

\Assurance of Student Learning 2018-2019		
College of Health and Human Services		Public Health
Health Care Administration (559)		

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Comprehensive knowledge of the healthcare system.

Instrument 1	Direct: Comprehensive Exam
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: The ability of students to effectively interact with other health care professionals (such as clinicians, technicians, patients) in addressing managerial issues stemming from their daily experiences within their health care settings

Instrument 1	Indirect: Analysis of Intern Evaluation Form (this form is completed by the preceptor)
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3:

Instrument 1	
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Overall, the program has exceeded the goals for the each outcome. However, we identified that students had lowest performance in areas of health care quality and finance. Those courses (HCA 343 & HCA 445) have been enhanced to focus on the main points of the material needed for success in health care administration. Teaching materials are

being revamped during the fall 2019 and spring 2020 semesters and will be offered during the fall 2020 semester. After implementation, we hope that success rate may improve to over 90%. For SLO 2, a direct measurement instrument needs to be identified.

Health Care Administration, an *AUPHA Certified* undergraduate program at WKU, is a profession that provides management leadership in one of the nation's largest service industries. Components of the health care delivery system include hospitals, nursing homes, group medical practices, personal care homes, retirement centers, health maintenance organizations, medical sales, insurance, companies, etc. The graduate in healthcare administration has a business foundation in accounting, finance, management, economics, personnel management, as well as, a specialized foundation in health care administration and related health areas.

Student Learning Outcome 1

Student Learning Outcome 1			
Student Learning Outcome	Comprehensive knowledge of the healthcare system.		
Measurement Instrument 1	<p>NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.</p> <p>Direct: Students in HCA 448 (Health Care & Analysis) course are required to complete a comprehensive exam (take wording from AUPHA document). The exam consists of work in all HCA courses required for degree completion. The exam consists of closed ended (multiple choice, true/false) and open ended questions. The HCA faculty are required to submit several questions (and answers) from their subject area to be used in the exam.</p> <p>Exams measure (objective closed response), which consists of true/false and multiple choice. Exam also encompasses a short answer component.</p> <p>HCA faculty are requested to submit questions in their subject area</p>		
Criteria for Student Success	Score of 75% or higher on the comprehensive exam, which measures their understanding of health care delivery system.		
Program Success Target for this Measurement	At least 50% of the students will score 75% or higher on the comprehensive exam	Percent of Program Achieving Target	85.71%
Methods	Based on subject area, HCA faculty submit review sheets and questions for the exam. The HCA course instructor sets up the exam which is administered through Blackboard. The exam is administered during finals during the specified testing period. Students are allowed 120 minutes to complete the exam.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
<p>Overall, the program has exceeded the goals for the each outcome. However, we identified that students had lowest performance in areas of health care quality and finance. Those courses (HCA 343 & HCA 445) have been enhanced to focus on the main points of the material needed for success in health care administration.</p>		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
<p>Teaching materials are being revamped during the fall 2019 and spring 2020 semesters and will be offered during the fall 2020 semester. After implementation, we anticipate that success rate may improve to over 90%.</p>		

Student Learning Outcome 2

Student Learning Outcome	The ability of students to effectively interact with other health care professionals (such as clinicians, nurses, allied health professionals) in an organizational setting		
Measurement Instrument 1	Indirect: Preceptor survey, which is used to measure student interaction and performance in a health care setting. The instrument is a 25 item survey which identifies student performance during the internship process.		
Criteria for Student Success	High performance rating (80% or above) on the preceptor evaluations of their internship related to providing written reports/paper/project and other assignment demonstrating their ability to utilize effective communication methods when interacting with clinicians, technicians, and administrative individuals as well as with employees with diverse backgrounds		
Program Success Target for this Measurement	At least 90% of the students will receive a high performance rating (80% or above) on the preceptor evaluations of their internship.	Percent of Program Achieving Target	90%
Methods	All preceptors are asked to review the internship packet and return the preceptor survey prior to the completion of the internship. The survey consists of questions to measure student interaction and performance in a health care setting. The preceptor then sends the completed survey to the internship coordinator		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<div style="display: flex; justify-content: space-around;"> Met Not Met </div>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

As the program grows we need to continue to identify organizations which may provide the most educational internship experience. A direct measurement instrument needs to be identified for this student learning outcome.

