

Report of Student Learning and Achievement
Concordia University Irvine
School of Health and Human Sciences – Healthcare Administration Program

For Academic Year:	2022-2023
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School of Health and Human Sciences Mission
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Healthcare Administration Program Purpose
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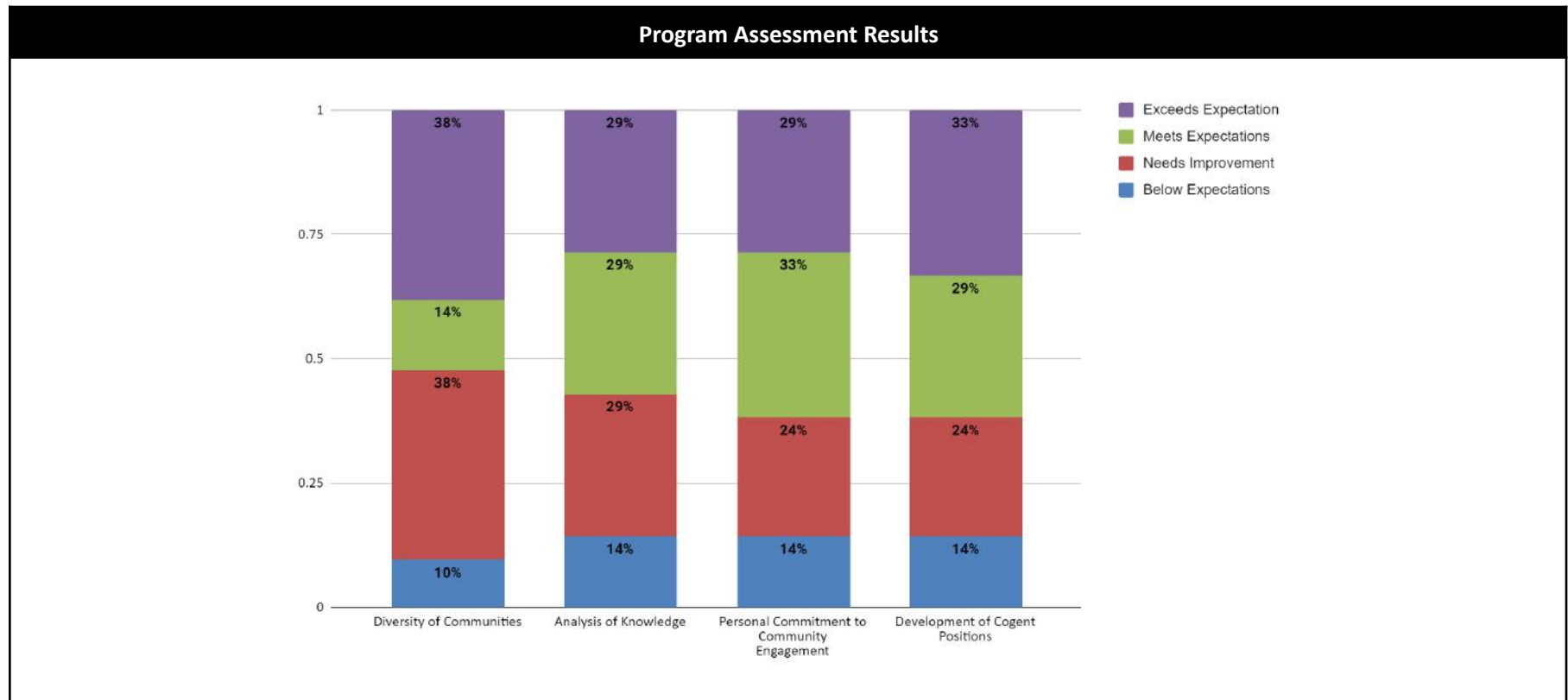
Guided by the Great Commission of Jesus Christ and as a Lutheran liberal arts institution, **the School of Health and Human Sciences (SHHS)** is committed to preparing students to become servant leaders and societal agents of change.

The Master of Healthcare Administration (MHA) is a 2-year, 40-unit degree program that focuses on the management of healthcare institutions. The core competencies of the MHA are modeled after the industry-identified competencies deemed necessary for the successful management of a health service organization. The program prepares students for multiple careers paths including management of health systems, hospitals, clinics, and emergency services. The MHA degree is also appropriate for those seeking positions as planners, policy analysts, or consultants focusing on the financing, organization, quality, and delivery of personal health services in either the public or the private sector.

