Standard #4 Measurement and Analysis of Student Learning and Performance

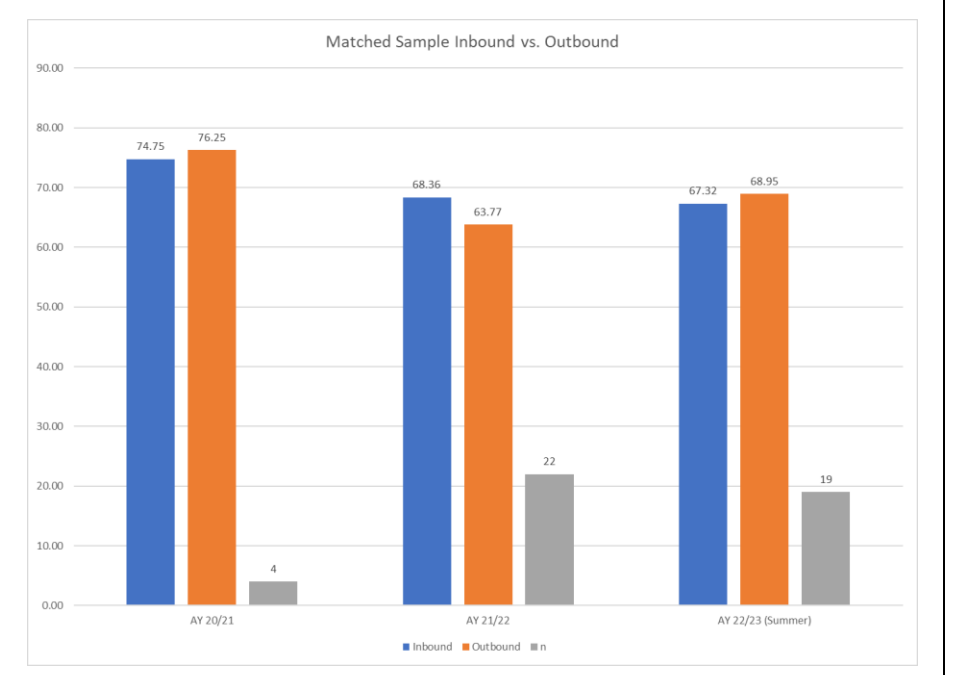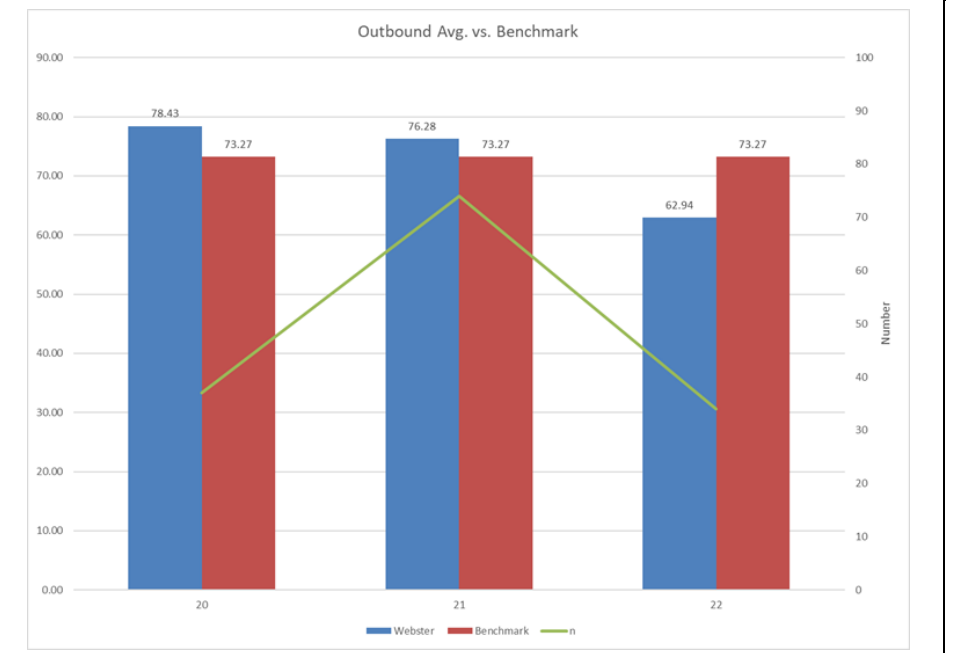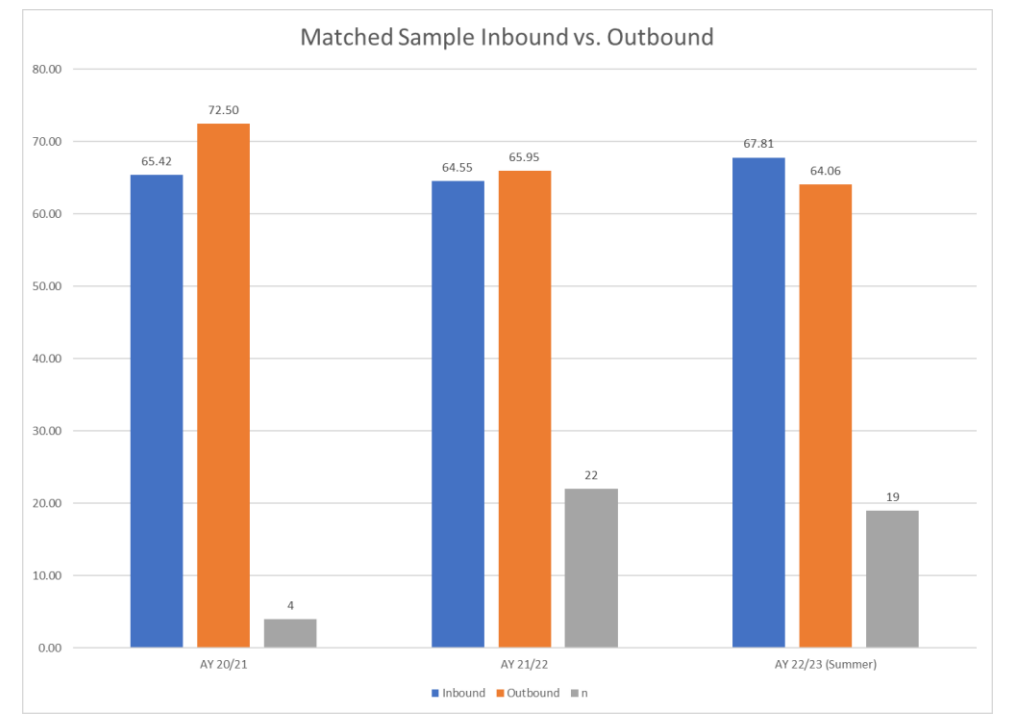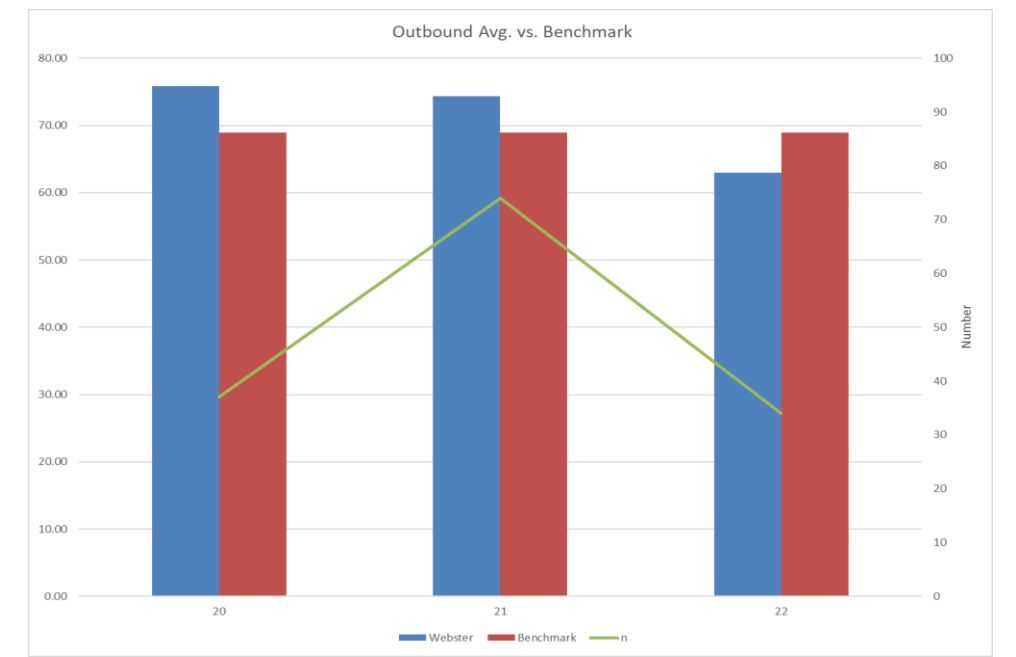| Student Learning Results: PLO 1	Students will be able to explain the importance healthcare leadership styles and communication skills have in professional development and in managing effective teams and predicting human behavior in an organization.				
		Analysis of Results			
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
It is anticipated that the students' outbound scores will be at or above the 50th percentile as compared to other MHA peer education programs and that matched sample data will show outbound score exceed inbound scores.	Students take the peregrine MHA exam in both HLTH 5000 and HLTH 6000. External, direct, comparative, formative and summative.	MHA outbound students' scores were less than expected in the last academic year. After exceeding the benchmark the prior 2 years the average fell below the benchmark by 10 percentage points. In AY21/22 the matched sample similarly shows a decline in perfromance with a difference of -4.6% from the inbound scores.	These results might be explained by a small sample size or the introduction of the new Live Virtual learning format which was recently initiated. More testing is needed to determine the validity of the results.	MHA faculty have increased efforts to involve students in identifying future career goals and in developing mentorship networking primarily in HLTH 5000 and HLTH 6000 course	

