Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Health Administrative Services/ Master of Health Administration
Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)
Date Submitted: 11/15/2021
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level results **page. Select the appropriate college and then your program from the subsequent page.**

A. **Mission Statement**

   __X_ **Information is current; no changes required.**

   Update if not current:

B. **Student Learning Outcomes**
   (please note the addition of certificate and associate credential learning outcomes)
   __X_ **Information is current; no changes required.**

   Update if not current:

C. **Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

   __X_ **Information is current; no changes required.**

   Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

      (Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc.)

D. **Program and Contact Information**

   ___ **Information is current; no changes required.**

Update if not current:

Report due 11/15/2021

The MHA program at Weber State University is designed to meet the needs of working healthcare professionals and to prepare them for advancing leadership roles in the healthcare industry. Firmly grounded in the development of three overarching domains: Personal, Professional, and Applied Skills, the program fosters self-development, critical thinking and life-long learning.

Full-time students can complete the MHA or the eMHA in two academic years. All courses in the campus MHA are offered in a hybrid, face-to-face/online, 8 week format. In the eMHA format students complete coursework a robust online learning environment. The competencies and course schedule is the same for both formats. MHA and eMHA courses are taught by an optimum blend of academic professors and working healthcare executives and culminate in a real-time final project resulting in a deliverable of importance and measurable value to healthcare organizations.

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E. **Assessment Plan**

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.
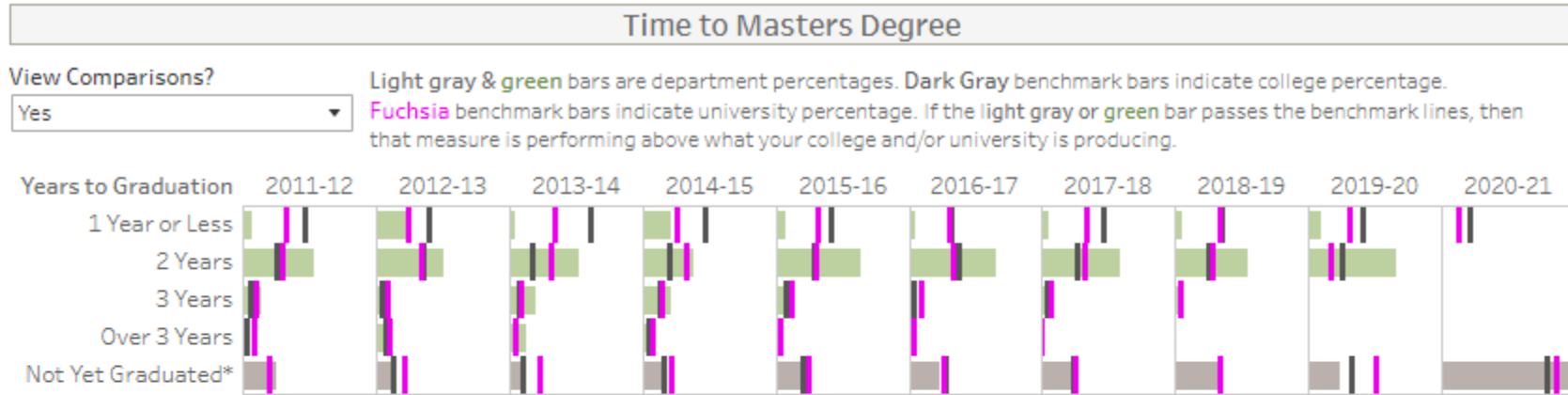
X__ Information is current; no changes required.

Update if not current:

F. **Student Achievement**

i. Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric

Example:

Time to Masters Degree

View Comparisons? **Light gray & green** bars are department percentages. **Dark Gray** benchmark bars indicate college percentage.

Yes ▼ **Fuchsia** benchmark bars indicate university percentage. If the **light gray** or **green** bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.

