
MEH Assessment Plan

Graduate programs overseen by the College of Graduate Studies, including the Master of Arts in Medical Ethics and Humanities (MEH), 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 MEH program.

College of Graduate Studies Mission Statement

The mission of the College of Graduate Studies is to instill critical thinking, inspire curiosity, and promote innovation to graduate future generations of scientists, researchers, teachers, and community leaders who will use the power of education, research, and scholarship for positive impact.

MEH Program Goals and Objectives

Each course in the program should help the student achieve the in part the goals and objectives listed in this section.

1. To provide a comprehensive, academic opportunity for students and healthcare professionals throughout Northeast Ohio who aim to:
 - 1.1. Understand and conceptualize medicine from different perspectives and disciplines
 - 1.2. Gain a deeper understanding of the other (patient, family, community) in relation to the self through narrative as it is constructed and deconstructed
 - 1.3. Recognize, resolve, and reflect challenging issues or problems that arise in the clinical setting

2. To create a community of educators and practitioners whose mission is to provide educational and experiential opportunities in ethics and the humanities to:
 - 2.1. Deepen medical knowledge and skills and enhance patient care,



- 2.2. Train students to be social science and humanities researchers, and
- 2.3. Initiate early training of clinical ethics consultations, committee work, and policy development and implementation.

MEH Course Objectives

Course objectives have been developed for MEH courses. The course objectives have been aligned with the program objectives as well as the College of Medicine’s educational objectives.

60319 Health Humanities as Craft

<i>Course Learning Objectives</i>	<i>MEH</i>
1. Identify the interdisciplinary nature of the health humanities and its application to issues in healthcare practice	1.1, 1.2, 2.2
2. Acquire knowledge of concepts, methods, and subject materials from core humanities disciplines in relation to current problems and issues in healthcare	1.3
3. Develop skills in health humanities methods, philosophical argumentation, and scholarly writing.	1.1, 2.2

60320 Topics in Medical Humanities

<i>Course Learning Objectives</i>	<i>MEH</i>
1. Gained familiarity with the major topics, themes, and debates that shape medical/health humanities research	1.1, 2.2
2. Encountered recent and foundational scholarship in the medical/health humanities	2.2, 2.3
3. Applied health humanities research methods to produce original scholarly writing in the field	1.3, 2.2

65301 Responsible Conduct of Research

<i>Course Learning Objectives</i>	<i>MEH</i>
1. Describe best practices and responsible conduct in human and non-human subjects research	1.1, 2.1, 2.2
2. Describe best practices in mentorship, authorship, and management of research protocols	2.1, 2.2
3. To apply ethical principles to the conduct of research	2.2
4. To analyze cases using philosophical arguments and counterarguments, resolving ethical dilemmas in healthcare policies and practices	1.3, 2.3

60302 Research Ethics

<i>Course Learning Objectives</i>	<i>MEH</i>
1. Use effective communication, close reading, and case-based analysis skills	1.1, 1.2, 1.3
2. Articulate responsible and ethical conduct in research practices	2.2
3. Refine skills in critical thinking, manuscript preparation, and presentation	2.2, 2.3
4. Describe best practices in human subject’s research, evaluation, and quality	1.1, 1.2,



improvement	2.2
5. To apply ethical principles to the conduct of research	2.2
6. To analyze cases using philosophical arguments and counterarguments, resolving ethical dilemmas in healthcare policies and practices.	1.3
7. To strengthen presentation and writing skills	2.1, 2.2

60397 Health Humanities Immersion

Course Learning Objectives	MEH
1. Express an understanding of how the humanities connect to public programs and the arts that foster health and wellness;	1.1, 2.1, 2.3
2. Recognize the value of humanities and arts initiatives in communities;	2.3
3. Propose ways the humanities can enrich or support existing health and wellness programming.	1.2, 2.3

60303 Research Writing for Scholarship

Course Learning Objectives	MEH
1. Finding and evaluating sources for credibility and context.	1.1, 2.2
2. Participate in academic research practices.	1.3, 2.2, 2.3
3. Paraphrasing, summarizing, quoting and documenting different genres of sources in a professional manner using approved formatting (APA, MLA, AMA, or Harvard for example).	1.1, 1.2
4. Creating a prospectus from completed research.	2.2, 2.3
5. Creating a complete literature review which includes multiple sources putting into context a larger topic, which also helps to gain a deeper understanding of how one writes about the history and context of a topic in scholarly writing.	1.2, 2.3
6. Creating sentences that are clear and grammatically correct and that demonstrate structures appropriate for graduate-level writing.	1.1, 2.2

