

Assurance of Student Learning Reflection 2024-2025	
<i>College of Health and Human Services</i>	<i>Department of Public Health</i>
<i>Global Health Administration Certificate (1735)</i>	
<i>William Mkanta</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	Assess the evolution, structure, and processes of global health systems.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? If it has recently changed, please explain. Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy? Do you have the appropriate numbers of SLOs to measure regularly? Please consider choosing the most important. This student learning outcome continues to be relevant to the certificate, even with program revisions forthcoming. Understanding the differences in healthcare among different regions of the world is vital information for GHA students to have in order to be effective administrators on a global scale. This outcome is measurable, and does include verbs from Bloom's Taxonomy. The assignment used to evaluate the SLO includes all aspects of the SLO (evolution, structure, and processes), and assists in building student's ability to research and understand different health systems outside of the U.S.
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? The measurement used for this SLO is the term paper in HCA 547, in which students are challenged analyze a specific health system or issue using a comparative framework. Using this framework, students identify a major challenges that are shared within global health systems (one or more countries) and propose evidence-based solutions. Additionally, political, historical, social, and cultural factors of the evolution of the systems are assessed. The term paper prompts the students to provide analytical assessments on the system values, i.e., key elements driving the system and allows them to exhibit appropriate performance and effectiveness comparisons across the nations and regions of the world. Since this assignment is so closely related to the SLO and provides an opportunity for clear demonstration of outcome attainment, this is still the best direct measurement instrument to use. The use of AI will likely not affect the assignment due to the comparative and specific

	analytical nature, but AI use will be monitored and measurements adjusted as needed. The rubric for the term paper is more of a general term paper rubric, but it still helpful in determining outcome achievement.
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? If you have successfully made your targets consistently, consider a more challenging target. HCA 547 Term Paper: 90% of students will receive a score of 80% or better on the term paper. Over the last 3 years, student achievement of SLO's in this certificate has been difficult to evaluate do to low enrollment numbers. For example, there were only 2 certificate students since 2021-22 that took HCA 547, and neither of these students met the criteria for success that is set forth. While this may seem that the criteria is set to high, we believe that the course content provides students with the skills necessary to perform well on this term paper. We also want to hold our students to a high standard. With planned changes in the GHA certificate as detailed below, we believe this will increase enrollment in the certificate, and by the time of the next reflection cycle, there will have been several students who could be measured for achievement related to this outcome.
Results & Conclusion	Results: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain Again, due to low program enrollment, assessments have not yielded many meaningful results. With the coming program revisions that are aimed at increasing enrollment, the program will have more students to evaluate in regard to these SLO's over the coming years. 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. Due to low enrollment, it has been difficult to decide exactly what changes were needed (ie. admission, instruction, etc.). However, it was clear that program revisions were needed to increase interest in the certificate. By the time of the next reflection cycle, program revisions would have been implemented for several semesters. These changes include the reduction of the number of certificate hours from 15 to 9. Additionally, there will now be 6 hours of required courses (HCA 547 and 559), and 3 hours of electives in which students can choose any 500-level HCA course, one Public Health course (PH 585), two COMM courses (590 and 561), or a leadership course (LEAD 500). The program also adjusted the description of the 559 course to clarify the fact that students do not have to complete their practicum out of the country, the experience just has to be globally-minded. The reduction of credit hours and practicum clarification will attract more students from different health-related programs and lead to increased enrollment which will allow for more meaningful assessment and student evaluation processes.

<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. The revisions mentioned above are still pending Faculty senate, Provost, and CPE approval. Pending approval, new certificate students beginning in Fall 2025 will follow the new program of study, and be evaluated based upon these SLOs. • Changes implemented Fall 2025, new students will begin assessment in new program of study • In Spring 2026, ASLs will be completed and students evaluated for 25-26 • In Spring 2027, ASLs will be completed and students evaluated for 26-27 • In Spring 2028, ASLs will be completed and students evaluated for 27-28 • In Spring 2029, reflection on the new program will be completed. During this time, special attention will be paid to SLOs to determine that they are still relevant with the program changes. SLOs may be added, edited, or removed.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate the linkage between local and global health issues and problems and how local and global strategies may be designed to interact in creating solutions.
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? The program feels that this SLO is still relevant to the certificate. SLO 1 is designed to ensure that students understand how to effectively research and explain the similarities and differences among global health systems. This SLO is used to evaluate students on their ability to apply this knowledge in analyzing and creating possible interventions to deal with specific issues and challenges in a given health system. This outcome is measurable, and does include verbs from Bloom's Taxonomy, and is the primary way in which students demonstrate their ability to work within a globally-minded health system.
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? There are two measurements used in the assessment of this SLO, both coming from the Global Health Practicum (HCA 559). These are practicum term paper and presentation. The HCA 559 practicum report/paper allows the assessment to be made on the types and impact of engagements a student had on the field or the knowledge gained through investigations made on different aspects of global health administration. The 559 practicum presentation supports the assessment of student understanding of

