

**Assurance of Student Learning  
2018-2019**

College of Health and Human Services

Public Health

Long Term Care Administration (1717)

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1:** Comprehensive knowledge of the long-term care delivery system.

**Instrument 1** Direct: Comprehensive Exam

**Instrument 2**

**Instrument 3**

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

**Met**

**Not Met**

**Student Learning Outcome 2:** The ability of students to effectively interact with health care professionals (such as clinicians, technicians, patients) in addressing managerial issues stemming from their daily experiences within long term care settings.

**Instrument 1** Indirect: Analysis of Intern Evaluation Form (this form is completed by the preceptor)

**Instrument 2**

**Instrument 3**

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

**Met**

**Not Met**

**Student Learning Outcome 3:**

**Instrument 1**

**Instrument 2**

**Instrument 3**

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

**Met**

**Not Met**

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Overall, the program has reached the goals for each outcome. This is only measuring LTCA students seeking an HCA (559) degree. This does not include LTCA students seeking other degrees, or non-degree seeking certificate students only. Assessment materials are being revamped to capture all LTCA (1717) and include one direct measure for each learning outcome, regardless of degree seeking status or discipline.

The LTCA certificate program is a required component with the Health Care Administration (HCA) degree program as 1 of only 12 programs in the United States accredited by the National Association of Long-Term Care Administrator Boards and the only in Kentucky. In addition, a NAB accredited degree program is one requirement for licensure as a LTCA in Kentucky and provides qualification for licensure in many other states. Classes are delivered in person and online and the certificate can be completed by both traditional and online only students. The LTCA certificate complements and supports many other majors and minors at WKU for individuals seeking positions both within and outside of healthcare although no accompanying program is required. Examples include but are not limited to: nursing (BSN or ASN), management, interdisciplinary studies, exercise science, hospitality management/dietetics, psychology, marketing, social work, finance, gerontology, health sciences, public relations, interior design, adult education, aging studies and even accounting. Due to demographic changes around the world, continuously increasing costs of healthcare in acute settings and prevalence of chronic diseases, career opportunities continue to grow for long-term care providers. There is a greater demand than ever for individuals with knowledge of post-care care and the LTC continuum.

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Comprehensive knowledge of the long-term care delivery system.		
<b>Measurement Instrument 1</b>	<p><b>NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.</b></p> <p><b>Direct:</b> All LTCA students seeking the HCA degree are required to complete the HCA 448 course and the comprehensive exam, which is part of the requirements for the course. The exam consists of work in all HCA courses required for degree completion. The exam consists of closed ended (multiple choice, true/false) and open-ended questions. The HCA faculty are required to submit several questions (and answers) from their subject area to be used in the exam.</p> <p>Exams measure (objective closed response), which consists of true/false and multiple choice Exam also encompasses a short answer component.</p> <p>For this learning outcome we are focusing on the areas of long-term care quality and long-term care administration.</p>		
<b>Criteria for Student Success</b>	Score of 70% or higher. See Rubric.		
<b>Program Success Target for this Measurement</b>	90% of LTCA students will attain a score 70% or higher on the long-term care component of the exam.	<b>Percent of Program Achieving Target</b>	90% of LTCA students assessed attained the score of 70% or higher.
<b>Methods</b>	Based on subject area, HCA faculty submit review sheets and questions for the exam. The HCA course instructor sets up the exam which is administered through Blackboard. The exam is administered during finals during the specified testing period. Students are allowed 120 minutes to complete the exam.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
Overall, the program has reached the goals for each outcome. This is only measuring LTCA students seeking an HCA (559) degree. This does not include LTCA students seeking other degrees, or non-degree seeking certificate students only.		
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
Assessment materials are being revamped to capture all LTCA (1717), regardless of degree seeking status or discipline.		

**Student Learning Outcome 2**

<b>Student Learning Outcome</b>	The ability of students to effectively interact with other long-term care professionals (such as clinicians, nurses, allied health professionals) in a long-term care setting.		
<b>Measurement Instrument 1</b>	<b>Indirect:</b> Preceptor survey, which is used to measure student interaction and performance in a long-term care setting. The instrument is a 25-item survey which identifies student performance during the internship process.		
<b>Criteria for Student Success</b>	Performance rating (80% or above) on the preceptor evaluations of their internship related to providing written reports/paper/project and other assignment demonstrating their ability to utilize effective communication methods when interacting with clinicians, technicians, and administrative individuals as well as with employees with diverse backgrounds. Rubric attached.		
<b>Program Success Target for this Measurement</b>	At least 90% of the students will receive a high-performance rating (80% or above) on the preceptor evaluations of their internship.	<b>Percent of Program Achieving Target</b>	90% received the score of at least 80% on preceptor evaluations
<b>Methods</b>	All preceptors are asked to review the internship packet and return the preceptor survey prior to the completion of the internship. The survey consists of questions to measure student interaction and performance in a long-term care setting. The preceptor then sends the completed survey to the internship coordinator		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

The intern evaluation form serves as an indirect measure of student learning.

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Assessment materials are being revamped to capture all LTCA (1717), regardless of degree seeking status or discipline and include one direct measure for each learning outcome. As the program grows, we need to continue to identify long term care facilities which may provide the most educational internship experience. The certificate does not require an internship, unless the student is an HCA (559) degree seeking student.