60304 Clinical Ethics

Course Learning Objectives	MEH
1. Apply core ethical theories and principles in clinical deliberations toward the resolution of value conflicts.	1.3
2. Gather, organize, and summarize information necessary for appropriately tackling ethical problems in the clinical setting	1.3, 2.3
3. Identify and differentiate ethical dilemmas and issues from legal, spiritual, and psychosocial dilemmas.	1.2, 1.3, 2.3
4. Articulate clear guidance and recommendations based on collaborative and team-based mock clinical consultations.	2.1, 2.2, 2.3

60305 Organizational Ethics

Course Learning Objectives	MEH
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1. Identify ethical concepts and issues at the level of health care organizations.	1.1
2. Recognize benefits and limitations of compliance and management of risks in health care institutions.	1.1, 1.2, 1.3
3. Reflect on the role of the health care professional and team with respect to organizational values and responsibilities.	1.1, 1.3
4. Develop communication and critical thinking skills in the form of peer-to-peer discussions, reflective writing, and presentation.	2.1
5. Balance interests and values of community (and other) stakeholders with health care institutions with respect to patient advocacy and health care reform	2.3

60307 Invalid Woman

<i>Course Learning Objectives</i>	<i>MEH</i>
1. Interpret literary texts and film through close reading, critical discussion, and analytical writing;	1.1, 1.2
2. Apply the skill of literary close reading to the analysis of sociocultural and political discourse;	1.2
3. Recognize familiar narrative tropes and conventions used to represent women's bodies, health, and illness in US literature from the nineteenth century to the present moment, as well as how these narrative tropes and conventions inform contemporary gender norms, healthcare practice, and policy;	2.1, 2.3
4. Consider how contemporary women writers engage and/or resist nineteenth- and twentieth-century narratives of women's health and illness;	1.1, 1.2
5. Evaluate, analyze, synthesize, and respond to humanities scholarship, including medical humanities and film/literary criticism; and	1.2, 2.2
6. Develop clear and compelling writing that accounts for its audience, is supported by textual evidence and, where appropriate, draws on properly cited scholarly sources.	1.1, 1.3

60306 Medical Rhetoric

<i>Course Learning Objectives</i>	<i>MEH</i>
1. History: To gain a deeper understanding of the history and context from which current rhetoric about health and medicine emerged.	2.2
2. Critical analysis: To develop the ability to analyze texts about medicine and health using rhetorical concepts and evaluate the ethical and political dimensions of the rhetoric of medicine.	1.1,1.2
3. Understanding of basic rhetorical theories and how they apply to medical rhetoric: To gain insight into how the rhetoric of medicine shapes our understanding of bodies, wellness, and disease.	1.2, 2.1
4. Practice: To produce analyses of health and medical texts that are organized and intellectually insightful and to understand how our own rhetorical practices contribute to the public discussion and private understanding of health and medicine.	1.2, 2.1, 2.2, 2.3



60308 Health Care Justice

Course Learning Objectives	MEH
1. To apply traditional moral theories and principles of justice as they relate to our systems, practices, and beliefs of health.	1.1, 1.2, 2.2
2. To analyze cases using philosophical arguments and counterarguments, resolving ethical dilemmas in healthcare policies and practices.	1.3, 2.2
3. To identify social inequalities facing medical professionals and institutions.	1.3, 2.1, 2.3

60311 Psychiatric Ethics

Course Learning Objectives	MEH
1. To identify the metaphysical, epistemological, and ethical dimensions of mental health	1.1, 2.1
2. To recognize the underlying moral values of the therapeutic relationship intrinsic to psychiatric diagnosis and treatment	1.1, 2.1
3. To examine the moral problems associated with psychiatric classification systems and how external influences, e.g., politics, have an influence on these systems	1.3, 2.1, 2.2
4. To recognize the ethical significance of the history of past abuses in psychiatric research, treatment, and institutionalization	1.2, 1.3

