

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program's plans to monitor and assess:

- i. The overall quality of the program;*
- ii. Whether the program is achieving in practice its proposed objectives;*
- iii. Whether its students are achieving the program-level learning outcomes; and*
- iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.*

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning for advice from the Appraisal Committee on how to satisfy these criteria.](#)

The grading and assessment process will be that used in other Schulich master's programs. Overall course grades will be based on the student's performance on the various assessments of the courses, including written assignments, case analyses, team work, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning. Assignments, exercises or exams will also serve to assess the achievement of the learning outcomes.

Please see the program's curriculum map in Appendix 5 for courses in which learning outcomes will be assessed.

The program has also established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students' performance levels with respect to the program's learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed assessment embedded in a particular course throughout the curriculum (see a list of final assessments in Appendix 7). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate.

The assessment of students' performance levels with regard to learning outcomes will be supported by Schulich's learning management system, Canvas. This system offers learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes.

The performance data will serve as the basis of the program's assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and enable the 'closing of the loop' on its curricular improvement initiatives (course or program level modifications) undertaken to address these gaps. The student performance data from Canvas will be used to prepare assurance of learning reports for the program director to review after the completion of each academic year. These reports will indicate student performance data on the assessments tied to each outcome, and when compared against the program's benchmarks for achievement, are intended to serve as a guide for the program director in determining whether any course and program modifications may be needed to better enable students to achieve the learning outcomes of the program.

Schulich School of Business
Master of Health Industry Administration (MHIA)
Program Level Learning Outcomes and Curriculum Map

	Term 1					Term 2					Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
1. Core Knowledge & Understanding of Healthcare Administration																
1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	I	I				D				D/A	D	D	D	D	D	R
1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration			I	I	I	R	D	D	D	R/A	R		R	D		R

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

	Term 1				Term 2						Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
2. Critical Analysis and Decision-Making																
2.1 Identify and analyze critical problems and opportunities in complex healthcare settings		I		I	I/D	D	R	D	D	D	D	R	D	D/A	R	R
2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts		I		I	I/D	D	R	D	D	D	D	R	R	D/A	R	R
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.					I/A									R		R

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	Term 1					Term 2					Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
3. Professional Communication																
3.1 Prepare and deliver effective and engaging oral presentations		I		I	D	D	D							D/A	D	R
3.2 Prepare effective business documents appropriate for the target audience		I	I	I	D	D	D			D	R		R	D/A	D	R
3.3 Apply appropriate strategies to work effectively in teams		I	I	I	D	D	D						R	R	D	A

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	Term 1					Term 2						Term 3				
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
4. Professional Judgment, Ethical Behaviour & Social Responsibility																
4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings	I	I				R		D	D	D	D	D	D		D/A	R
4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration	I	I	I			R	D	D	D	D	D	D	D		D/A	R

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**Mapping of Master Degree Level Expectations against
Master of Health Industry Administration (MHIA) Learning Outcomes**

Master Degree Level Expectations		MHIA Outcomes	
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	1. Core Knowledge & Understanding of Healthcare Administration	1.1. Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration 1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration
2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	2. Critical Analysis and Decision-Making 4. Professional Judgment, Ethical Behaviour & Social Responsibility	2.1 Identify and analyze critical problems and opportunities in complex healthcare settings 2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts 2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project. 4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings 4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.		
4. Professional capacity / autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>		
5. Level of communication skills	The ability to communicate ideas, issues and conclusions clearly.	3. Professional Communication	<p>3.1 Prepare and deliver effective and engaging oral presentations</p> <p>3.2 Prepare effective business documents appropriate for the target audience</p> <p>3.3 Apply appropriate strategies to work effectively in teams</p>
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	4. Professional Judgment, Ethical Behaviour & Social Responsibility	4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

**Mapping of Master of Health Industry Administration (MHIA) Learning Outcomes
Against Master Degree Level Expectations**

MHIA Outcomes		Master Degree Level Expectations
1. Core Knowledge & Understanding of Healthcare Administration	1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	<p><u>Depth and Breadth of Knowledge</u></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>
	1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration	<p><u>Research & Scholarship:</u></p> <p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques;</p>
2. Critical Analysis and Decision-Making	2.1 Identify and analyze critical problems and opportunities in complex healthcare settings	<p><u>Level of application of knowledge:</u></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>
	2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts	<p><u>Research & Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p>
	2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.	<p>b) Originality in the application of knowledge.</p> <p><u>Professional capacity / autonomy:</u></p>

		<p>a) i) exercise of initiative and of personal responsibility and accountability; ii. decision-making in complex situations</p> <p>b) The intellectual independence required for continuing professional development</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts</p> <p><u>Awareness of Limits of Knowledge:</u></p> <p>b) Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</p>
<p>3. Professional Communication</p>	<p>3.1 Prepare and deliver effective and engaging oral presentations</p> <p>3.2 Prepare effective business documents appropriate for the target audience</p> <p>3.3 Apply appropriate strategies to work effectively in teams</p>	<p><u>Research & Scholarship:</u> On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form</p> <p><u>Level of Communications Skills:</u> The ability to communicate ideas, issues and conclusions clearly</p> <p><u>Professional Capacity / Autonomy:</u> a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability</p>
<p>4. Professional Judgment, Ethical Behaviour & Social Responsibility</p>	<p>4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings</p> <p>4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.</p>	<p><u>Professional capacity / autonomy:</u> a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>

NOTE: These pages were extracted from p. 42-43, and p. 95-102 of the new program proposal.