

Assurance of Student Learning Report 2023-2024

College of Health and Human Services

Department of Public Health

MHA, Health Administration 153

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Is this an online program? ☒ Yes ☐ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here
☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

***** Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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

Program Student Learning Outcome 1: Students will be able to demonstrate an understanding of the healthcare delivery model.

Instrument 1	Comprehensive Exam
Instrument 2	
Instrument 3	

Based on your results, check whether the program met the goal Student Learning Outcome 1.

☐ Met

X Not Met

Program Student Learning Outcome 2: Students will be able to analyze the healthcare environment and then employ tools to assist in its evaluation.

Instrument 1	Managerial Finance in Health Services (HCA 545)
Instrument 2	Health Economics (HCA 586) Term Paper Term paper on economic theories/applications to health services.
Instrument 3	

Based on your results, check whether the program met the goal Student Learning Outcome 2.

☐ Met

X Not Met

Program Student Learning Outcome 3: ~~[Add the Program Student Learning Outcome from CourseLeaf here]~~

Instrument 1	
Instrument 2	
Instrument 3	

~~Based on your results, check whether the program met the goal Student Learning Outcome 3.~~

☐ Met

☐ Not Met

Assessment Cycle Plan:

SLO #1: Knowledge of the Healthcare Environment; Instrument: COMP Exam. Measurements and benchmarks will stay the same. Starting in 2024-25, we will report the results of this measurement biennially and annually.

SLO # 2: Students will be able to analyze the healthcare environment and then employ tools to assist in its evaluation. The benchmarks for the two instruments used for this learning outcome will be modified, allowing the program to take small steps toward improving performance. In 2024-25, the new benchmark will identify whether 80% of students (instead of 90%) scored 80 percent or higher on HCA 545 (Financial Analysis Case) and HCA 586 (Health Economics Term Paper). These two instruments will be measured annually.

Program Student Learning Outcome 1			
Program Student Learning Outcome	<i>Students can demonstrate an understanding of the healthcare delivery model.</i>		
Measurement Instrument 1	<p>Students must complete a comprehensive exam during their last semester in the program. The exam consists of work in all MHA courses required for degree completion. The exam consists of open-ended, short, and essay questions. The MHA faculty must submit several questions (and answers) from their subject area to be used in the exam.</p> <p>MHA faculty are requested to submit questions in their subject area.</p>		
Criteria for Student Success	<i>An overall score of 80% on the comprehensive exam on the first attempt.</i>		
Program Success Target for this Measurement	At least 90% of the students will attain an overall score of 80% on the comprehensive exam on the first attempt.	Percent of Program Achieving Target	5/8 or 62.50% of students in the program attain an overall score of 80% on the comprehensive exam on the first attempt.
Methods	MHA faculty submit review sheets and questions for the exam based on their subject area. The exam can be administered during the fall, spring, and summer semesters. During AY 2023-24, eight students sat for the COMP exam (fall 23: 2 students; spring 24: 6 students)		
Measurement Instrument 2	Do you have other measures of assessment for SLO 1? If so, please add those here along with all the information below. If not, you may delete this section and move on to “... whether the program met the goal Student Learning Outcome 1.”		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3	Do you have other measures of assessment for SLO 1? If so, please add those here along with all the information below. If not, you may delete this section and move on to “... whether the program met the goal Student Learning Outcome 1.”		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	

Methods			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input type="checkbox"/> Met	X Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Most students (5/8) who sat for the exam during the AT 2023-24 attained 80% or higher on their first attempt. However, (5/8) equates to 62.50 percent. Thus, the benchmark scale was not reached. Even though there is room for improvement, the WKUHCA faculty is satisfied with these results. Due to the small sample size, small changes in number can have a variation in the results. Thus, it is essential not to get caught up in the percentages but the overall trend in the data. We believe that student performance in the COMP exam is moving in a positive direction. If this trend continues, it is estimated that the benchmark score will be reached as more students take the exam. Thus, we will now report the data for this measure annually and biennially.</p> <p>SLO outcome # 1: Knowledge of the Healthcare Environment, does not need memorization. The COMP exam, which is used to assess this learning outcome, requires students to employ tools used during the MHA program to solve issues. Quantitative classes such as Biostats, Epidemiology, Health Finance and Health Economics give students the most trouble. For Health Economics and Health Finance, we started to provide more video/ audio links, and non-academic periodicals from well-respected sources (e.g., Wall Street Journal, New York Times), so that students can see how the material in class is being applied to real world situations. This appears to be having a positive effect on student learning outcomes. We will work to have faculty provide the same type of materials for Biostats and Epidemiology.</p>			

Program Student Learning Outcome 2				
Program Student Learning Outcome	<i>Students will be able to analyze the healthcare environment and then employ tools to assist in its evaluation.</i>			
Measurement Instrument 1	Term Project – Managerial Finance in Health Services (HCA 545)			
Criteria for Student Success	Students must score 80% or higher for this project. Please see the rubric for more information.			
Program Success Target for this Measurement	At least 90% of students in the ay 2023-24 HCA 545 course will attain a score of 80 or higher out of 100 on this term project.	Percent of Program Achieving Target	8/12, or 66 percent of students in the ay 2023-24 HCA 545 course, scored 80% or higher on this project.	