60312 Primary Care Ethics

Course Learning Objectives	MEH
1. Explore the ethical concerns from the point of prenatal/neonatology, through the pediatric patient to the adolescent and transition to adulthood and geriatric care	1.1, 1.2, 2.1
2. Describe the role of pediatric patients, parents (and other family members), providers and regulations in care of the pediatric population.	1.2, 1.3
3. Describe supporting theories and ethical approaches for understanding the role of caregiving from the perspectives of health care professionals and family/guardian caregivers.	1.1, 1.2, 2.1, 2.3
4. Discuss and analyze ethical issues in broad scope of patients seen in primary care in small group discussions and paper assignments.	1.3, 2.1

60315 Surgical Ethics

Course Learning Objectives	MEH
1. Apply ethical principles, theories, and concepts to issues and problems specific to surgery practice and innovation technologies.	1.3, 2.1, 2.2
2. Recognize the responsibilities of surgeons to their patients, their institutions (employers), and the profession	1.1, 2.1
3. Critically examine difficult ethical dilemmas specific to surgical practice involving high risk patients and complex technologies	1.3, 2.1
4. Understand the limitations to surgical practice and patient care, particularly at the end of life	1.2, 2.1, 2.2
5. Identify future areas in surgical innovation and research to enhance patient care and	1.3, 2.1,



the overall profession

2.2

60316 Pediatric Ethics

<i>Course Learning Objectives</i>	<i>MEH</i>
1. Identify and analyze unique ethical concepts and issues in pediatric healthcare	1.1, 2.1
2. Explore the ethical concerns from the point of prenatal/neonatology, through childhood, adolescence, and transition to adulthood.	1.1, 1.2, 1.3, 2.2
3. Consider ethical dilemmas in specific circumstance (acute care, chronic diseases, end of life).	1.1, 2.1, 2.2
4. Describe the role of pediatric patients, parents (and other family members), providers and regulations in care of the pediatric population.	1.2, 2.2

60309 Healthcare Law & Ethics

<i>Course Learning Objectives</i>	<i>MEH</i>
1. Identify and examine core ethical and legal problems in Bioethics, including landmark cases that have shaped bioethics, medicine, science, and law	1.3, 2.3
2. Understand critical, contemporary issues and problems, and learn how theoretical frameworks contribute to ethical decision-making and resolution of difficult quandaries.	1.2, 1.3, 2.3
3. Engage in a variety of writing exercises that will enhance communication and challenge students to reflect on past and current legal training /education while thinking critically about the human condition, patient vulnerability, illness, end of life, genetics, reproduction, and clinical and scientific research,	2.2
4. Critically examine the role of bioethics, particularly medical ethics, within and external to the medical-legal setting.	1.1

60317 Recipes for Health

<i>Course Learning Objectives</i>	<i>MEH</i>
1. Appreciate the thinking behind seventeenth century approaches to everyday medicine, as practiced in the domestic and professional settings. Readings from the syllabus will provide students with historical background to the period's medical practices, and readings and discussion of text from the early modern period will allow students to see the era's theories in action.	1.1, 1.2, 2.1
2. Consider relationships between historical domestic medical care and everyday knowledge about the body encountered today.	1.1, 1.2,
3. Recognize early modern materia medica, explore the ethical issues of sourcing ingredients, and consider the relationship of these ingredients to those used today.	1.2, 2.1, 2.2
4. Appreciate the role of experimentation in early modern households.	1.2
5. Reflect on relationships between caregivers and patients in the period, using recipes as a means of picturing setting of early modern health care.	1.2
6. Understand the relationship between medicine and diet as illustrated in early modern recipe books.	1.1, 1.2, 2.1



60318 Disability and Embodiment

Course Learning Objectives	MEH
1. Recognize, compare, and evaluate the utility of medical and social models of disability;	1.1, 1.2,1.3, 2.1,
2. Identify common tropes and themes deployed in narratives of disability and/or deformity;	1.1, 2.1
3. Critique common tropes and themes deployed in narratives of disability and/or deformity;	1.2
4. Engage and apply academic scholarship in disability studies and critical approaches to embodiment; and	2.1, 2.2
5. Consider the intersection of disability studies, medical/health humanities, and the practice of medicine.	1.1

