

**Assurance of Student Learning
2019-2020**

College of Health and Human Services

Department of Public Health

Health Care Administration – HCA 559

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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 Healthcare System of the United States.

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 other health care professionals (such as clinicians, technicians, patients) in addressing managerial issues stemming from their experiences within their health care settings.

Instrument 1 Direct: HCA 340 Organization Structure Assignment

Instrument 2 Indirect: Analysis of Intern Evaluation Form (this form is completed by the preceptor)

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.)

Throughout the program students are assessed in theory as well as practice on their knowledge and ability to serve and perform in the healthcare industry of USA. Various Health Care projects, a comprehensive exam, and an internship provides them practical experience and tests their knowledge on the health care delivery model. In 2019-2020, students successfully met the learning outcomes. However, changes for improvement are proposed. Related to SLO 1, there are plans to enhance the health finance materials. However, due to the disruptions associated with the pandemic, these changes are taking longer than expected and should be done in 2020-2021. Related to SLO 2, 2019-2020 was the first year the HCA program has used this assignment as an assessment tool. It has provided some important baseline data.

Student Learning Outcome 1

Student Learning Outcome			
Student Learning Outcome	Comprehensive knowledge of the Healthcare System of the United States..		
Measurement Instrument 1	<p>NOTE: Each student learning outcome should have <u>at least one direct measure of student learning</u>. Indirect measures are not required.</p> <p>Direct: Students in HCA 448 (Health Care & Analysis) course are required to complete a comprehensive exam. 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>HCA faculty are requested to submit questions in their subject area</p>		
Criteria for Student Success	At least 50% of the students will score 75% or higher on the comprehensive exam, which measures their understanding of health care delivery system. No student will make lower than 70% on the comprehensive exam.		
Program Success Target for this Measurement	At least 50% of the students will score 75% or higher on the comprehensive exam.	Percent of Program Achieving Target	(19/20) or 95% of students who took the exam in the fall semester scored 75% or higher on the comprehensive exam. However, Due to the disruption associated with the onset of the COVID-19 pandemic the comprehensive exam did not take place during Spring 2020. Results are based on Fall 2020 exam only.
Methods	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. AY 19-20: 20 students (fall 2019 semester only) were assessed on this measure. (19/20) students achieved the benchmark		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met

Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)
After analysis of the individual questions, students had the most problem with the health finance questions. This trend was apparent in the AY 2018-2019 results. There are plans to enhance the health finance materials. However, due to the disruptions associated with the pandemic, these changes are taking longer than expected.
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
Teaching materials were to be revamped during the spring 2020 semesters. However, due to the class disruption associated with the pandemic, we are behind on this task. We plan to have the teaching materials revamped during the fall 2020 and spring 2021 semesters.
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)
Assessments will take place every Fall and Spring, unless something unforeseen prevents it. Next evaluation of assessment is tentatively scheduled for the fall 2021 semester. This allows time for faculty to make changes required for their courses. It is expected that the impact of the COVID-19 pandemic will also subside by then. The Program director will be responsible for the collection of this data.

Student Learning Outcome 2			
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 daily experiences within their health care settings.		
Measurement Instrument 1	HCA 340 Organization Structure Assignment. Instructions <ul style="list-style-type: none"> • Pick any healthcare organization within the Bowling Green area. • Provide an over view of the organization, including its history. • Define mission, vision, values. (Please don't just list them, identify one or two services/activities/policies that support mission, vision and values) • Identify and describe the organization structure, hierarchy, leadership approach. Look for organogram. • Identify partners and describe their relationship (Insurance agencies, pharmaceutical groups, suppliers, vendors, etc). • Identify consumers and define demographics (SEC, gender, education, income, locality/community status, etc). • Identify competitors and state their position in the market (Who is their biggest competitor, who is their upcoming threat, what are they doing to stay in competition, etc). <p>Identify market position and describe market activities and plans (which market, how big is the market, what are their rankings, how do they compare to others, what plans are there in place to beat/stay in competition, etc.).</p>		
Criteria for Student Success	80% of students would score 80% or above on the Organizational Structure Assignment.		
Program Success Target for this Measurement	80% of students would score 80% or above on the project	Percent of Program Achieving Target Identify numbers	AY 19-20 (35/42 or 83% achieved target)
Methods	The Organization Structure Assignment is required for completion of the HCA 340 course. In AY 2019-2020, 42 HCA students completed this project (fall 22; spring 20). (35/42) students achieved the benchmark.		

Measurement Instrument 2	<p>Preceptor survey, which is used to measure student interaction and performance in a health care setting. The instrument is a 25 item survey which identifies student performance during the internship process.</p> <p>Most internship are completed during the summer semester. However, as a result of the covid 19 pandemic, the HCA program has modified the internship requirement on a temporary basis. Students have the option to do a thesis instead of internship on site. There is no preceptor in the modified intership class, so this cannot be evaluated for AY 2019-2020.</p>		
Criteria for Student Success	<p>At least 90% of the students will receive a high 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.</p>		
Program Success Target for this Measurement	<p>At least 90% of the students will receive a high performance rating (80% or above) on the preceptor evaluations of their internship.</p>	Percent of Program Achieving Target	<p>Percent of Program Achieving Target Unable to calculate this measure for AY 2019-2020, as the pandemic has impacted the ability of students to obtain the traditional internship experience.</p>
Methods	<p>Prior to the start of the internship, students are required to give their preceptor an internship manual, which discusses the requirements for the successful completion of the internship. The preceptor evaluation form is part of this requirement. Preceptors are asked to return the following to the internship course coordinator: project agreement form, project completion form, and preceptor evaluation. This information can be email or faxed. The internship course coordinator also works with the students to ensure that all material is returned before a final internship grade is given.</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>None for AY 2019-2020. This was the first year the HCA program has used this organization structure assignment as an assessment tool. It has provided some important baseline data. We will continue to use to collect more data over time. .</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Next follow up will be during the fall 2020 semester.</p>			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
<p>Assessments will take place every Fall and Spring. The program director and the course instructor will be responsible for collecting the data.</p>			

Organization Structure and Position Paper	
Points Possible: 100	
SECTION	Total Points
Over view of the organization	10
History	10
Mission, vision, values - How are these reflected in their service, care delivery and strategy?	15
Number of services identified and explained:	
Organization structure	15
Hierarchy	
Leadership approach	
Organogram	
Partners (Vendors, Suppliers, Insurance, etc.)	10
Consumers (Who is buying their service or product?)	10
Competitors	10
Who are they competing with?	
How are they addressing competition	
Market position	15
Which market are they in?	
How big is market	
Where do they rank?	
APA Format	5

**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					Almost
Never					Always
1	2	3	4	5	

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

Almost					Almost
Never					Always
1	2	3	4	5	

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

Almost					Almost
Never					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