**Western Kentucky University Program in Health Care Administration
Internship Guidelines**

Appendix H: Intern Evaluation Form (By Preceptor)

Student Name: _____

Internship Site: _____

Preceptor: _____

Dates of Internship: _____

The following evaluation is based on a five point scale. Please circle the number you believe most accurately portrays the student's performance or behavior. Space for additional observations or comments is provided at the end of the evaluation.

A. The student arrives to the site when expected.

Almost Never					Almost Always
1	2	3	4	5	

B. When changes in the student's schedule occur, the student informs all affected by the change.

Almost Never					Almost Always
1	2	3	4	5	

C. The student can be expected to conduct his or her activities without constant supervision.

Almost Never					Almost Always
1	2	3	4	5	

D. The student fosters comfortable and communicative atmosphere with others.

Almost					Almost
Never					Always
1	2	3	4	5	

E. Student prepares required reports and written assignments that are focused and free from errors.

Almost					Almost
Never					Always
1	2	3	4	5	

F. Student prepares required reports and written assignments on time.

Almost					Almost
Never					Always
1	2	3	4	5	

G. The student conforms to the organization dress code as appropriate for the activities of the day.

Almost					Almost
Never					Always
1	2	3	4	5	

H. The student preserves the confidentiality and shows proper respect for personal privacy of others.

Almost					Almost
Never					Always
1	2	3	4	5	

I. When dealing with others, the student is polite and considerate in speech and manner.

Almost					Almost
Never					Always
1	2	3	4	5	

J. The student maintains a clean and orderly work area.

Almost					Almost
Never					Always
1	2	3	4	5	

K. The student reads directions thoroughly or listens to directions carefully.

Almost					Almost
Never					Always
1	2	3	4	5	

L. The student concentrates on work assignments until their completion and disregards outside distractions.

Almost					Almost
Never					Always
1	2	3	4	5	

M. Student utilizes available time with independent study.

Almost					Almost
Never					Always
1	2	3	4	5	

N. Student asks questions which indicate an interest in deeper or broader aspects of administration.

Almost				Almost
Never				Always
1	2	3	4	5

O. When confronted with a complex problem (or project), the student is able to coordinate several activities, ideas, and thoughts.

Almost				Almost
Never				Always
1	2	3	4	5

P. The student shows the ability to organize assignments effectively and efficiently.

Almost				Almost
Never				Always
1	2	3	4	5

Q. The student gives thought to and makes inquiries about the feasibility of a new or different course of action.

Almost				Almost
Never				Always
1	2	3	4	5

R. The student tries, despite difficulties, to accomplish assignments or planned activities.
For example: willingness to stay beyond normal hours to complete work.

Almost				Almost
Never				Always
1	2	3	4	5

S. In interacting with employees, visitors, customers, etc., the student demonstrates an awareness of the organizational or departmental procedures.

Almost				Almost
Never				Always
1	2	3	4	5

T. Overall, how would you rate the student's performance on the internship project required of them during the internship experience?

Very Poor	Poor	Fair	Good	Very Good
1	2	3	4	5

U. Do you believe the project was a valuable learning experience for the student?

Almost				Almost
Never				Always
1	2	3	4	5

V. How valuable do you think the project was to your organization?

Almost				Almost
Never				Always
1	2	3	4	5

W. What is the likelihood that you will hire this person to work in your organization if you had the opportunity?

Almost				Almost
Never				Always
1	2	3	4	5

Remarks: (additional comments about the student's performance during the internship period)

Department Use Only
Total Possible Score: 115