



**Middle Georgia
State University**

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 in 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?

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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- Individual Research Project. Students will communicate and develop research findings to healthcare providers and non-healthcare providers, clinicians, and consumers. As part of this research project students will assess and critique research articles and incorporate them into their individual research. Project is written in APA format. HLSA 3310-Case Study Each student will read the assigned case study and answer assigned essay questions. 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 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)

95%

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?

These results indicate that the vast majority of our students are performing above the set benchmark. The current data results are better than the previous year's results (90%) at which time it was determined that faculty would monitor assignment submissions and grades to detect underperforming students; then reach out to the students to offer intense instruction and tutoring to increase student scores. This had a significant bearing on student success as noted by the current score of 95%. However, the score indicates that changes are still warranted to continue to increase our scores. Moving forward, for the final exam, the 3310 the instructor added several essay questions to the quizzes preceding the Case Study quiz to better familiarize the student with the X+2 essay answer format. For 3000, students will be required to use factual databases such as Galileo to complete research assignments. The instructor will monitor student performance, assist students early who are not maintaining at least a 75% average, and provide teaching materials to enhance students' understanding. The instructor for 4470 will continue to use the EHR system, and keep track of 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-Case Study and Final Project Each of these projects are set to retrieve student understanding of course specific content. The 3320 Strategic Management course seeks to ensure students understand the purpose, content, and structure of strategic management. Students are required to read the assigned case study and write a paper that analyzes the changing business models in healthcare, including concierge medicine and direct primary care, explores the changes needed in a physician business model; assesses the positives and negatives in the current and possible business model of the medical clinic; examines the advantages and disadvantages of being a first mover in the clinic's market for concierge medicine, and direct primary care; and makes and defends a recommendation for the clinic. 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 that are being used in a particular company/organization to achieve the competitive advantage. The final quality improvement project power-point is to focus on the main theme of the course, which is how to use quality management strategies and techniques to improve an organization's competitive position compared to other firms in its industry. The 4100 Human Resources course allows students to understand and utilize the major employment laws in the U.S. and communicate and demonstrate the ability to apply business principles, including monitoring quality, systems thinking, human resources, and financial management, to the healthcare environment. HLSA 4480 Project allows students to act as a hospital's CEO to evaluate the organization's underlying fiscal health and readiness to move forward following the pandemic. Students were provided with assignment templates, due dates, and information on where to submit the assignments or final exams once completed.

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)

87%

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 data (87%) reveals a decline from the previous year's data of 91%. However, the data still comes in above the established benchmark. No changes were made to the courses based on the previous year's data. We will implement the following changes based on this year's data scores. For all courses, the Faculty will continue to provide supplemental case study details and extra guides and resources to assist students in attaining success with the assignment and maintaining the contemporary relevance of SLO.

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 develop a carefully structured health communication initiative to ensure effectiveness in addressing the health challenge they set out to resolve. 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)

84%

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?

The current performance target (84%) falls below the previous year's target (94%) and falls below the benchmark. The instructor for this course indicates that the TILT method was implemented in this course, which provides explicit instructions for assignments to enhance students' understanding and performance. The instructor offered several steps, examples, and illustrations to aid students' success with this assignment. The students who did not make 75% on the assessment did not follow the instructions provided by the instructor. The following changes will be implemented for the next assessment cycle. Faculty will review instructions for the course project to ensure students understand the requirements. Students will be provided with a rubric to assist them in gauging performance criteria. Faculty will reach out to students before the end of the course to encourage completion and submission of the final assessment.

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 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.

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: Case Study Project --Students will describe, apply, and critique selected leadership skills through problem-solving, role-playing, and simulations relevant to healthcare organizations. Students will select, analyze, summarize, critique, and report on current events in leadership situations.
4410: case Study Quiz: Students read the assigned case study and answer questions on the associated quiz.

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)

91%

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?

The previous year's data revealed 85% compliance, and no changes were made to the course at that time. Current data (91%) shows an increase in student performance. Although the benchmark was met, the following course changes are warranted to improve student success in this course. For 4410, Faculty modified the Case study essay quiz to include an ethics element. For 3100, faculty will continue the current process and monitor student performance, provide early assistance to underachieving students, and provide teaching materials to enhance the attainment of SLO.

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 are included in the program but are optional for students completing the program. Students may elect a concentration only if they so choose. Clinical Practice Management Long Term care Management Rural health Sport Management Preprofessional The courses within these concentrations correspond to the 30 hours of upper-division electives required for graduation. However, other upper-division electives can be used. Therefore, SLOs are only associated with the 30 hours of required major courses and not with the concentrations. They have already been discussed on the previous pages.

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

Data is collected through faculty who collect data based on their respective courses as they correspond to specific SLOs.

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

This information is not needed as the concentrations do not have attached SLOs.

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

408

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)

Complete College Georgia and USG Momentum year.

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.

Assessment results will determine how well we meet our student learning outcomes to measure student success.

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