

Assurance of Student Learning Reflection 2024-2025

College of Health and Human Services

Department of Public Health

Long-Term Care Administration (1717)

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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 **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	Comprehensive knowledge of the Healthcare system of the United States. – This aligns with Domain 4 of HCA competency chart.
Evaluation	This learning outcome is still relevant, however, delivery and assessment needs to be re-aligned with certification/accreditation needs. It currently does not include measurable verbs following Bloom's Taxonomy. It will be revised to include so.
Measurement Instruments	Yes, the relevant part of the exam are actually measuring the outcome. Even with anticipated changes in the SLO, this is the best instrument to use. Even if the comprehensive exam changes, the questions pertaining to long-term care topics will remain the same, and only be adjusted in industry demand/requirements change. The rise of AI use may impact this assignment. However, it has not been an issue so far.
Criteria & Targets	Criteria and targets have been consistently met. No changes required. Questions may be revised based on changes in the industry, if applicable.
Results & Conclusion	Results: The results are as expected. Nothing really stood out – however, 100% students who pursue this certificate along with the required internship are able to acquired the license to practice upon graduation. Conclusions: Design of the relevant courses in the certificate is quite effective. They include theory, application as well as interaction in the industry via excursion activities.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	2025-26: Continue with data collection 2026-27: Continue with data collection 2027-28: Continue with data collection Note: We recently received a 7 year accreditation for the undergraduate Healthcare Administration program (559), which is heavily dependent on this certificate. We do not anticipate any major changes in the upcoming years, except to modify and adjust course materials relevant to industry needs and changes.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	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 long term care settings.
Evaluation	This SLO is still relevant, however, it will be modified to include terminology to include Bloom's Taxonomy without affecting the SLO in general. Further revision will be implemented in the program during AY 2025-2026.
Measurement Instruments	The instrument is measuring the outcome accurately. We will only change the SLO to include terminology from Bloom's Taxonomy, unless significant changes are required for certification. If we change only the terminology, this instrument is still the best one to use. This assignment cannot be done using AI except to check grammar, re-word, check for cohesiveness, etc. The assignment requires interviews and presentations.
Criteria & Targets	Students have been consistently successful in this assignment, thus we have met target for this instrument consistently. No changes required at this time.
Results & Conclusion	<u>Results:</u> Results have been as expected. <u>Conclusions:</u> Instructor is effective in engaging students in this project that is used for this SLO as a measurement instrument. Visits to relevant facilities as class excursions amplify student achievements.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	2025-26: Continue with data collection 2026-27: Continue with data collection 2027-28: Continue with data collection Note: We recently received a 7 year accreditation for the undergraduate Healthcare Administration program (559), which is heavily dependent on this certificate. We do not anticipate any major changes in the upcoming years, except to modify and adjust course materials relevant to industry needs and changes.

Program Student Learning Outcome 3	
Program Student Learning Outcome	N/A

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	Results: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain Conclusions: 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.