructions

Using the strategy, you selected in the previous week, describe how you will maintain or change the pre-service, point-of-service, and after service strategies/activities related to your healthcare organization. Keep in mind that any expansion or reduction of scope to your organization likely requires a change the value-added service delivery activities.

Grading Criteria

Your assignment is worth 20 points, and will be graded on the quality of the following components:

1. Specifically describes how you will maintain or change the pre-service activities related to your healthcare organization.
2. Specifically describes how you will maintain or change the point-of-service activities related to your healthcare organization.
3. Specifically describes how you will maintain or change the after-service activities related to your healthcare organization.
4. Submitting a well written assignment devoid of spelling and grammatical errors.

Submission Information

1. Upload your assignment as either an MS Word doc or pdf using the Blackboard Learn Assignment Tool. Name your file as: **First Name Last Name_ Value-Adding Service Delivery**



Assignment: Disruptive Behavior

Point value: 20

In this discussion you will examine the impact that disruptive behavior can have within a health care setting. You will also be provided with a case study in which you will need to describe the management strategies and techniques you would utilize if you were the manager in this position.

Instructions

Provide a detailed (1-2 paragraphs) response to each of the following questions/prompts.

1. Were you surprised by any of the results reported by ISMP? Why or why not? What do you feel is the biggest impact that disruptive behavior has on the workplace?
2. Discuss how disruptive behavior is handled within your organization. Does your organization have a code of conduct or professionalism policy? Is there an intervention policy in place? What type of training does the staff receive related to disruptive behavior in the workplace? Describe what you feel the organization does well and/or where improvements could be made.
3. Read the following case study. Describe the actions you would take if you were the manager in this scenario. Be sure to provide a detailed description of the necessary steps that includes both the conversation you would have with the employee, any documentation you would keep, an approximate timeline, and any next steps you would consider.

Case Study:

Over the course of the past several months you have noticed that one of your employees has been particularly uncooperative. Many of her coworkers have also spoken with you about the comments she makes and the way that she speaks to other employees. You have observed her behavior and have documented incidents of her making inappropriate jokes and speaking poorly of other members of her team. You have met with her once about a month ago already to discuss her actions and to make



sure that she was aware of the issue. You did notice a difference in her behavior for the first few days following your discussion but in the past few weeks her negative attitude, inappropriate comments, and even foul language has returned.

Grading Criteria

- Response includes thoughtful, professional responses to all questions. Thoughtful responses mean:
 - all portions of each question are answered
 - responses demonstrate reflective thought
 - responses draw on accurate facts and relevant content from the course materials and outside resources.
- post uses good sentence structure, grammar, and punctuation
- the response is professional in tone, adhering to netiquette guidelines.

Submission Information

- **Due Sunday of Module 11 at 11:59 PM ET**



Course Evaluation

Strongly Agree (**SA**) - Agree (**A**) - Disagree (**D**) - Strongly Disagree (**SD**) - Not Applicable (N/A)

Course Content:

1. The course was well organized.
2. Learning objectives were clearly stated for all lectures and activities.
3. Graded content was based on the stated learning objectives.
4. The material in the course was presented at a level appropriate to my stage of training.

Comments about the course content:

Content Delivery:

5. The lectures, readings, or other course content was appropriate for optimal learning.
6. The amount of reinforcement of previous concepts was appropriate for optimal learning.
7. Knowledge gained in the course was reinforced by examples, assignments, projects.
8. If applicable, the laboratory/small group sessions were useful/helpful.
9. If applicable, the On-line discussions were useful/helpful.
10. The content in this course will be useful in future applications.

Comments about the content delivery:

Supplemental course materials:

11. The syllabus provided clear expectations.
12. The text and/or other assigned readings was useful.
13. Materials provided on AIMS/Blackboard/Springboard were useful.
14. Materials on AIMS/Blackboard/Springboard were easy to access.

Comments about course materials:

Overall rating

15. Overall this course met the objectives stated in the syllabus.

Comments about the course overall:

What were the most useful aspects of this course?

Any additional comments:



Instructor Evaluation

Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

The instructor:

1. Stated the course objectives.
2. Demonstrated knowledge of the topic.
3. Presented concepts in a clear and organized manner.
4. Discussed material at a level that was appropriate to my stage of training.
5. Made effective use of time.
6. Emphasized key points.
7. Spoke clearly.
8. Worked to engage the learners.
9. Summarized the course modules effectively.
10. The course instructor was present throughout the course by providing timely feedback, grading assignments, participating in discussions, etc.
11. Demonstrated respect for learners.
12. Displayed a positive attitude about teaching the material.
13. Was accessible for questions.
14. Overall, the teaching was effective.

Comments:

What did the instructor do that was most effective?

What could the instructor do to improve his/her teaching?

