

# Healthcare Administration Program Review

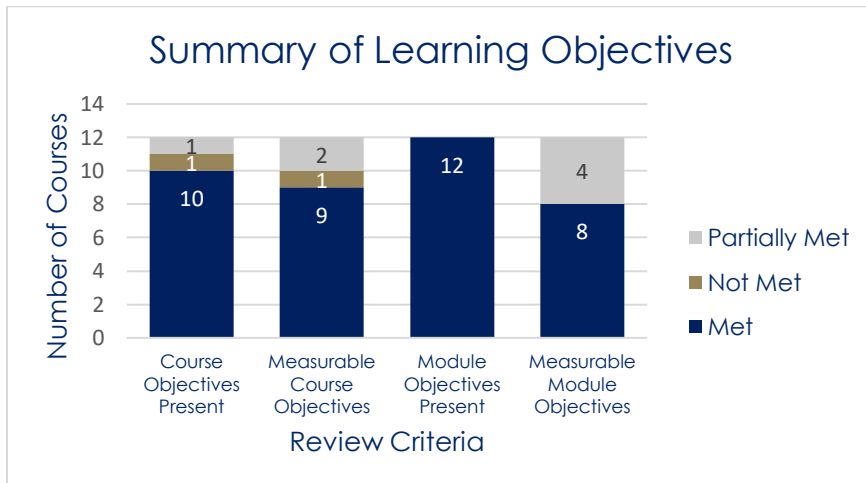
The purpose of this report is to review the course design of the School of Nursing Healthcare Administration (HA) program delivered through Central State University (CSU). It is a fully-online, 30-credit program for mid-career professionals with five or more years of full-time work experience. The report summarizes online course design, instructional technology, student satisfaction, and faculty support/development. Documentation reviewed includes Blackboard materials, Qualtrics surveys, and PeopleSoft data.

## Program Course Review

The following is an overview of five core components of quality online course design: learning objectives, assessment, alignment, instructional materials, and course interaction. In this report, twelve HA courses were individually reviewed for best practices.

### Learning Objectives

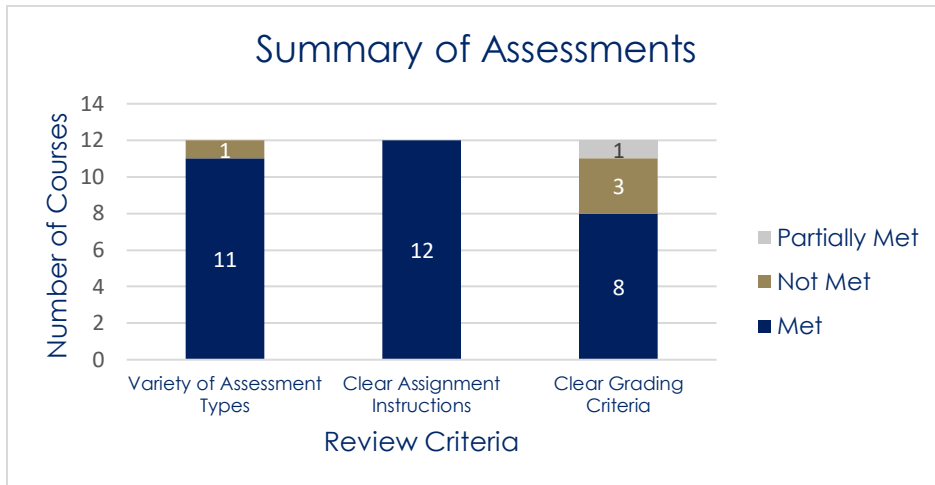
Clear objectives lay the foundation for student learning. Most HA courses had measurable course learning objectives provided in the syllabi. All courses contained module objectives to guide student learning. In some cases, course and module objectives used intangible verbs, such as ‘explore,’ ‘understand,’ or ‘learn’. Learning objectives could be revised to include measurable verbs, such as ‘analyze,’ ‘critique,’ ‘apply,’ or ‘develop.’



### Assessment Techniques

Assessments provide performance feedback regarding students’ progress toward meeting course learning goals and objectives. In HA courses, assessments are varied and sequenced. Some courses make use of case studies that foster authentic learning experiences. Others require students to create products applicable to their career development (e.g., grants, proposals, and electronic portfolios).

Overall, assignment instructions communicate exact expectations for student performance, and often include models of exemplar work. Many courses provide general grading criteria for major assessments; however, some lack detailed information regarding how students will be evaluated. Rubrics make grading expectations transparent to students and proactively guide them in the task development.



## Alignment

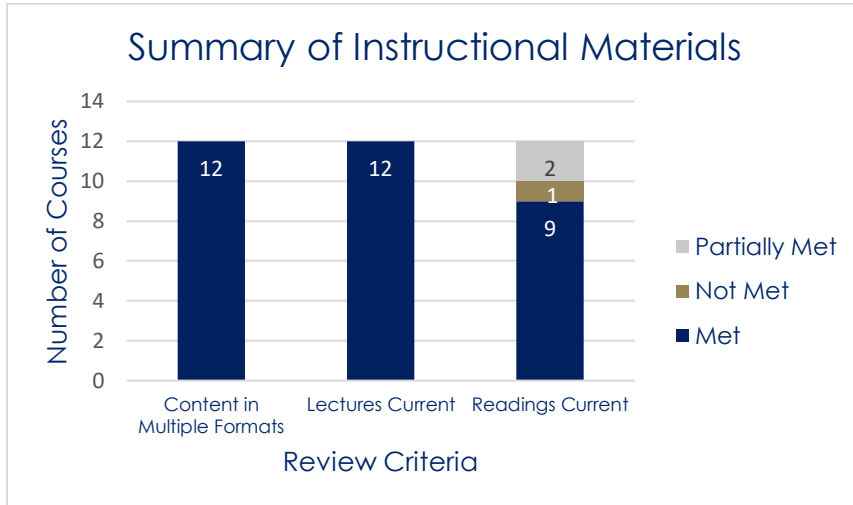
The majority of HA courses demonstrate evidence of alignment between course learning outcomes and assessments. Alignment between module-level objectives and assessments are often demonstrated through discussions, quizzes, or low-stakes assignments. These module-level assessments are examples of formative assessment that allow faculty to monitor student understanding of course concepts. Many HA courses incorporate authentic, performance-based summative assessments that align with overall course objectives.