**Grading Rubric for LTCA portion of the Comp Exams:  
HCA Program, Department of Public Health, WKU**

*Rubric is for open ended questions only*

<b>Dimensions of the Exam</b>	<b>Outstanding 4 Points</b>	<b>Very Good 3 Points</b>	<b>Fair 2 Points</b>	<b>Unacceptable 1 point</b>	<b>Score</b>
<b>Overall Understanding of the Long-term Care Delivery Model</b>	Shows a deep/robust understanding of the field with a fully developed knowledge of the major components of the system	Shows a limited understanding of the field, not quite a fully developed knowledge of HC system	Shows a superficial understanding of the field, argument not developed enough in the knowledge of the system	Shows no understanding of the field and no strong arguments developed	
<b>Evidence on What Should be the Basis for Decisions in Long Term Care Administration Issues</b>	Presents evidence that is <i>relevant and accurate</i>  Presents <i>sufficient</i> amount of evidence to support argument	Presents evidence that is <i>mostly relevant and/or mostly accurate</i>  Presents <i>limited</i> evidence to support argument	Presents evidence that is <i>somewhat inaccurate and/or irrelevant</i> , but corrects when prompted  Does <i>not</i> present <i>enough</i> evidence to support argument, but augments when prompted	Presents <i>a lot of inaccurate and/or irrelevant</i> evidence  Doesn't present enough evidence to support argument, even when prompted repeatedly	
<b>Implications for Future &amp; Career in long term care</b>	Fully discusses the major expectations in HC trends and has goals for future in HC	Adequately discusses some of the major trends	Discusses minor implications (missing the major ones) OR does not have goals set for future in HC	Doesn't discuss the implications for future trends or goals in HC	
				<b>TOTAL</b>	

Faculty: \_\_\_\_\_

Student Name: \_\_\_\_\_

Total Points \_\_\_\_\_/12

Average: \_\_\_\_\_

**Western Kentucky University Program in Health Care Administration  
Internship Guidelines**

**Appendix H: Intern Evaluation Form (By Preceptor)**

Student Name: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Dates of Internship: \_\_\_\_\_

The following evaluation is based on a five point scale. Please circle the number you believe most accurately portrays the student's performance or behavior. Space for additional observations or comments is provided at the end of the evaluation.

A. The student arrives to the site when expected.

Almost Never					Almost Always
1	2	3	4	5	

B. When changes in the student's schedule occur, the student informs all affected by the change.

Almost Never					Almost Always
1	2	3	4	5	

C. The student can be expected to conduct his or her activities without constant supervision.

Almost Never					Almost Always
1	2	3	4	5	



D. The student fosters comfortable and communicative atmosphere with others.

Almost				Almost
Never				Always
1	2	3	4	5

E. Student prepares required reports and written assignments that are focused and free from errors.

Almost				Almost
Never				Always
1	2	3	4	5

F. Student prepares required reports and written assignments on time.

Almost				Almost
Never				Always
1	2	3	4	5

G. The student conforms to the organization dress code as appropriate for the activities of the day.

Almost				Almost
Never				Always
1	2	3	4	5

H. The student preserves the confidentiality and shows proper respect for personal privacy of others.

Almost				Almost
Never				Always
1	2	3	4	5

I. When dealing with others, the student is polite and considerate in speech and manner.

Almost					Almost
Never					Always
1	2	3	4	5	

J. The student maintains a clean and orderly work area.

Almost					Almost
Never					Always
1	2	3	4	5	

K. The student reads directions thoroughly or listens to directions carefully.

Almost					Almost
Never					Always
1	2	3	4	5	

L. The student concentrates on work assignments until their completion and disregards outside distractions.

Almost					Almost
Never					Always
1	2	3	4	5	

M. Student utilizes available time with independent study.

Almost					Almost
Never					Always
1	2	3	4	5	

N. Student asks questions which indicate an interest in deeper or broader aspects of administration.

Almost				Almost
Never				Always
1	2	3	4	5

O. When confronted with a complex problem (or project), the student is able to coordinate several activities, ideas, and thoughts.

Almost				Almost
Never				Always
1	2	3	4	5

P. The student shows the ability to organize assignments effectively and efficiently.

Almost				Almost
Never				Always
1	2	3	4	5

Q. The student gives thought to and makes inquiries about the feasibility of a new or different course of action.

Almost				Almost
Never				Always
1	2	3	4	5

R. The student tries, despite difficulties, to accomplish assignments or planned activities.  
For example: willingness to stay beyond normal hours to complete work.

Almost				Almost
Never				Always
1	2	3	4	5

S. In interacting with employees, visitors, customers, etc., the student demonstrates an awareness of the organizational or departmental procedures.

Almost					Almost
Never					Always
1	2	3	4	5	

T. Overall, how would you rate the student's performance on the internship project required of them during the internship experience?

Very Poor	Poor	Fair	Good	Very Good
1	2	3	4	5

U. Do you believe the project was a valuable learning experience for the student?

Almost				Almost
Never				Always
1	2	3	4	5

V. How valuable do you think the project was to your organization?

Almost				Almost
Never				Always
1	2	3	4	5

W. What is the likelihood that you will hire this person to work in your organization if you had the opportunity?

Almost				Almost
Never				Always
1	2	3	4	5

Remarks: (additional comments about the student's performance during the internship period)

Department Use Only  
Total Possible Score: 115