Other observations/recommendations:



Student Satisfaction Survey

1. What COGS Degree Program are you currently enrolled in?
2. Year in Program? 1 - 6
3. Upon reflection of this academic year, I think that, overall, the curriculum was well organized.
4. There was an integration of basic science concepts and clinical concepts in the curriculum.
5. I was provided with an adequate number of active learning experiences (e.g., small group discussions, interviewing).
6. The curriculum provided adequate opportunity for independent learning.
7. There was an adequate use of technology (e.g., Learning Management System, web-based lab activities) throughout the year.
8. The use of technology enhanced the quality of my learning experience.
9. I received timely feedback on my academic progress during the year.
10. There was a variety of assessment strategies during the year, e.g., written tests, lab practicals, presentations, feedback on essays, etc.
11. The number of assessments throughout the year was adequate.
12. In general, the assessments that determined my final grades reflected the learning objectives of the courses.
13. The curriculum fosters intellectual dialogue between students and faculty.
14. The curriculum helped me enhance my communication skills.
15. The curriculum helped me better understand the meaning of professionalism with regard to my future career.
16. The presence of medical and pharmacy students enhanced the interprofessional classes.
17. The curriculum during this academic year gave me a good start to my professional future.
18. I feel that NEOMED has provided an environment conducive to learning.



End of the Year Survey

The purpose of the following questions is to get feedback about your level of satisfaction with your educational experience to date. Your responses will be kept strictly confidential.

Please respond to the following questions with **the curriculum as a whole** in mind, not just an individual course.

Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD) Unable to Evaluate (U)

Curriculum Competencies - This academic year's curriculum...

1. This year's curriculum provided me adequate opportunities to enhance my **communication skills**.
2. This year's curriculum provided adequate **opportunity** to work on my own learning goals.
3. This year's curriculum **integrated** basic science concepts and helped me to apply them to less familiar clinical problems and concepts.
4. This year's curriculum fostered **intellectual dialogue** between students and faculty.
5. I felt the background **knowledge and skills** that I had at the start of the year prepared me to do well in this year's curriculum.
6. I felt that this year's learning **expectations** were adequately defined.
7. I feel confident that this year's curriculum adequately **prepared** me for next year's tasks.
8. I feel confident that the curriculum gave me a good **foundation** for my future as a health care professional.
9. I was given an adequate number of **active learning experiences** (e.g., small group discussions, labs, CSAs, online experiences).
10. I received adequate and timely **feedback** on my academic progress (including non-graded feedback like performance comments or practice questions).
11. There was an adequate variety of **graded assessment strategies** (e.g., written tests, lab practicals, presentations, feedback on essays).
12. In general, the assessment **outcomes** provided a fair representation of my efforts and achievement.
13. The overall amount of curricular **work** I was expected to do this year was appropriate.

When do you feel most engaged in classroom activities?



Comments about curriculum competencies?

Opportunities to address missions outside of curriculum - *NEOMED provided me an opportunity to...*

1. Participate in a scholarly or **research project**.
2. Participate in a **community** health-related activity (project, volunteer, etc.).
3. Be involved in extracurricular **primary care** oriented activities.
4. Volunteer in or interact with **underserved** populations.

Comments about extracurricular learning opportunities:

Learning Environment-

1. My **student peers** are supportive of my professional goals.
2. I am not subjected to offensive remarks by NEOMED **students**.
3. In general, the **faculty** I encounter are supportive of my professional goals.
4. I am not subjected to offensive remarks by NEOMED **faculty or staff**.
5. NEOMED **faculty** respond to student concerns effectively.
6. The **dean's office** responds to student concerns effectively.
7. NEOMED **University offices** (e.g. the President's office, Registrar, Library, etc.) respond to student concerns effectively.
8. NEOMED Educational Facilities in **Rootstown** were adequate to support my learning needs this year
9. NEOMED **Affiliated Clinical Sites** had adequate facilities to support my learning needs this year
10. I know the procedures for reporting mistreatment of medical students.

What is the best part of the learning environment?

Other comments about the learning environment:

Overall

1. I feel that NEOMED has provided an environment conducive to learning.

General comments:

Thank you for your help. Your feedback is essential.



Graduate Exit Survey

1. What COGS Degree Program are you currently enrolled in?
2. Year in Program? 1 - 6
3. What course did you find to be the most beneficial? Why
4. What course did you find to be the least beneficial? Why
5. What part of your lab experience did you find the Most enjoyable? Why?
6. What part of your lab experience did you find the Least enjoyable? Why?
7. What knowledge, skill or ability that you have developed since the beginning of the program do you think has been or will be the most valuable for you?
8. How would you rate the advising you received in the program?
9. Were programmatic expectations clear?
10. How would you improve the Graduate program?
11. How would you improve the NEOMED College of Graduate Studies student experience?
12. What advice do you have for incoming students?
13. What are your short and long term career goals?
14. Have they changed since you began this program?
15. Do you feel the degree earned in the program has properly equipped you for your chosen career?