60398 MA Thesis I & 60399 MA Thesis II

Course Learning Objectives	MEH
1. Describe a novel concept, model, problem or issue in medical ethics or health humanities	1.1, 1.2
2. Identify gaps in the current literature pertaining to specific thesis topic	1.2, 2.2
3. Present relevant findings through theoretical, qualitative, or mixed methods research	2.2
4. Communicate thesis description, research findings, including ethical argumentation, and drawn conclusions in the form of formal oral presentations and a thesis oral defense	1.3,2.1, 2.2
5. Explain recommendations or future developments (e.g., proposed policy) specific to thesis topic	2.2, 2.3

60314 Social Determinants of Health

Course Learning Objectives	MEH
1. Discuss how culture and beliefs may impact a patient's health	1.1
2. Describe available evidence and research relating to culture and beliefs in healthcare	1.1, 1.2
3. Conduct a community needs assessment.	1.2, 1.3, 2.2, 2.3
4. Collaborate with community advisory experts to develop a public educational project for health consumers.	1.3, 2.2, 2.3
5. Interact with local health consumers to understand the impacts of social determinants of health on individuals and families.	1.1, 1.2, 2.2, 2.3
6. Exhibit values and communication skills that demonstrate respect and professionalism.	1.1, 2.2
7. Articulate barriers to health and health care in low-resource and impoverished settings locally.	1.1, 1.2, 2.2, 2.3
8. Demonstrate knowledge and skills required to resolve common ethical issues and challenges when working with diverse communities and vulnerable populations in community settings.	1.1, 1.3, 2.2, 2.3
9. Analyze strategies to address health disparities across socially, demographically, or geographically defined populations.	1.1, 1.2, 2.2



65101 Research Methods

Course Learning Objectives	MEH
1. Describe the overall research process, as it pertains to your health-based field.	1.1
2. Beginning with an observation, develop a testable research question.	2.2
3. Describe the design of various types of observational trials (cohort, cross-sectional, and case control).	1.1, 2.1, 2.2
4. Describe the design of prospective interventional and quasi-experimental trials.	1.1
5. Identify strengths and weaknesses of various trial designs, especially as it relates to your health-based field.	1.3, 2.2
6. Identify and develop a research idea into a study protocol.	1.2, 1.3, 2.1
7. Explain basic biostatistics principles that must be considered when designing and evaluating research.	1.1
8. Identify appropriate statistical tests for summarizing data based on the type of data being presented.	1.1, 1.3
9. Describe key elements of study implementation and data management.	1.1
10. Address important ethical considerations when conducting health-based research.	1.3, 2.2
11. Explain the value of critical thinking in relation to the research process.	1.2

60301 Foundations in Medical Ethics and Humanities

Course Learning Objectives	MEH
1. Express their own humanistic understandings of health, medicine, and society in a variety of media;	1.2, 2.2
2. Analyze historical and contemporary connections among health, medicine, ethics, and society in a variety of media;	2.2
3. Identify disciplinary approaches to medicine, allied health care, and ethics;	1.3, 2.2, 2.3
4. Understand the stigma associated with illness and bodily difference in contemporary and historical terms;	1.2, 2.2, 2.3
5. Analyze how medical and scientific research makes arguments which may reflect the biases and prejudices of researchers and the larger society;	1.1, 1.2, 2.2
6. Develop a basic understanding of medical ethics concepts.	1.1, 2.1

60397 Human Values Practicum

Course Learning Objectives	MEH
1. Express an understanding of how the humanities connect to public programs and the arts that foster health and wellness;	1.1, 1.2
2. Recognize the value of humanities and arts initiatives in communities;	1.2, 1.3, 2.2
3. Propose ways the humanities can enrich or support existing health and wellness programming.	1.2, 2.3

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 MEH program. Please note that some of this work is still in process.

Examples of Assessment Tools

Two assessment tools are included as attachments (below) as examples of the direct assessment activities that students in the MEH program will be asked to undertake. The first example illustrates formal discussion assignments using discussion posts from the Health Care Structure and Process course. The second example is a case study assignment from the Healthcare Law & Ethics course.

- **MEH Assignments**
 - **Add two assignments**



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](#)



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 practical's, 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.