Methods	Students are to conduct a case study provided by the instructor. They must analyze the current financial environment to determine the financial health and condition of the organization of concern in the case study. Students must also analyze income statements, balance sheets, and cash flow statements.		
Measurement Instrument 2	Health Economics (HCA 586) Research Paper.		
Criteria for Student Success	Students must score 80% or higher for this research project. Please see the rubric for more information.		
Program Success Target for this Measurement	At least 90% of students in the ay 2023-24 HCA 586 course program will attain an overall score of 80 or higher out of 100 on this term project.	Percent of Program Achieving Target	9/11, or 81 percent of students in the ay 2023-24 HCA 586 course scored 80% or higher on this project.
Methods	Students are to investigate a public health/ health policy issue and analyze it using a health economic theory or theories. Students are allowed to select their topics. However, the professor must approve each topic before work can begin.		
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.			<input type="checkbox"/> Met <input checked="" type="checkbox"/> X Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Health Finance (HCA 545) Measurement Instrument #1</p> <p>The same internal performance trend was identified as the previous year; students have issues with the DuPont analysis, Economic Value Analysis (EVA), and the ability to summarize the financial tools necessary to identify the presence of financial and management problems.</p> <p>The health finance lectures have been updated with additional audio and video links. In addition, more mini-assessments (e.g., quizzes) and additional articles that allow students to apply the principles of health finance have been included. All these materials help students identify the areas on which to focus. Going forward, the professor will institute a mandatory presentation before submission. Health Finance is one of the more challenging courses in the MHA program, and the financial project is time-consuming; it is believed that students sometimes give up on sections to go with what they think is good enough. The working theory of having students present the material lies in the fact that this requirement will incentivize students to analyze their work more.</p> <p>Health Economics (HCA 586) Measurement Instrument #2</p> <p>Nine of the eleven students completed the Health Economics project. Attained a score of 80% or higher. However, the benchmark score of 90% of students attaining the 80% higher score was not met.</p>			

This is the second year the WKU MHA program has missed the performance benchmark for these projects. Thus, the decision has been made to modify the benchmarks, which will allow the program to take small steps toward improving performance. In 2024-25, the new benchmark will identify whether 80% of students (instead of 90%) scored 80 percent or higher on their respective projects.

For SLO outcome # 2, which measures students' ability to analyze the healthcare environment and then employ tools to assist in its evaluation, we have attempted to improve results by providing more application-based material. This allows students to identify how the theories reviewed in class can be applied to current or important events. This has had a positive effect. However, we are not to the point we need to be for our target measures. As a result, we will institute a mandatory presentation a few weeks before the due date of the final project. A portion of the presentation will require students to apply their chosen theories to real work situations occurring in the US Public Health or Health Care delivery model. It is believed that by having students present the material, it will require them to analyze their work more and support their ability to use these tools to address issues.

Program Student Learning Outcome 3			
Program Student Learning Outcome			
Measurement Instrument 1	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
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		Pereent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p><u>Results:</u> Are the results what was expected or not? Explain</p> <p><u>Conclusions:</u> What worked? What Didn't? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</p> <p><u>Plans for Next Assessment Cycle:</u> As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment—this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are cionsistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. All changes need not lead to quantitative results.</p>			

		Students will be able to demonstrate an understanding of the health care environment to other healthcare professions.	Students will be able to analyze the health care environment and then employ tools to assist in its evaluation
Number	Course Title		
540	Healthcare Organization and Management	I	I
541	Strategic Marketing and Management for Healthcare Services	R	R
542	Healthcare Human Resources Administration	I	I; A
543	Healthcare Quality and Accountability	I	
545	Managerial Finance in Healthcare	I	R; A
546	Internship in HCA	R	R
551	Health Care Jurisprudence	I	
574	Decision Making in Healthcare Administration	R	R
586	Health Economics	I	R
520	Biostatistics		
587	Health Behavior		

582	Epidemiology		
583	Public Health Administration	I	I
	COMP Exam	A	A

Rubric used for HCA 545 and 586

	A: 0-10 points subtracted	B: 11 to 20 points subtracted	C: 20 to 30 Points subtracted	D: 30 to 40 points	F: 40 to 100 points
Content and analysis: <i>Analysis and organization of material collected.</i>	Excellent: Demonstrates close reading of empirical journal material or material from respected sources. Includes excellent use of material in lecture for content.	Good: Analysis is focused on the reading from empirical journals or respected sources. Includes good use of lecture material for content.	Average: analysis of journal material, material from respected sources, or from lecture can be stronger.	Below Average: Analysis is rather superficial and vaguely connected to journal material, material from respected sources, or from lectures.	Inadequate: Response is mostly summary of materials with little or no analysis or content from lecture. No response for this section. No use of outside responses.
Textual evidence/ Analysis of Data: <i>Analysis of information from text or available date</i>	Strong/excellent/	Good	Adequate/	Weak/not enough	Not present
Citations:	Citations provided for all quotes and paraphrase content.	Few missing citations	Missing some citations for quotes and or paraphrase content	citations missing for quotes and or paraphrase content	citations missing for quotes and or paraphrase content
Grammar and Mechanics: <i>Flow of work, clarity and punctuation</i>	No or few errors, papers well edited, and includes a clear thesis statement.	few errors, papers well edited, and includes a clear thesis statement.	Quite a few errors, needs further editing, and may or may not include a thesis statement.	Egregious errors, no thesis statement, and or response, use of outside resources	Egregious errors, no thesis statement, and or response, use of outside resources
Completeness: <i>Addressing the areas of research template. Answering all necessary questions.</i>	Meets length requirement, answers all components of template, and is properly formatted.		Does not meets length requirement or is not properly formatted, or may or may not have addressed all components of prompt.	Several Completeness flaws: Does not meets length requirement and is not properly formatted, and may or may not have	Several Completeness flaws: Does not meets length requirement and is not properly formatted, and may