

Assurance of Student Learning Reflection 2024-2025

College of Health and Human Services

Department of Public Health

Bachelor of Healthcare Administration (559)

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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	Currently, a comprehensive exam is being used in HCA 448 to measure this SLO. Because the grade of the exam impacts the grade of the course, the exam will be removed from the course. It has not been decided yet how the exam will be administered. The program is preparing for certification in the next 2 years and needs to be modified according to certification needs. New SLOs will also be developed accordingly, and measurement instrument will then be selected. As the program stands, multiple instruments may be required.
Criteria & Targets	Target has not consistently been met for this SLO. With the upcoming changes we hope to achieve better results.
Results & Conclusion	<u>Results:</u> Results can definitely improve. It is evident in the results that Finance and Quality are the two areas where students need to improve. In order to address this, the relevant courses need to be assessed and modified. <u>Conclusions:</u> Some of the texts were updated, and questions were simplified in the 23-24 cycle. This helped achieve better results than the previous years. As per student feedback, instruction methodology needs to be changed in the Finance courses.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The program is being revised to fit certification requirements. PD and Accreditation Specialist are attending AUPHA (Certifying Board) in June to learn requirements so that effective changes can be made to the program. The remainder of the summer will be spent working on changes. 2025-26: program modifications, course updates/modifications, update SLO to include terminology from Bloom's Taxonomy, craft new assessment method, identify measurement instrument(s). 2026-27: implement changes and modifications, collect data – anticipated self-study year for certification 2027-28: continue data collection for year 2 of implementation, pursue certification
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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 experiences within their health care settings. – This aligns with Domain 1 of HCA competency chart.
Evaluation	The SLO will be revised according to certification requirements. Measurable verbs following Bloom's Taxonomy will be incorporated at that time.
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, self assessments, presentations, etc.
Criteria & Targets	Students have been consistently successful in this assignment, thus we have met target for this instrument consistently. The challenge is in the nature of the assignment. It is a group project, and this is what students struggle with. However, during AY 24-25 this has been addressed. Instructional methodology has been modified to induce collaboration among group members by instructor.
Results & Conclusion	<u>Results:</u> Results have been as expected. Instructor intervention to cultivate group collaboration resulted in improved compliance from students. <u>Conclusions:</u> What worked is getting groups to meet outside the classroom with the instructor twice a semester – in office or via zoom, depending on convenience for students. This helped students get to know their group mates better, and design a plan to work together. It helped instructor to explain expectations, clarify confusions, and encourage participation.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	2025-26: update SLO to include terminology from Bloom's Taxonomy, modify measurement instrument reflective changes in the industry if applicable 2026-27: Collect data – anticipated self-study year for certification 2027-28: continue data collection for year 2 of implementation Note: Not much is anticipated to be changed for this SLO. It has served as an effective tool to measure this SLO.

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.