INSTRUCTIONS

The faculty of each academic program, degree or certificate, are asked to complete this plan template during the 2019-20 academic year to guide assessment of the program-level student learning outcomes (PSLOs) during the upcoming cycle. Assessment plans are due to the Office of Strategic Planning & Institutional Effectiveness (OSPIE) no later than **April 15, 2020** and should be submitted to the appropriate college and program folder in SharePoint.

A Quick Start Guide and other documentation as well as dates for live training sessions are provided on the OSPIE website. Training resources and session topics range from an overview of the new assessment process to principles and practice for student learning outcome assessment. Questions can be directed to OSPIE staff.

Reading the Quick Start Guide prior to completing the new plan template is strongly encouraged.

ABOUT THE PROGRAM

College or School *(example: College of Arts & Sciences)*	The College of Public Health
Degree Type *(example: BA or MS)*	Master of Health Administration
Program Name *(example: History)*	Health Administration

Please provide the mission statement for the program. If one does not currently exist, provide the department or college mission statement.

> To provide graduates with critical competencies required to succeed in post-graduate positions in hospitals, multi-unit health systems, and other complex, health-related organizations and provide a solid foundation for their future leadership development

(Optional) Include any additional information about the program's history, development, or structure that may be beneficial in understanding the curriculum and how student learning is assessed.

> The Master of Health Administration Program is housed within the Department of Health Management and Policy in the College of Public Health. The program has been externally accredited since 1994, most recently by the Commission on Accreditation of Healthcare Management Education (CAHME) in 2018 for a seven-year period.

ASSESSMENT CYCLE

All programs that do not have specialized accreditation and are not located in a department/college with a specialized accreditation should follow a 4-year PSLO assessment cycle. Programs that have specialized accreditation(s) or are within a college that has a comprehensive accreditation can develop an alternate PSLO and periodic review cycle in consultation with OSPIE.

Which cycle will the program being using?

- ☐ 4-year cycle [What does this look like?]
- ☒ Other (accredited programs/departments only)

If the program has selected "other" for the assessment and periodic review cycle, please append a copy of the proposed cycle and a brief justification to this plan.

ASSESSMENT COORDINATION AND RESOURCES

Individual(s) coordinating program-level student learning outcomes assessment

First and Last Name	Title/Position	Email
Maureen Jones, PhD	MHA Program Director, Associate Professor	Dr.MJ@uky.edu

Other individuals providing oversight, coordination, or support for assessment

First and Last Name	Title/Position
Andrea Perkins, MS	Director of Accreditation and Assessment

(Optional) Other utilized resources for assessment (e.g. software such as rubrics or portfolios, evaluator stipends, etc.)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

Please list the program-level student learning outcomes (PSLOs). If applicable, indicate which, if any, outcomes are required by your specialized accreditor(s) [What is this?]. Bachelor's degree programs must also indicate which outcome(s) map to the university's GCCR (Graduation Composition & Communication Requirement). The GCCR is not a requirement for certificates, graduate, or professional programs.

Space for up to 10 PSLOs has been provided below, but this does not imply that 10 outcomes are required. Program faculty should decide the appropriate number based on the design of the curriculum. Most programs have 3-8 outcomes, depending on the length of the program. If more than 10 lines are needed, either insert more lines into the table or submit a request to OSPIE@uky.edu for a template with additional lines for PSLOs.

PSLO #	Program-level Student Learning Outcome Statement (How should these be written?)	Required by Specialized Accreditor(s)?	Mapped to GCCR? (Undg degrees only)
1	**Communications and Interpersonal Effectiveness:** Ability to communicate with individuals and groups in a manner that builds enduring, trust-based relationships.	☒	☐
2	**Critical Thinking, Analysis, and Problem Solving:** Ability to identify key issues, determine the qualitative and quantitative information required to understand them, conduct systematic analysis, and reach decisions that are both creative and pragmatic.	☒	☐
3	**Management, Governance and Leadership:** Ability to inspire support for an organizational vision and goals and develop the effective structures, processes, and cultures required to accomplish them.	☒	☐
4	**Health Policy, Ethics, and Professionalism:** Ability to understand the development of public and organizational policies, their impact on healthcare organizations and communities they serve, and the ethical and professional standards – including continuous evaluation and improvement – that are essential to success in healthcare leadership roles.	☒	☐
5	**Individual and Population Health:**	☒	☐

