

Table 4.1 - Standard 4 Student Learning Assessment

Student Learning Results: A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).*

		Analysis of Results																											
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #																								
Program Learning objectives SLO1, SLO2, etc.	What is your measurement instrument or process?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																									
BA in Health Care Management, Clinical and Non-Clinical																													
Student Learning Outcome 2: Analyze and evaluate knowledge within the major area. Goal: All comparisons greater that 50%	Peregrine Standard Exam. External, Comparative, Summative	Measure: Ottawa University Health Care Personnel. 2022 74.71%. 2023 70.00%. 2024 58.31%. Observation: consistent excellent performance in this program. Exceeds goal.	Health Care Management continues to be a strong program. This program offers opportunity. University has a need to increase student enrollment. HCM Degree program has on-going high enrollment, and HCM could enhance that improvement through increased targeted recruitment.	Improve alignment with industry and emerging technologies; keep up-to-date with changes in certification requirements, including related content and assessed skills. To increase enrollment, explore feasibility and cost of additional accreditation for undergraduate and graduate HCM programs. Per White Paper undertaking, accrediting bodies for future School of Health Sciences should include at a minimum: CAMHE, CEPH, AUPHA. Association of University Programs in Health Administration.	<table border="1"> <caption>Health Care Systems, Health Care Personnel, and The Patient Perspective</caption> <thead> <tr> <th>Category</th> <th>Healthcare Systems and Organizations</th> <th>Health Care Personnel</th> <th>The Patient's Perspective</th> </tr> </thead> <tbody> <tr> <td>Ottawa University</td> <td>58.00%</td> <td>58.31%</td> <td>59.38%</td> </tr> <tr> <td>Faith-based Institution</td> <td>61.79%</td> <td>61.79%</td> <td>64.03%</td> </tr> <tr> <td>Higher Learning Commission</td> <td>57.01%</td> <td>56.15%</td> <td>58.35%</td> </tr> <tr> <td>Privately Owned - Notfor-Profit</td> <td>60.30%</td> <td>63.60%</td> <td>62.06%</td> </tr> <tr> <td>Traditional/Campusbased Delivery Mode</td> <td>56.09%</td> <td>56.29%</td> <td>56.04%</td> </tr> </tbody> </table>	Category	Healthcare Systems and Organizations	Health Care Personnel	The Patient's Perspective	Ottawa University	58.00%	58.31%	59.38%	Faith-based Institution	61.79%	61.79%	64.03%	Higher Learning Commission	57.01%	56.15%	58.35%	Privately Owned - Notfor-Profit	60.30%	63.60%	62.06%	Traditional/Campusbased Delivery Mode	56.09%	56.29%	56.04%
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Student Learning Outcome 4: Demonstrate oral and written competence in the major field. Goal: Writing competency at 80% or better.	Peregrine Standard Exam. External, Comparative, Summative	First time review of written and oral competencies (internal assessment). Written Competencies--goal met for all areas.	Higher grades in Health Care Management reflect the sole Adult online nature of the students in the program. Students in this degree are older and already in the work world.	Refer to the designated Writing Lab on their campus for assistance in preparation of the Comprehensive Capstone paper/project.	<table border="1"> <caption>Assessment Written and Oral Competencies Average Scores</caption> <thead> <tr> <th>Category</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>4.g Format (professional genre: report, analysis, case study...)</td> <td>4.1</td> </tr> <tr> <td>4.f Writing Conventions</td> <td>4.6</td> </tr> <tr> <td>4.e Evidence Use (Research, Data, Graphics, & Illustrations)</td> <td>4.1</td> </tr> <tr> <td>4.d Audience & Purpose</td> <td>4.55</td> </tr> <tr> <td>4.c Applying Concepts in Discipline</td> <td>4.5</td> </tr> <tr> <td>4.b Organization</td> <td>4.6</td> </tr> <tr> <td>4.a Central Idea</td> <td>4.6</td> </tr> </tbody> </table>	Category	Average Score	4.g Format (professional genre: report, analysis, case study...)	4.1	4.f Writing Conventions	4.6	4.e Evidence Use (Research, Data, Graphics, & Illustrations)	4.1	4.d Audience & Purpose	4.55	4.c Applying Concepts in Discipline	4.5	4.b Organization	4.6	4.a Central Idea	4.6								
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