

Assurance of Student Learning Reflection 2024-2025	
<i>College of Health and Human Services</i>	<i>Department of Public Health</i>
<i>Master of Health Administration, 153</i>	
<i>Dr. Gregory Ellis-Griffith</i>	
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 Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Knowledge of the Healthcare Environment: <i>Students can demonstrate an understanding of the healthcare environment to other healthcare professionals.</i>
Evaluation	We believe that this program learning outcome is still very relevant as it focuses on the broad knowledge of the healthcare environment. Healthcare is a vast and comprehensive field encompassing numerous professional occupations. This learning outcome attempts to analyze the general understanding of this industry.
Measurement Instruments	Comprehensive Exam 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. The COMP exam is a direct measure. Since the exam is application-based, we do not believe that AI is a hindrance. The MHA COMP is in a take-home format, and students can use any source to assist them. Thus, AI can be a tool to assist in understanding the situations being posed. Students must still analyze and provide solutions based on the question being asked. We do not believe any changes to the rubric are necessary.
Criteria & Targets	<i>Criteria for Success: An overall score of 80% on the comprehensive exam on the first attempt.</i> Target: At least 90% of students will achieve an overall score of 80% or higher on the comprehensive exam on their first attempt. Results:

	AY 2022-23= 1/2 or 50% AY 2023-24=5/8 or 62% AY 2024-25=3/10 or 30% Over the past three years, 47.3% of students achieved the target. Although we have not yet achieved the desired outcome, the WKUHCA faculty is satisfied with these results, but realize that there is room for improvement. Thus, we still believe that this target is the most suitable to use. We acknowledge that our target is high. However, we think it should stay because attempting to reach it drives our program improvement.
Results & Conclusion	According to our latest analysis, students tend to struggle more with the quantitative aspects of the COMP than with its theoretical aspects. Finance and statistics remain the most challenging areas for our students. Over the past year, several revisions have been made to update the courses and the material used in these courses. Revisions to the MHA program are scheduled to take effect during the next academic year, which begins on July 1, 2025. Please see the plans for the next assessment cycle for more information
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Since the previous assessment cycle, the health finance lectures have been updated with additional audio and video links. Additionally, more mini-assessments (e.g., quizzes) and supplementary articles have been incorporated to enable students to apply the principles of health finance. These materials help students identify areas on which to focus. However, the students who sat for the AY 2024-2025 COMP have already completed the class before these changes took effect. We look forward to the AY 2025-26 assessment cycle to obtain a more accurate reading of the results. This year, the MHA program has sought to revamp the statistics requirement. Starting AY 2025-26, instead of just taking Biostatistics to complete the statistics requirement, students will take a redesigned Decision Analysis course, which will focus on Managerial Statistics and Epidemiology. We believe that this managerial focus will help students understand and apply these important tools effectively.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will be able to analyze the healthcare environment and apply tools to facilitate its evaluation.
Evaluation	We believe that this learning outcome remains relevant, as it focuses on the student's ability to analyze issues in the healthcare environment and identify and apply the appropriate tools to address these issues. Based on numerous communications with our stakeholders, the ability to analyze and utilize tools is invaluable to healthcare administrators.

Measurement Instruments	Measurement Instrument 1: Managerial Finance in Health Services (HCA 545) Measurement Instrument 2: Health Economics (HCA 586) Term Paper: Term paper on economic theories/applications to health services. These are both direct measurements. Since the projects are application-based, we do not believe that AI is a hindrance. Students can use any source to assist them. Thus, AI can be a tool to assist in understanding the situations being posed. Students must still analyze and provide solutions based on the question being asked. In addition, students are now required to present their findings from both research projects. A presentation rubric will also be included with the project rubrics.
Criteria & Targets	Measurement Instrument 1: Term Project – Managerial Finance in Health Services (HCA 545) Methods: Students are to conduct a case study provided by the instructor. They must analyze the current financial environment to assess the financial health and condition of the organization, as presented in the case study. Students must also analyze income statements, balance sheets, and cash flow statements. Criteria for Student Success: Students must score 80% or higher on this project. Please refer to the rubric for further details. At least 90% of students in the HCA 545 course will attain a score of 80 or higher out of 100 on this term project. • AY 2022-23: 55% of the students achieved the target • AY: 2023-24: 8/12, or 66 percent of students in the AY 2023-24 HCA 545 course, scored 80% or higher on this project • AY 2024-25: 3/9 or 33% of students in the AY 2024-25 HCA 545 course scored 80% or higher on this project Over the past three years, 51% of students have achieved the target. After analyzing this outcome, we realize that there is room for improvement. The MHA program has been revamped and modernized to focus on the use of more tools to aid in the evaluation of health administration issues. We anticipate the changes will take effect for the 2025-26 academic year. In Graduate School, students must obtain a grade point average of at least 80% or higher. We believe this target is suitable for use, as it will drive program improvement. In Graduate School, students must obtain a grade point average of at least 80% or higher. We believe this target is suitable for use, as it will drive program improvement.

	Measurement Instrument 2: Health Economics (HCA 586) Research Paper. 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. Criteria for Student Success: Students must achieve a score of 80% or higher on this research project. Please refer to the rubric for further details. Program Success Target for this Measurement: At least 90% of students in the 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: In 2024-25, 9/11, or 81 percent of students in the HCA 586 course scored 80% or higher on this project. This was the first year this assessment was used.
Results & Conclusion	Health Finance (HCA 545) Measurement Instrument #1 The same internal performance trend was identified as in 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 financial and management problems. Health Economics (HCA 586) Measurement Instrument #2 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 achieved an 80% higher score was not met.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Health finance lectures have been updated with additional audio and video links. Additionally, more mini-assessments (e.g., quizzes) and supplementary articles have been incorporated to enable students to apply the principles of health finance. These materials help students identify 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 abandon sections to settle for what they think is good enough. The

	working theory behind having students present the material is that this requirement will incentivize students to analyze their work more thoroughly.
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Program Student Learning Outcome 3	
Program Student Learning Outcome	Add the Program Student Learning Outcome from CourseLeaf HERE
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy?
Measurement Instruments	Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted?
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets?
Results & Conclusion	<u>Results</u>: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain <u>Conclusions</u>: What worked? What didn't? Why do you think this? 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.
<u>**IMPORTANT - 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 three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) — this process assists in “closing the loop.” For example, you may decide to: ● collect a more appropriate artifact ● create new program outcomes ● adjust targets because they are consistently exceeded or not met ● need to reconstruct your curriculum map ● sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle.

To add more outcomes, if needed, select the table above and copy & paste below.

	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