Years to Graduation	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1 Year or Less										
2 Years										
3 Years										
Over 3 Years										
Not Yet Graduated*										

Additive Program Unit Percentages
Data for the most recent three years reflect in-progress students and may change over time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
In 1 Year or Less	7%	25%	4%	22%	7%	5%	6%	9%	9%	0%
In 2 Years or Less	61%	75%	56%	59%	70%	70%	65%	64%	76%	0%
In 3 Years or Less	75%	80%	76%	81%	79%	75%	73%	67%	76%	0%
At Any Point	75%	85%	88%	86%	81%	77%	73%	67%	76%	0%
Has Not Graduated	25%	15%	12%	14%	19%	23%	27%	33%	24%	100%

Additive Program Unit Percentages
Data for the most recent three years reflect in-progress students and may change over time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
In 1 Year or Less	33%	30%	35%	36%	50%	28%	36%	46%
In 2 Years or Less	70%	61%	65%	64%	63%	59%	61%	54%

From 2014-15 through 2018-19, this program averages a 62.4% completion within 2 years of 90CH

Evidence of Learning

Program Name:
Master of Health Administration
Student Learning Outcome being assessed: Assessment is competency based. These are the competencies that are addressed in the coursework. Please see the Curriculum Grid for the courses each competency is addressed and the competency level aim. Students self-assess their level of competency on each of these competencies at the beginning, middle and end of the program. Their preceptor also assesses their level of competency for each one after their Field Work experience. Competency attainment is also at the course level with competencies taught in various courses and assessed by each instructor using Outcomes in the rubric for the Signature Assignment for the course.
Personal Development Domain: o Communication: The competency includes things such as executive proficiency in written and oral communication, the ability to communicate across disciplines, and to project a professional business presence both individually and as a representative of one's organization.   o Relationship Management: This competency includes things such as the ability to develop positive collaborative relationships with peers, subordinates, and superiors within and across organizations, and to lead and work with teams effectively. In addition it includes the demonstration of emotional intelligence.   o Critical and Creative Thinking: This competency includes things such as the ability to seek and use qualitative and quantitative information, developing insight, and using these to achieve the mission, vision, and goals of one's organization. In addition, it includes the ability to understand and lead transformational innovation.   o Professionalism: This competency includes things such as a sense of personal accountability and the ability to assume risk and responsibility. It also includes an orientation to the development of a life-long learning agenda and a commitment to ethical conduct and personal growth.   Professional Development Domain: o Healthcare Leadership: This competency requires a deep and broad understanding of the industry; both its clinical and administrative aspects. It includes the masterful application of skills such as

transparency, decision making, leading and managing change, being a role model, mentoring, and developing the talent of subordinates.

- o Law, Policy, and Governance: This competency includes things such as the ability to accurately assess and work within the external political, legal, and regulatory environment. It requires an understanding of healthcare policy and its impact on the health of individuals and of populations. In addition, it includes the ability to navigate internal organizational dynamics, and to participate in governance of the organization.
- o Community Awareness and Population Health: This competency requires the management of populations of peoples' health and includes things such as the ability to investigate population health characteristics and to participate in improving population health in the local community. It also includes attentiveness to the ecological and social factors that influence health behaviors.

Applied Skills Domain:

- o Human Resources Management: This competency includes things such as the ability to ethically lead and manage the human resources processes needed for effective staffing in the operation of a healthcare organization.
- o Financial Management: This competency includes things such as the ability interpret financial and accounting documents, plan and execute budgets, make capital investment decisions, and to articulate and implement executive fiduciary responsibilities.
- o Information Technology: This competency includes things such as the ability to recognize critical elements of information technology, to participate in the management of the acquisition and implementation of information systems and personnel, and to use information technology for decision support.
- o Performance Improvement and Quality Management: This competency requires a rudimentary understanding of the clinical environment and the use of an evidence based approach to care, management, and risk management. It includes things such as the ability to use quality and systems tools to measure, promote, and to implement quality improvement initiatives in clinical and administrative partnerships within healthcare organizations.
- o Strategic Management: This competency includes things such as the ability to conduct external and internal environmental analyses, to apply the principles of strategy formulation, implementation, and control, and to develop corporate strategy, market research, and planning.

Courses addressing this outcome from which student data will be gathered. For each course, indicate the level to which the outcome is addressed in the courses (introduced, developed, applied, mastered/assessed) – we suggest identifying at least two, but no more than four courses for this report:
1=Students are expected to develop a minimally functional level for the given competency 2=Students are expected to develop a moderately functional level for the given competency 3=Students are expected to develop a functional level for the given competency 4= Students are expected to develop a highly functional level for the given competency 5= Students are expected to develop a mastery level for the given competency
This is the competency metric for assessing competency in each course. A signature assignment (SA) is included in each course. The SA is used for assessment purposes. Students receive a grade on the assignment in the rubric as well as a competency "score" (1-functional, 2-moderately functional, etc.) from the professor in the grading rubric. Students are then asked to upload the signature assignment for each course into Porfolium. Students also complete a Competency Reflection for each SA and upload that into Portfolium as well. See the example below from a syllabus in MHA 6200. The competencies mapped to the course are included, the learning objective, the competency level (aim) the teaching method and the assessment method for the SA. The other assignments listed provide practice to the student in preparation for the SA.
Primary method(s) of measurement being used in each course with a description about why that measurement was selected:

Competency	Course/Learning Objective	Competency Level	Teaching/Learning Method	Assessment Method
Community Awareness & Population Health	• Investigate population health characteristics • Develop a plan for improvement of health and access to services within the local community	4	Content Analyses Cumulative Assignment/Analysis* Case Studies Data Analytics Online Discussion Forums Team Paper	Grading Rubrics, Participation and Peer Feedback
Critical & Creative Thinking	• Develop a plan for improving the health of employees, patients, and the community • Utilize data analytics tools to inform decision making and improve health • Seek information using epidemiology to apply metrics, analyze data, form conclusions, and make recommendations	3	Content Analyses Cumulative Assignment/Analysis* Case Studies Data Analytics Online Discussion Forums Team Paper	Grading Rubrics, Participation and Peer Feedback

Relationship Management	• Foster relationship building with community agencies, government officials, public health experts, and populations	2 1= minimally functional 2= moderately functional 3= functional 4= highly functional 5= mastery * Signature Assignment (SA)	Content Analyses Cumulative Assignment/Analysis* Case Studies Data Analytics Online Discussion Forums Team Paper	Grading Rubrics, Participation and Peer Feedback

Target performance for each measure (please provide the reasoning for the identified target):

The target is set in the Curriculum map and is also addressed in each course syllabus. In many cases competency attainment in a certain course increases over the duration of the program. Students continue to work toward competency mastery as a journey. The program does not view mastery (5) as something that is expected during the program. Students are provided the competency self-assessment upon graduation and are asked to continue to self-assess in their career to work toward mastery (5) in the program competencies.

Actual performance on each measure:

This model was introduced to 1st year students for 2020-2021 academic year. It is now in place for both 1st and 2nd year students. Based on the data from last year, 98% of the students met the first year competency aims for the SA assignments in each course. 2% of the students actually exceeded on or more of the aims set for competency.

Interpretation and/or reflection on findings: Students are meeting the competency aims set for the program and are being taught the correct content to help them meet the aims.

This can be a holistic narrative, considering the outcomes across courses collectively. What did you learn from the evaluation? Are you satisfied with the measurements? With student performance? Are your targets reasonable, or too high/too low?

We believe that the competency levels are appropriate. As the level of expected competency increases in year 2, it will be interesting to see the level of competency attainment for these same students in year 2. It will also be interesting to compare these students to the students that are 1st year students in this academic year.

Using the results – what's next?

Given what you have learned from this evaluation, what are your next steps? Are there additional data that should be considered along with student results, such as accreditation/professional updates, or feedback from the program's advisory group?

This competency model has undergone significant changes to get to this point. The MHA Advisory Board is very positive about these changes. They feel that the entire model helps to provide and excellent learning experience while also providing important goals for students (now and into their careers).

How will changes be evaluated? How will you close-the-loop to ensure changes have the desired impact?
These changes will be looked at in our yearly strategy meeting and quality improvement committee meetings.

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2018-19	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	6 (3)		
Full-time Non-Tenured (includes tenure-track)			
Part-time and adjunct			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		
Part-time and adjunct	6		
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct	1		
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured			
Full-time Non-tenured			
Part-time			

Report due 11/15/2021

Please respond to the following questions.

1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.   We have seen an increase in the number of minority students enrolled. Our 1st and 2nd year cohorts are more diverse than they have been for years.

2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students? Very little. We have an MHA Enrollment Director that manages these processes for the program.

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like? We have recently completed an entire overhaul of program assessment. We are confident that this will be beneficial for students, stakeholders, and also will meet all accreditation needs.

4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? No

Glossary

Student Learning Outcomes/Measurable Learning Outcomes
The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.
- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid
A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:
- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')
The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance
How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop
The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Report due 11/15/2021

Continuous Improvement
An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence
Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence
Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences
Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see https://weber.edu/weberthrives/HIEE.html