## Instructional Materials

All HA courses deliver content to students in multiple modalities. There are 483 multimedia learning assets, including instructor-recorded lectures, third-party videos, guest speaker interviews, recorded recitation sessions, and podcasts. Most multimedia resources are professionally captioned and lecture videos are accompanied by instructor notes, downloadable slides, and transcripts.

Overall, lecture material is timely. Courses vary in their number of lecture recordings. Some courses present lectures through text and could benefit from enhancing existing content with audiovisual components.

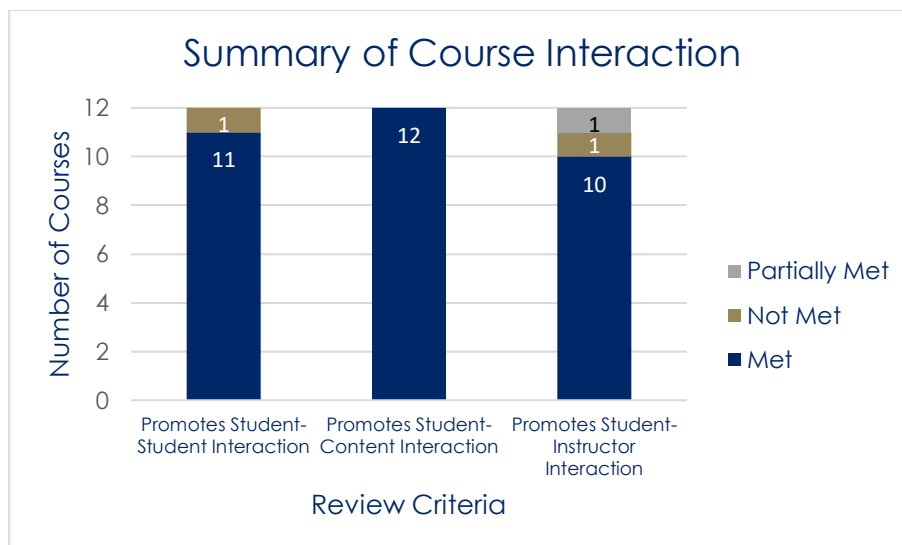
Reading materials in most courses are less than 5 years old, which reflects up-to-date thinking and practice. Readings are regularly reviewed for copyright compliance.



## Course Activities and Learner Interaction

Most courses provide opportunities for student-student interaction through discussion board dialogue and collaborative group projects (e.g., peer review and team activities). Expectations for student interaction with content and peers are clearly stated.

Instructor presence is displayed through announcements, email, office hours, assignment feedback, moderated discussion, and discussion summary. HA courses include weekly audiovisual and textual discussion board synopses that personalize learning by highlighting the contributions of specific students. Students also benefit from additional opportunities for instructor interaction through virtual office hours and individualized feedback.



## Exemplary Practices for Online Learning

The following table highlights examples of several HA courses with the single best practice.

Course	Course Name	Best Practice	Component of Course Design
HA 2020	U.S. Healthcare System	Video discussion summaries	Learner interaction; instructional materials
HA 2022	Health Law and Ethics	Video tutorials and recitations	Learner interaction; instructional materials
HA 2028	Public Policy Analysis	Case studies and summaries	Learner interaction; instructional materials; assessment

## Faculty & Student Experience with CSU

### Faculty

The faculty survey indicates that most faculty members teach both residential and online courses, coinciding with the teaching approach of the HA Program. Faculty invest significant time in new course development activities (50-100 hours), which includes identifying instructional materials, recording lectures, and creating assessments. For existing CSU courses, they can spend between 11 and 30 hours making updates. The amount of time faculty devote to online teaching varies greatly from 4-15 hours weekly. The majority of faculty report that CSU courses provide a quality learning experience for students.

### Students

Overall survey results indicate that students are satisfied with the services of the University Library System and Technology Help Desk. Students reported that their online courses are easy to navigate, well organized, and use technologies to support learning. HA students plan to utilize knowledge and skills acquired in the program in workplace presentations and future employment. One student expressed dissatisfaction with the broken links within a course.

### Conclusion and Final Steps

The HA courses demonstrate excellence in the five areas of quality online course design. CSU aims to support the continuous improvement of SON's online portfolio with the understanding that the process of online curriculum development is iterative. For courses where review criteria were not met or were only partially met, the CSU team will collaborate with faculty before the next scheduled offering to address any areas for improvement.

For further information on CSU, visit the School of Nursing [Healthcare Administration website](#) or contact the Manager of Online Programs and [Mgr@csu.edu](mailto:Mgr@csu.edu).