



UAAC & GAAC Proposal for a New Certificate Program

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

Requesting Department(s): N / A

Academic Award:	<input checked="" type="checkbox"/> Certificate
Academic Level:	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> X- <u>Graduate</u> <small>(includes all Post-Baccalaureate, Post-Master's, Post-Doctoral and Professional certificate programs)</small>
Title:	Certificate in Quality and Performance Excellence
Program Start Term	<input checked="" type="checkbox"/> Fall 2019 <input type="checkbox"/> Spring <input type="checkbox"/> <input type="checkbox"/> The <input type="checkbox"/> <input type="checkbox"/> Summer <input type="checkbox"/>

SLU Approval Authority	Signature	Date
Department Chair		04/08/2019
College/School/Center Curriculum Committee Chair		04/08/2019
College/School/Center Dean		04/08/2019
Chair, UAAC/GAAC		
Council of Academic Deans and Directors		
Governing Campus Vice President		
Chair, Academic Affairs Committee of the University Board of Trustees	Not Needed	n/a
Chair, University Board of Trustees	Not Needed	n/a

HLC Approval Date:

U.S. Department of Education Title IV Eligibility Approval Date:

4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Note: You are strongly encouraged to work with the University Assessment Coordinator (977-4189 or thatcherk@slu.edu) 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.

Program-Level Student Learning Outcomes <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>	Evaluation Method <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> <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> <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>	Use of Assessment Data <i>How and when will student performance data be analyzed and then used to "close the assessment loop" and inform program improvement? How will you document that?</i>
EXAMPLE: 1. Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases.	EXAMPLE: Direct Measures: 1. 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 2. 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. Indirect Measures 1. End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. 2. 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.	EXAMPLE: 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. 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>1. Examine the relationships between stakeholders involved in improving clinical quality and enhancing operational excellence in the healthcare provider or payer settings.</p>	<p>Direct Measures:</p> <ol style="list-style-type: none"> 1. Embedded in the mid-terms and final exams of HMP 5100, HMP 5810, and HMP 5820 are questions that are designed to analyze this program outcome. Additionally, this outcome will be measured in the Performance Improvement Project completed by the students in the HMP 5100 and HMP 5810 classes. <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Alumni surveys distributed one year post-graduate will allow graduates to self-evaluate their achievement of this program-level outcome. 	<p>Faculty will gather data after the exams and will meet annually to discuss and analyze the data. Program-level outcomes may be changed/edited/updated according to the analysis.</p>
<p>2. Analyze how a health care organization functions with respect to routine clinical operations and quality and efficiency improvement initiatives.</p>	<ol style="list-style-type: none"> 1. Direct Measures: Embedded in the mid-terms and final exams of HMP 5100, HMP 5810, and HMP 5820 are questions that are designed to analyze this program outcome. Additionally, this outcome will be measured in the Performance Improvement Project completed by the students in the HMP 5100 and HMP 5810 classes. <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Alumni surveys distributed one year post-graduate will allow graduates to self-evaluate their achievement of this program-level outcome. 	<p>Faculty will gather data after the exams and will meet annually to discuss and analyze the data. Program-level outcomes may be changed/edited/updated according to the analysis.</p>
1.	<p>Direct Measures:</p> <p>Indirect Measures:</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
<ul style="list-style-type: none"> Knowledge & Comprehension: 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"> Application: Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations. Analysis: Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences. 	<ul style="list-style-type: none"> Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. Evaluation: 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 5110	HMP 5820	HMP 5810	HMP 5100
<i>Example: Outcome #1</i>	1	2	1, 2	1
<i>Outcome #1</i>	1	1,2	1,2	2
<i>Outcome #2</i>	1	1,2	1,2	2

Program Courses Offered by Other Departments:

Major or Minor Student Learning Outcomes	
<i>Example: Outcome #1</i>	1
<i>Outcome #1</i>	NA
<i>Outcome #2</i>	NA

* Adapted from Bloom's Taxonomy (1965)