Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here: https://www.mga.edu/provost/program-histories.php; if they don't please contact OIRDS to update them. NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission. https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

 Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work In the event that you need to edit your submission, you may contact the Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

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Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

BS Health Service Administration

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

◯ Cochran

⦿ Macon

○ Eastman
○ Dublin
○ Warner Robins
○ Online

Q4. In which College is this program located?

○ Arts and Letters
○ Aviation
○ Health and Natural Sciences
◉ Business
○ Computing
○ Education and Behavioral Sciences

Q5. Program Type

○ Graduate
◉ Undergraduate
○ Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

○ Summer 2022
○ Fall 2022
◉ Spring 2023

Q7. Approximately how many students are enrolled in this program at this location?

47

8. SLO 1: What is the first Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

Students will apply critical analysis skills to contemporary health issues through the evaluation of research and have a basic understanding of the healthcare system and the environment in which healthcare managers and providers function.

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

HLSA 3000, 3310, and 4470 are used to measure this SLO. However, 3000 and 3310 were not measured face to face as they were offered online and captured in that assessment data. 4470: Electronic Health Record Assignment. Students have access to an interactive, computerized Electronic Health Record (EHR) System. As part of a public health study assessing the local causes of death and how they compare to national rates, students are tasked with gathering the necessary data from the regional healthcare system to answer related questions.

10. SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

85% of students will earn a score of 75% or higher on the individual research project/final exam indicating their ability to evaluate research as a mode of applying critical analysis skills to health issues and exhibit a basic understanding of the healthcare system and the environment in which healthcare managers and providers function.

11. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

85% is a benchmark score derived by reviewing 2-3 Health Service Administration courses to determine the percentage of students who pass the assessment. A letter grade of "C" is considered satisfactory indicating basic mastery of content.

12. SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

87%

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Current results (87%) indicate a decrease from the previous year (95%). However, the benchmark was exceeded. The students will continue to use the EHR site, which is regularly adjusted and enhanced by the developers. The course instructor will continue to track student performance and adapt teaching materials to increase clarity and learning.

14. SLO 2: What is the second Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

> Students will demonstrate the ability to apply business principles, including monitoring quality, systems thinking, human resources and financial management, to the healthcare environment.

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

> HLSA 3320, 3360, 4100, & 4480 are used to measure this SLO. However, HLSA 3320, 4100, & 4480 will not be included in this assessment as these courses were offered online and included in the online assessment data. HLSA 3360 The 3360 Quality Management Course requires students to research features, processes, and current trends in Quality Management in healthcare (or any other industry) by discussing the quality management strategies used in a particular company/organization to achieve a competitive advantage. The final quality improvement project power-point focuses on the course's central theme, which is how to use quality management strategies and techniques to improve an organization's competitive position compared to other firms in its industry.

16. SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

> 85% of students will earn a score of 75% or higher on the individual projects/final exams, indicating their ability to apply business principles, including monitoring quality, systems thinking, human resources, and financial management, to the healthcare environment.

17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

> 85% is a benchmark score derived by reviewing 2-3 Health Service Administration courses to determine the percentage of students who passed the assessment. A letter grade of "C" is considered satisfactory, indicating basic mastery of content.

18. SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

> 93%

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

> The current results (93%) indicate an increase over the previous year's results (85%). These results suggest that most of our students perform above the set benchmark. An additional indication is that changes are warranted that will further increase our scores. The instructor for this course will continue to utilize the TILT method as a teaching strategy and will review assignment instructions to ensure all instructions are clear and concise.

20. SLO 3: What is the third Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

> Students will illustrate their ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

> HLSA 3380 Project This project allows students to select a subject area of choice (related to population health or a health administrative issue), propose research on that issue, and develop a creative health communication campaign, pamphlet, advertisement, poster, or social media page. This project is expected to be of sound academic quality and good enough to be presented at local health fairs, seminars, or professional association conferences. The project must be completed in APA format by the assigned due date and submitted to the appropriate folder in D2L.

22. SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

> 85% of students will earn a score of 75% or higher on the individual projects/final exams, indicating their ability to apply business principles, including monitoring quality, systems thinking, human resources, and financial management, to the healthcare environment.

23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

> 85% is a benchmark score derived by sampling 2-3 Health Service Administration courses to determine the percentage of students who passed the assessment. A letter grade of "C" is considered satisfactory, indicating basic mastery of content.

24. SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

100%

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

These results are the same as the previous year's results. We did not make any changes to the course at that time. However, the department will use the current assessment data to review the course to see what worked and continue to use the information to improve the process.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

Students will be able to appraise the abilities of leaders to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization's strategic ends and successful performance.

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

HLSA 3100 and 4410 are used to measure this SLO. However, 3100 was offered online and included in that assessment data. Data from 4410 will be used for the SLO. The course instructor used a case study as the assessment and required students to read the case study and answer the associated quiz questions.

28. SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

85% of students will earn a score of 75% or higher on the individual project indicating their ability to assist healthcare leaders in using their shared vision to effect change and engage successful organizational performance.

29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

> 85% is a benchmark score derived by sampling 2-3 Health Service Administration courses to determine the percentage of students who passed the assessment. A letter grade of "C" is considered satisfactory, indicating basic mastery of content.

30. SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

> 92%

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

> Current data results (92%) represent a slight decrease from the previous year (93.3%), wherein no changes were made. However, it is believed that the current data indicate that faculty interventions and methods in teaching this course are appropriate for student success. The instructor for this course has added a new case study fact pattern used to incorporate the COVID experience. Therefore, faculty will be asked to add these changes to the overall instructions for this assignment before the next assessment cycle to assist students in understanding the standards by which they are expected to perform.

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

> The following concentrations exist within the BS in HSA program. However, students don't need to select a concentration to complete the program. The SLOs are common regardless of the concentration and are as follows. SLO1: Students will apply critical analysis skills to contemporary health issues through research evaluation and have a basic understanding of the healthcare system and the environment in which healthcare managers and providers function. SLO2: Students will demonstrate the ability to apply business principles, including monitoring quality, systems thinking, human resources, and financial management, to the healthcare environment. SLO 3: Students will illustrate their ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups. SLO 4: Students will be able to appraise leaders' abilities to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization's strategic ends and successful performance. Clinical Practice Management Long Term Care Rural Health Sport Management PreProfessional

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

> Faculty members collect and provide data regarding the SLOs related to their specific courses.

Q43. Report and analyze the learning outcomes associated with each program concentration or track

> This information does not apply as the concentrations are not relevant to or required for the student's completion fo the program.

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

> 55

33. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

- ☑ Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- ☐ Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets
- ☐ Own Student Success 3. Develop academic pipelines and expand degrees
- ☑ Own Student Success 4. Expand student engagement and experiential learning
- ☐ Build Shared Culture 5. Attract talent and enhance employee development and recognition
- ☐ Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- ☐ Build Shared Culture 7. Cultivate engagement with its local communities

34. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- ☑ Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- ☐ Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- ☐ Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- ☐ Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- ☐ Request for Additional Financial or Human Resources
- ☐ Customer Service Changes: Communication, Services, etc
- ☑ Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- ☐ Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- ☐ Other [   ]

35. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

USG Momentum

36. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

Reviewing this data allows for assessing current practices inconsistent with overall student success. It allows for identifying problems that can be remedied to improve student understanding of course objectives.

37. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).