Health Professions Education Master of Science Degree and Certificate
2024-2025 Assessment of Programmatic Outcomes

Programmatic Outcomes	Methods of Assessment	Responsible for Assessment	Assessment Results Reported To	Reporting Schedule	Outcome Data Analysis	Outcome Actions Taken	Follow-up on Previous Outcome Actions Taken
Quality of Education – Students will indicate that they are satisfied with the quality of instruction	Review of revised student course evaluations	HPE Program Director HPE Faculty	IPHS Department Chair	End of each quarter	The program returned to end of course surveys. Available student end-of-course survey data for all quarters indicated strong agreement with the statements asking if students were satisfied with the quality and structure of courses, and with faculty effectiveness. Many HPE students were in electives outside the HPE program again this year which limited the number of HPE course surveys. Faculty are still not satisfied with the response rates.	While the Online programs returned to the previous versions of surveys because the test version of doing three shorter ones during the quarter was not successful in improving response rates, response rates since returning to the original end of quarter version have not approved. The small pool of responses we do get indicates students are generally satisfied with the program and instruction. We continue to encourage students to complete surveys.	The Online programs are returned to using end of course surveys. Even though there is a video of the Dean and Department Chairs in each course that addresses the importance of providing student feedback, the response rate did not improve with use of the weeks 2, 5 and 7 short survey system. We returned to the original version of end of course surveys.

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Provide students with enhanced options for electives that broaden the interprofessional scope of their education and address topics of personal interest.	Report of which electives student choose outside the HPE program.	HPE Program Director	HPE Program Faculty	End of Summer quarter	Course registration data for 2024/2025 MS reveals that students chose electives outside the department 100% of the time. They continued to favor heavily courses from the Nutrition and Lifestyle Medicine departments, though one student who had started out choosing LM electives, switched to 4/5 being in HA. The nature of this student's employment leaves cluses about HA might have been chosen.	Continue to allow students to choose electives outside the HPE program when appropriate choices are available. A formalized list of elective options has been created by the Online Chairs. This broadens the scope of our students education.	Students have expressed that they enjoy the opportunity to take courses outside the department. This has helped to boost registrations in other online program's courses.
Student Success - 100% of students will achieve a final grade of C or better in all program courses	Quarterly grade reports	Department Faculty and Course Directors	Department Chair	Quarterly	100% of students enrolled in the MS and certificate program courses during 2024-2025 achieved a final course grade of B or better in each course taken.	Continue to monitor quarterly final course grade and identify any students with grade concerns early in the quarter in order to provide appropriate advising	Students continue to earn grades of B or higher in all courses. No students earned C, most earned A's, and none were subject to academic dismissal.

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Student Success – All HPE students will graduate with a portable portfolio and permanent website that allows them to demonstrate their achievement of program competencies to future employers or for promotion opportunities.	Evaluation of student's presentation of website and portfolio to the HPE faculty during their final quarter of enrollment	Faculty	Program Chair	Quarterly as portfolios are presented and student complete the program.	100% (2 MS and 1 Certificate) of students who graduated during AY24-25 successfully compiled a portfolio and website, and formally presented it to a group of HPE faculty at the end of the student's final quarter in the program.	Continue to mentor students in selection and explanation of program artifacts that demonstrate achievement of program competencies. Continue to work with OLID to provide technical assistance with websites as needed.	Students continued to choose appropriate artifacts and provided deeply personal reflections about their growth in the program and the value of the program to them.
Retention – Student year-to-year retention will be 90% or higher.	Analysis of program retention data	HPE Program Director	IPHS Department Chair	Annually	Retention for MS HPE 100% (3/3) = 100% and 2 graduated. One student remains. Retention for HPE Certificate 100% (1/1) student. This student graduated.	Continue to provide student advising and monitor attrition closely.	Flexible scheduling and close advising relationships have promoted high year-to-year retention rates and graduation rates.

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Retention (cont.) – *Student year-to-year retention will be 90% or higher.*	Analysis of tuition scholarship data	HPE Program Director	IPHS Department Chair	Annually	2 MS students and 1 Certificate student with 100% employee scholarships completed in Spring 2025.	Continue to provide 100% scholarships for internal employee students (lesser amounts based on FTE of employment), and 15% alumni, dual degree and clinical partner tuition scholarships to assist in overcoming student financial barriers to program completion.	Provision of scholarship funds assisted in minimizing barriers to education and when provided to employees, enhanced the skills of RFU faculty and staff.

Program Enhancements 2024-2025:

1. **Students were provided with opportunities to perform their teaching practicums in university sites in addition to those that are traditionally related to higher education. This included opportunities to provide programs for RFU specific populations of students and staff. Students still carried out all the functions of planning, instructional design, delivery and assessment, however, these new options expanded the opportunities for our campus itself to benefit from their practicum project work.**

2. **The diversity of faculty backgrounds for those who instruct our students was enriched this year because a graduate of both the Health Professions Education and our Interprofessional Healthcare Studies PhD programs who joined our faculty last year has now stepped into a role on a PhD student's dissertation committee while remaining ready to serve as HPE faculty. This faculty member brings a unique perspective to dissertation committee membership because she is using the skills she gained in our HPE and PhD programs to work with a PhD student, and understands very intimately, what our students are experience as they moved into the dissertation phase of their PhD education. Further, this individual is employed as a histopathology laboratory supervisor and as a non-patient care clinician and we needed to add that perspective to our PhD program.**

3. **The program worked on an initiative to make students aware of the ethical use of AI. It will further it's attempts during the coming year by demonstrating ethical use within the instruction of HPE courses.**