

2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: Health and Human Development

Program: Health Sciences

Assessment liaison: Master of Science in Health Administration

- 1. Overview of Annual Assessment Project(s).** Provide a brief overview of this year's assessment plan and process.
The health administration faculty has oversight of the assessment process. Each year the faculty reviews the assessment data of the previous year, identifies areas for improvement, and selects the SLO (s) in most need of assessment. Assessment is a standing agenda for monthly program meetings. The SLO selected for assessment for 2012-2013 was, "demonstrate the knowledge, skills, and professionalism to assume mid-level and leadership positions in health care organizations." Fall semester 2012 the faculty revised the process and format of the comprehensive examination, the primary means of assessing the SLO, and developed and implemented an evaluation of the revised examination.
- 2. Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole? The Program Director and Graduate Coordinator with input from all program faculty plan and implement the assessments.
- 3. Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

SLO 5—Demonstrate the knowledge, skills, and professionalism to assume mid-level and leadership positions in health care organizations.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

It is an overarching student learning outcome that aligns with each of the Big 5 Competencies.

- Critical Thinking
- Oral Communication
- Written Communication
- Quantitative Literacy
- Information Literacy

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

The SLO aligns with the University's commitment to diversity. For students to acquire and demonstrate the knowledge, skills, and professionalism to assume mid-level and leadership positions in health care organizations, they complete a curriculum which includes content on cultural competency and the legal and ethical requirements for inclusion and diversity.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

Three direct instruments were used: the comprehensive examination consisting of a 1 ½ day written and thirty minute oral examination that assesses mastery and application of the curriculum; an exit questionnaire soliciting student input on orientation, advisement, faculty, and curriculum; and a questionnaire assessing student opinion of the preparation for, format of, and content of the written portion of the comprehensive examination.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used. This assessment was a post-test only design and cross-sectional.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

The pass rate on the comprehensive examination was compared to the pass rate for the previous five years. The responses to the Exit Survey were summarized and compared to those for the previous year, and the responses to the comprehensive examination questionnaire were summarized to determine student reaction to the revised process and format of the comprehensive examination.

The pass rate on the exam was 85% and less than the 100% pass rate of the previous five years. Although the faculty is concerned about the reduced pass rate, overall performance indicates satisfactory performance on SLO 5. To ensure that the pass rate increases the program will be implementing an assessment of student progress at the end of the first year of study.

Analysis of the Exit Survey confirmed that the student body is moving from part-time to full-time study. The average number of years to complete the program was 3.2 for students graduating spring 2012 and 2.3 for student graduating spring 2013. Other results were generally consistent with prior survey results and indicate satisfaction with the faculty, grading, orientation, advisement, and the curriculum. Of students responding, 92% indicated they would recommend the MSHA to their colleagues. Two areas of curriculum, finance and the field placement, warrant further study and will be included in the 2013-2014 assessment activities.

Summary of responses to the Exit Survey is attached.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

In response to previous assessments the process and format of the comprehensive examination were revised. The written portion of the comprehensive examination was shortened from two full days to 1 ½ day and the eight content sections were combined and reduced to six sections. Additionally, for one section student performance was assessed through case analysis rather than discussion questions. The Exit Questionnaire was revised and a new questionnaire to assess reaction to the comprehensive examination was developed.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

This year's activities focused on improving our assessment of achievement of SLO 5. Results of the Exit and Comprehensive Examination Survey indicate that we made significant progress. By reducing the sections of the examination, adding new methods of assessment, and shortening the length of the written examination we streamlined the assessment process and improved its effectiveness in evaluating SLO 5.

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

No changes were made.

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

The assessment plan provided adequate guidance for the 2012-2013 academic year. The plan is update through review at faculty meetings and retreat.

Revised plan is attached.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

No

8. Other information, assessment or reflective activities or processes not captured above.

The MSHA Advisory Board participates in annual assessments of the MSHA Program. Faculty brings issues and concerns to the Advisory Board and values the perspective brought by the practitioners who often are the future employers of our graduates. In addition the MSHA Program faculty considers assessment and program improvement at each program meeting.