Graduate Program Review Process

Purpose of Review

The purpose of the review is to evaluate the performance of graduate degree programs in the College of Graduate Studies in the context of the mission, goals and standards of the College.

Programs are to be reviewed every seven years. The Dean of Graduate Studies, in consultation with the Graduate Faculty Council will develop the schedule of reviews.

The review will include an assessment of the degree to which the program is meeting its mission and goals, its curriculum, capacity and resources.

An appointed review committee will gather data in order to understand, assess, and make recommendations to the Dean of Graduate Studies about the program under review.

Review Process

In July, the Office of the Dean, College of Graduate Studies notifies the appropriate program director that their program is to be reviewed.

The review process begins with a self-study conducted by the program faculty resulting in a Self-Study Report.

The review committee will consist of three to five members; at least one of them must be an external reviewer. Names of potential external reviewers are submitted by the program director to the Dean of Graduate Studies by September 1. The external reviewers should be experts in the discipline being reviewed, senior in rank, have experience in administration, and should have no professional or personal conflict of interest with the program under review or members of its faculty. The review committee will be selected by Graduate Faculty Council and recommended for appointment to the Dean.

The Self-study Report will be prepared by the program director. If an academic program is accredited by an outside body, the most recent accreditation report may be submitted along with, but not in lieu of, the self-study report. The self-study report is submitted electronically to the Dean by January 15. The self-study report will be provided to the review committee and the Office of the President. The format and content of the Self-study Report for the College of Graduate Studies can be found in the COGS Program Review Self-Study Report Form.

Reviewers will be provided with the Self-study Report. The review committee will then proceed to



schedule interviews with key stakeholders including the dean(s) of the college(s) housing the coursework and appropriate chairperson(s). It is further suggested that the review team meet with current and former students and individuals playing a key support role for the program. The Office of the Dean will provide administrative support to the Review Committee. The **Review Committee Report** is due to the Dean by April 1. The Review Committee Report is provided to the Dean of Graduate Studies, Office of the President, and the program director.

The program director has the option to prepare a document in response to the Review Committee Report. The purpose of the response document is to correct factual errors or errors of interpretation. The response document is due to the Dean of Graduate Studies within two weeks of receipt of the Review Committee Report. This response document will be also provided to the Office of the President.

The program director, after consultation with appropriate faculty bodies, completes the **Preliminary Action Plan** based on suggestions and recommendations from the Review Committee Report. The Preliminary Action Plan should include specific action items to be completed over the next two years; action items should be prioritized. Each item should specify measures and performance standards, as well as an estimated completion date. The Preliminary Action Plan should be submitted to the Dean of Graduate Studies at least one week prior to the Action Plan Meeting.

The Action Plan Meeting will include the Dean of the College of Graduate Studies, the program director and the chair of the review committee. The purpose of the meeting is to discuss the Review Committee Report and agree upon a final action plan.

Action Plan Report: The final Action Plan Report is due to the Office of the Dean of Graduate Studies within one month after the Action Plan Meeting.

Two years after the conclusion of the review, the program director will submit a report to the Dean on progress made on each item identified in the Action Plan. A second Update Report may be requested at a later date if insufficient progress has been made.





COLLEGE OF GRADUATE STUDIES

**PROGRAM REVIEW
SELF-STUDY REPORT**

**(Due from the Program Director to the College of Graduate Studies Office by
MONTH/DAY)**

Date of Submission: _____

Program Name/Degree: _____

Program Director: _____

Endorsements

The undersigned attest that, to the best of their knowledge, the information contained in this report is accurate, complete, and reflects the best efforts of the program faculty, staff, and students to provide a detailed description of the current status of the graduate program under review.

Program Director

Signature

Department/Unit Head

Signature

SELF-STUDY REPORT

The Program Director is to prepare a self-study report using the following template. The completed self-study provides the College of Graduate Studies Program Evaluation Committee with a description and internal assessment of the program under review. The self-study assists the Program Evaluation Committee to understand, assess, and make recommendations about the program under review.

I. MISSION, GOALS, AND CONTEXT

A. Describe the program under review. Indicate the mission, nature, unique characteristics, goals, and objectives of the program including teaching, research, community engagement, and outreach activities. Explain how the program aligns with the mission of the University and the College of Graduate Studies. Identify the relationship of the program under review to other programs at NEOMED, especially in terms of mutual support, shared faculty, shared course requirements, and/or shared facilities.