	the important concepts in the program as well as a demonstration of how well site-specific factors such as culture and population structure have been taken into account in the learning process. This is the most comprehensive assignment that students in the certificate complete, so these instruments are the most appropriate way to assess student ability to identify, compare, and propose solutions for global health issues.
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? HCA 559 Practicum Report/Paper: 80% of students will earn a score of 80% or above on the practicum paper. HCA 559 Practicum Presentation: 90% of students will earn a score of 80% or above on the practicum presentation. Over the last 3 years, student achievement of this SLO in this certificate has not been able to be evaluated due to the fact that no certificate students were enrolled in this course. With planned changes in the GHA certificate as detailed below, we believe this will increase enrollment in the certificate, and by the time of the next reflection cycle, there will have been several students who could be measured for achievement related to this outcome.
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. Due to low enrollment, it has been difficult to decide exactly what changes were needed (ie. admission, instruction, etc.). However, it was clear that program revisions were needed to increase interest in the certificate. By the time of the next reflection cycle, program revisions would have been implemented for several semesters. These changes include the reduction of the number of certificate hours from 15 to 9. Additionally, there will now be 6 hours of required courses (HCA 547 and 559), and 3 hours of electives in which students can choose any 500-level HCA course, one Public Health course (PH 585), two COMM courses (590 and 561), or a leadership course (LEAD 500). The program also adjusted the description of the 559 course to clarify the fact that students do not have to complete their practicum out of the country, the experience just has to be globally-minded. The reduction of credit hours and practicum clarification will attract more students from different health-related programs and lead to increased enrollment which will allow for more meaningful assessment and student evaluation processes.
<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. The revisions mentioned above are still pending Faculty senate, Provost, and CPE approval. Pending approval, new certificate students beginning in Fall 2025 will follow the new program of study, and be evaluated based upon these SLOs. • Changes implemented Fall 2025, new students will begin assessment in new program of study • In Spring 2026, ASLs will be completed and students evaluated for 25-26 • In Spring 2027, ASLs will be completed and students evaluated for 26-27 • In Spring 2028, ASLs will be completed and students evaluated for 27-28 • In Spring 2029, reflection on the new program will be completed. During this time, special attention will be paid to SLOs to determine that they are still relevant with the program changes. SLOs may be added, edited, or removed.
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Program Student Learning Outcome 3	
Program Student Learning Outcome	Analyze leadership and leadership roles in governing healthcare systems for national success and participation in global health initiatives. This SLO will be removed beginning Fall 2025 (see below).
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? Prior to the proposed revisions to the GHA certificate, this SLO was still relevant, as the the term paper used to evaluate the SLO challenges students in examining governance structures and functions and their implications for health services at the different levels of the health systems from local to global, as well as assesses students understanding and analysis of leadership roles in the health system. However, due to the fact that these leadership roles are addressed in other required certificate courses and the proposed removal of HCA 541 from the core, it was determined that this SLO should be removed from the assessment. Leadership is a skill that is inherent to health administration and is addressed in many courses, and the instruments used in SLO's 1 and 2 include the demonstration of students leadership skills.
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? With the proposed revisions to the GHA certificate, this SLO – and thus this measurement – will be removed from the assessment. As mentioned, leadership skills are included in all health administration classes, so the program felt that naming this in the assessment is superfluous. The measurement used over the last three years was relevant and measured this outcome, but program changes have made it somewhat irrelevant, since it is being removed from the core and all GHA students may not take HCA 541.
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? HCA 541 Term Paper: 80% of students will receive an 80% or above on the term paper.

	Over the last three years, there was only one certificate student that completed HCA 541, and they met the target. Again, due to low program enrollment, meaningful results from the assessment of this SLO has been difficult to achieve. It is clear that leadership roles in health administration are covered in other required courses, so this measurement is not needed. As a result of program revisions, HCA 541 will no longer be in the core, so it cannot be used to measure an SLO.
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. Due to low enrollment, it has been difficult to decide exactly what changes were needed (ie. admission, instruction, etc.). However, it was clear that program revisions were needed to increase interest in the certificate. By the time of the next reflection cycle, program revisions would have been implemented for several semesters. These changes include the reduction of the number of certificate hours from 15 to 9. Additionally, there will now be 6 hours of required courses (HCA 547 and 559), and 3 hours of electives in which students can choose any 500-level HCA course, one Public Health course (PH 585), two COMM courses (590 and 561), or a leadership course (LEAD 500). HCA 541 will become an elective option rather than a required course. Students will still have the option to take more leadership specific courses, but the program feels it is adequately covered in other certificate courses as needed for global health administration professionals. The program also adjusted the description of the 559 course to clarify the fact that students do not have to complete their practicum out of the country, the experience just has to be globally-minded. The reduction of credit hours and practicum clarification will attract more students from different health-related programs and lead to increased enrollment which will allow for more meaningful assessment and student evaluation processes.
<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. The revisions mentioned above are still pending Faculty senate, Provost, and CPE approval. Pending approval, new certificate students beginning in Fall 2025 will follow the new program of study, and be evaluated based upon these SLOs. • Changes implemented Fall 2025, new students will begin assessment in new program of study. SLO #3 will be removed from the evaluation process as HCA 541 is phased out of the certificate core. • In Spring 2026, ASLs will be completed and students evaluated for 25-26 • In Spring 2027, ASLs will be completed and students evaluated for 26-27 • In Spring 2028, ASLs will be completed and students evaluated for 27-28 • In Spring 2029, reflection on the new program will be completed. During this time, special attention will be paid to SLOs to determine that they are still relevant with the program changes. SLOs may be

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