PSLO #	Program-level Student Learning Outcome Statement (How should these be written?)	Required by Specialized Accreditor(s)?	Mapped to GCCR? (Undg degrees only)
	Ability to understand the multiple factors that affect the health status of individuals, families, and communities, analyze their relative importance in specific situations, and contribute to developing strategies that will effectively employ available resources in bringing about improvements.		

Please provide a brief description of the process used to develop or revise current PSLOs and the extent to which program faculty were involved. If applicable, provide discussion of any attempts to align PSLOs with professional or accreditation standards, employer expectations and job skills, graduate program curricula, etc. If PSLOs are taken directly from an accreditor, discuss whether (and how) the PSLO statements were reviewed by the faculty to ensure they were comprehensive.

The MHA curriculum is designed around a set of learning outcomes that healthcare executives and faculty jointly have agreed are essential. As a Master of Health Administration Program accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), the UK MHA program learning outcomes are characterized as competencies. A competency is intended to reflect essential and enduring knowledge, skills, and attributes (values, dispositions) that constitute an integrated learning experience. The competencies are aligned with the major content areas defined by CAHME.

The MHA competencies are reviewed every two years with a comprehensive review scheduled every four years. The comprehensive review includes feedback and/or participation by MHA program faculty, alumni, employers/practitioners and the MHA Board of Advisors.

CURRICULUM MAP

Please create a map of the PSLOs to the curriculum. All required courses should be included in the left-hand column, and all PSLOs should span across the remaining columns. If desired, specific elective courses or elective "tracks" can be included (recommended). The purpose of the curriculum map is to show where each PSLO is emphasized within the curriculum. The level at which each PSLO is taught within a given course should be indicated as follows: introductory (I); reinforced (R); or mastery (M). Each PSLO should have at least an instance of I, R, and M across the curriculum, with the exception of certain graduate programs where introductory knowledge is provided at the undergraduate level. For assistance in developing a curriculum map, please visit the OSPIE website or contact the OSPIE team.

NOTE: The MHA Program faculty have determined course-level competency goal attainment levels-- 1, 2 or 3 – for each course. Our curriculum is designed such that most competencies are developed in multiple courses with content building from basic to expert (1, 2, 3). The goal attainment is assessed in at least two courses. The program level 1 is mapped to I-Introduction, program level 2 is mapped to R-Reinforced, and program level 3 is mapped to M-Master. The overall goal attainment for the program is level 2 as the program emphasizes life-long learning for all students. Therefore, level 3 (or mastery) is not included in each PSLO.

Course	PSLO1	PSLO2	PSLO3	PSLO4	PSLO5
Required Courses					
CPH 600	I	Choose an item.	Choose an item.	R	R
CPH 663	Choose an item.	Choose an item.	Choose an item.	Choose an item.	I
CPH 655	Choose an item.	R	I	Choose an item.	Choose an item.

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CPH 682	Choose an item.	R	Choose an item.	Choose an item.	I
CPH 684	R	Choose an item.	R	Choose an item.	Choose an item.
CPH 687	R	Choose an item.	I	R	Choose an item.
CPH 652	Choose an item.	I	R	Choose an item.	Choose an item.
CPH 681	Choose an item.	R	R	Choose an item.	Choose an item.
CPH 658	Choose an item.	R	Choose an item.	R	Choose an item.
CPH 683	Choose an item.	R	R	Choose an item.	Choose an item.
CPH 688	R	I	I	R	Choose an item.
CPH 780	Choose an item.	R	R	R	Choose an item.
CPH 781	R	Choose an item.	M	M	Choose an item.
CPH 785	R	Choose an item.	Choose an item.	R	R
CPH 605	Choose an item.	R	Choose an item.	Choose an item.	R

CPH 782	Choose an item.	R	Choose an item.	R	Choose an item.
CPH 784	R	R	Choose an item.	R	Choose an item.
CPH 787	Choose an item.	Choose an item.	Choose an item.	R	Choose an item.