B. Please complete the following table based on the last three academic years.

Graduate Student Enrollment	Masters:	
	Doctoral:	
Number of Graduate Degrees/Certificates Awarded	Certificates:	
	Masters:	
	Doctoral:	
Number of Adjunct Graduate Faculty		
Number of Graduate Faculty		
Number of Tenure-Track Faculty		
Number of Full-time Non-Tenure-Track Faculty		
Total Number of Graduate Assistantships Awarded	Masters:	
	Doctoral:	
Total Number of Other Student Stipends Awarded	Masters:	
	Doctoral:	
Provide Link to Program's Website		

II. CURRICULUM, FACULTY, STUDENTS, AND RESOURCES:

A. **Curriculum:** Summarize degree or certificate requirements and provide commentary on significant features of the curriculum. List all required core courses, elective courses, and total hours required for degree or certificate completion. The list of courses should provide specific course titles and numbers.

Curriculum Summary:

Required Courses:	Elective Courses:

Total hours required for degree/certificate completion: _____

B. **Faculty:** Complete the following table to list all faculty participants, their titles, percent effort (will follow faculty workload policy), academic home department and college, and an indication of their graduate faculty status.

Faculty Name	Percent Effort	Date of Appt.	Status (e.g., tenure track)	Rank	Race/Ethnicity	Gender

Submit an up-to-date curriculum vitae for each faculty member.

C. **Students Admitted:** Describe entrance requirements, if any, such as GPA; GRE; degree status (i.e., non-degree, degree, provisional); baccalaureate required, etc.

Complete the ethnicity and gender table below for current students.

Race/Ethnicity	Male	Female
Hispanic/Latino (one or more races)		
One race, American Indian/Alaska Native		
One race, Asian		
One race, Black/African American		
One race, Native Hawaiian/Other Pacific Islander		
One race, White		
More than one race (not Hispanic/Latino)		
Ethnicity/race unknown or not stated		

Please respond to the following questions about students in your program. If not applicable, indicate that.

1. What resources do you provide to support the career development and placement of your students?
2. Describe program-arranged graduate student internship and external placements (in education, government, or private sector). What role do these placements have in your program? How is (1) student performance and (2) placement/internship quality assessed by your program? What changes, if any, have been made based on your evaluation process?
3. Are there persistent problems that students experience which inhibit their successful completion of the program? What strategies are employed by the program to remove these barriers to success?
4. What role do faculty play in the mentoring of students? How is faculty mentoring evaluated and what have you learned from these evaluations? What changes, if any, have been made based on your evaluation process?
5. How is student performance assessed? How is the assessment process evaluated and what have you learned from these evaluations?
6. How do you identify students who are not making progress? What support/counseling do you provide for these students?
7. What efforts have been made to support students who have special challenges such as those coming from underrepresented groups, different cultures or those with disabilities? Are support services (tutoring, advisement, interpreting) available for students?
8. What proportion of your students receive full (20 hours/week) assistantships? What are the average stipend amounts, ranges and standard deviations for these students? If you provide differential stipend amounts, what are your criteria for determining the amounts?
9. What proportion of your students receive half (10 hours/week) assistantships? What are the average stipend amounts, ranges and standard deviations for these students? If you provide differential stipend amounts, what are your criteria for determining the amounts?
10. What proportion of your students receive a full tuition waiver? What proportion receive a partial tuition waiver? What are your criteria for making these determinations?
11. Describe the duties performed by teaching assistants, research assistants and administrative assistants? How are graduate assistants prepared for and mentored in their duties?

- D. **Staff:** List support staff involved with the program and their role.
- E. **Resources:** Provide relevant information related to the financial support of the program, including the financial commitment of department(s) and college(s) devoted to this particular program.
- F. **Facilities:** Describe any special facilities that are required for the program, including laboratories, computer facilities, library facilities, or equipment needed for certificate delivery.

III. VIABILITY:

- A. **Course Enrollment:** List courses taken by students in the program during the last three years. Also, provide course enrollment figures and at least three examples of typical syllabi.
- B. **Program Enrollment:** Provide data, in tabular form, indicating the number of applicants, number of applicants admitted and enrolled, total enrollment, and number of individuals completing the program for each of the last three years (Appendix III).

Total number of applicants	Total number of applicants admitted and enrolled	Total enrollment	Total number completing the program

- C. **Enrollment Projections:** Identify trends that will influence enrollment over the next five years. Provide enrollment projections and indications of whether presently participating faculty and units will be able to support large projected increases in enrollment.

IV. ASSESSMENT:

- A. Summarize the principal elements that comprise the core of student assessment. Indicate how the elements provide useful information in assessment of student performance.
- B. Provide specific information on how assessment data are used to improve program quality.
- C. Provide information (e.g., survey data) on follow-up studies of graduates to indicate graduate satisfaction with the effectiveness of the educational experience. The surveys should include the results of exit interviews as well as responses of individuals at least three years' following receipt of the degree or Certificate.
- D. Identify strengths and weaknesses of the Degree or Certificate program, as well as any institutional or unit plans for removing weaknesses.