Program Learning Outcomes (PLOs)

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| 1. Communication: Demonstrate the ability to communicate clearly and concisely, establish and maintain relationships, and facilitate constructive interactions with individuals and groups in the healthcare setting. |
| 2. Leadership: Demonstrate the ability to inspire individual and organizational excellence, create a shared vision, and successfully manage change to attain the organization's strategic ends and successful performance. |
| 3. Professionalism: Demonstrate an alignment of personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement. |
| 4. Knowledge of Healthcare Environment: Demonstrate understanding of the healthcare system and the environment in which healthcare managers and providers function. |
| 5. Business Skills and Knowledge: Integrate scholarly research, critical thinking, analysis, problem-solving, and business principles to proactively address opportunities and issues in the healthcare environment. |

Program Assessment Overview Aligns with GLO: Community Engagement			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Demonstrate understanding of the healthcare system and the environment in which healthcare managers and providers function.	MHA/601 - Capstone Final Project Rough Drafts	70% of sample will score a 3 or 4 on CUI rubric.	The expected standard was not achieved for the four criterion assessed.



Summary of Program Assessment Findings

Results for Diversity of Communities failed to meet the expected standard, as 38% of the results were 4s and 14% were 3s. Also, 38% of the results were 2s and 10% were 1s. The students were expected to research the organizational problem provided to them, gather and analyze research in an attempt to solve the problem, propose a solution, present an action plan, and assess the expected outcome. Per the chair for the MHA/601 course, “most students did not really touch on diverse populations in detail. Some students did offer an in-depth look, but this was mostly based on their topic rather than something they were seeking out themselves.” A goal will be to incorporate requirements into the final capstone project that includes working within and learning from diverse communities, require DEI.

Results for Analysis of Knowledge failed to meet the expected standard, as 29% of the results were 4s and 29% were 3s. Reviewing the program’s detailed results, 29% needed improvement and 14% fell below expectations. The students were expected to research the organizational problem provided to them, gather and analyze research in an attempt to solve the problem, propose a solution, present an action plan, and assess the expected outcome. Per the chair for the MHA/601 course, “given that these were rough drafts, research was generally limited but students tend to have a good understanding of citations, references, and how to apply data and statistics to their work.” Per the chair, “no changes need to be made. In the final capstone submission, students have a wide variety of data and statistics to support their analysis.”

Results for Personal Commitment to Community Engagement failed to meet the expected standard, as 29% were 4s and 33% were 3s. Also, 24% of the results were 2s and 14% were 1s. The capstone project provides a great opportunity for students to lead in community engagement activities. Per the chair, “most students did not actively participate in community engagement activities as part of the capstone, but this is to be expected as this can vary based on their topic/project.” The creation of a personal commitment to community engagement assignment could allow students the ability to describe what they learned from their experiences in community engagement throughout a semester.

Results for Development of Cogent Positions failed to meet the expected standard, as 33% were 4s and 29% were 3s. Also, 24% of the results were 2s and 14% were 1s. Per the chair, “as with analysis of knowledge, students are able to formulate coherent ideas that are supported with research – even if the ideas/theories are not original.” A goal is to continue developing and creating cogent positions that require students to consider multiple perspectives to understand the limitations of their individual perspective, while navigating complex topics and providing supportive sources.

Note: The percentages are heavily skewed due to the low student volume assessed. Each student represents nearly 15% of the total number assessed, and thus a difference of 1 student would have changed the results for each criterion to “meets expectations”. The faculty raters believe that due to the assessment of results for the rough drafts compared to assessing the final drafts, it is likely that all or nearly all students would have met the standard.

Summary of Achievement of Program Learning Outcomes Aligns with GLO: Community Engagement		
2022-2023 PLO Assessed	Student Evidence: Capstone Final Project Rough Drafts	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Diversity of Communities	Not Met	
Analysis of Knowledge	Not Met	
Personal Commitment to Community Engagement	Not Met	
Development of Cogent Positions	Not Met	

Program Proposed Course of Action for Improvement in Learning Outcomes
Several ideas for program improvement within the MHA 601 course were discussed among the MHA 601 faculty raters based on the APLO results: • Diversity of Communities – require that some aspect of the capstone includes DEI. • Analysis of Knowledge – no changes need to be made. In the final capstone submission, students have a wide variety of data and statistics to support their analysis. • Personal Commitment to Community Engagement – require as part of volunteer hours some sort of community engagement project. • Development of Cogent Positions - no changes need to be made. In the final capstone submission, students have a wide variety of data and statistics to support their analysis.