I = Introduced; indicates that students are introduced to the outcome

R = Reinforced and opportunity to practice; indicates the outcome is reinforced and students afforded opportunities to practice

M = Mastery at the senior or exit level; indicates that students have had sufficient practice and can now demonstrate mastery

ASSESSMENTS

Please complete the chart below by listing each assessment on a separate row, and including the requested information. Except for outcomes that focus on students' values or beliefs, at least 1 assessment should be direct. Ideally, all outcomes should have at least 2 assessments. If available, append a copy of the assessment measure/instrument (e.g. scoring rubric or sample questions) to this report. If a goal/target has already been set or can be set for a given measure/instrument, this should be included in the table. Otherwise, the program will need to determine and specify a target/goal when results are first reported for that instrument/measure. Note: space for only 15 instruments/measures have been provided. If space for additional assessment instruments/measures are needed, either insert additional rows into the table or contact OSPIE staff to receive a customized template with additional lines.

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Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
Competency Assessment at the Course Level	1-5	Direct	Competencies are mapped to specific courses with the minimum expected level of attainment (1-3) and the method of assessment included in the course syllabus.	The method of assessment is included in the course syllabus.	Included on Syllabus	All required courses	Syllabus for CPH 782 and rubric attached.
Student Self-Assessment	1-5	Indirect	Each student completes a self-assessment based on the competencies four times during the program: upon entry, pre-internship, post-internship, and in the students' final semester of the program. This assessment is linked to	*Qualtrics electronic survey.	N/A	N/A	☐

			the competencies and is used for establishing individual student objectives for the Internship (second self-assessment) and Integrative Final Exam (fourth self-assessment).				
Alumni Survey	1-5	Indirect	This allows graduates time to have developed a practitioner perspective on the adequacy of preparation in the major student outcome areas. Students are asked to identify level of agreement with a statement about each of the twenty-nine competencies linked to learning outcomes.	Qualtrics Electronic Survey	N/A	N/A	☐

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IFE Faculty competency survey	1-5	Direct	Faculty committee are surveyed on evidence of competency attainment post-IFE completion for each student who sits for the exam.	Qualtrics electronic survey			

ASSESSMENT REPORTING CYCLE

Please complete the chart below by providing the requested information for each learning outcome. Note: space for up to 10 PSLOs has been provided. If space for additional PSLOs are needed, either insert additional rows into the table or contact the OSPIE staff to receive a customized template.

PSLO #	Semester/ Year(s) Data Collected	Year(s) Results Submitted to OSPIE (see Results Report Definition)	Year(s) Reflection Report Submitted to OSPIE (see Reflection Report Definition)	Year(s) Action Report Submitted to OSPIE (see Action Report Definition)
1	Fall 2020 – Spring 2021/ Fall 2021 – Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024
2	Fall 2020 – Spring 2021/ Fall 2021 – Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024

3	Fall 2020 – Spring 2021/ Fall 2021 – Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024
4	Fall 2020 – Spring 2021/ Fall 2021 – Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024
5	Fall 2020 – Spring 2021/ Fall 2021 – Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024

FEEDBACK AND SUPPORT ON PSLO ASSESSMENT PLAN

Each program has the option of receiving formative feedback on its new or revised PSLO assessment plan from OSPIE staff members. OSPIE staff can provide suggestions for improvement to learning outcome statements, overall assessment plan design, curriculum mapping, standard setting, individual assessment tools, etc. If your program would like to receive feedback on its assessment plan, please indicate below:

☒ Yes, we would like to receive feedback.

☐ No thank you, not at this time.

If there are questions the program director or faculty did not have the opportunity to ask prior to submission of the PSLO assessment plan, and you would like to schedule a brief consultation with OSPIE staff, please indicate below:

☐ Yes, we would like to schedule an individual or group consultation.

☒ No thank you, not at this time.

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