Outbound Avg. vs. Benchmark

Matched Sample Inbound vs. Outbound

Standard #4 Measurement and Analysis of Student Learning and Performance

Student Learning Results: PLO 2	Students will be able to apply fundamental healthcare management skills to problem-solving, decision-making, planning, delegation, communication, and time management.				
			Analysis of Results		
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
It is anticipated that the students' outbound scores will be at or above the 50th percentile as compared to other MHA peer education programs and that matched sample data will show outbound score exceed inbound scores.	Students take the peregrine MHA exam in both HLTH 5000 and HLTH 6000. External, direct, comparative, formative and summative.	As in PLO 1 we observe a decline in performance in AY 21/22. Additional investigation needs to be conducted to determine a course of action to potentially improve the comparative inbound/outbound test results for PLO 2	Results from the inbound/outbound testing pools identified three areas which indicate less than desired results, i.e., Organizational Climate and Culture, Risk Management, and the Patient Perspective.	Additional faculty meeting will be conducted to discuss and evaluate curriculum changes or enhancements to the MHA Live Virtual teaching format, so MHA comparative scores will improve.	*(see charts below)*

Outbound Avg. vs. Benchmark
(Bar chart with Webster, Benchmark, and n series across years 20, 21, 22)

Matched Sample Inbound vs. Outbound
(Bar chart with Inbound, Outbound, and n series)
- AY 20/21: 65.42, 72.50, 4
- AY 21/22: 64.55, 65.95, 22
- AY 22/23 (Summer): 67.81, 64.06, 19

Standard #4 Measurement and Analysis of Student Learning and Performance

Student Learning Results: PLO 3	Students will be able to incorporate strategic thinking to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working towards common goals, and to operationalize healthcare organization's mission and vision.				
		Analysis of Results			
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
It is anticipated that the students' outbound scores will be at or above the 50th percentile as compared to other MHA peer education programs and that matched sample data will show outbound score exceed inbound scores.	Students take the peregrine MHA exam in both HLTH 5000 and HLTH 6000. External, direct, comparative, formative and summative.	While, as with previous PLOs, we observe lower scores in the AY 21/22, we do note that the most recent matched sample data shows outbound performance does improve by 5% over inbound scores.	It appears that an analysis of the overall aggregate inbound scores did change by approximately 4.4 percent. This increase represents major gains in financial management, leadership skills and behavior, organizational climate and culture and the community and the environment.	The MHA Program lead, along with core MHA adjunct faculty will vigorously monitor the programmatic core competencies to determine areas for improvement. Efforts will be made with core faculty to outline the primary areas tested by the Peregrine testing service to ensure these fundamental concepts are included in the MHA curriculum.	