Assessment of student learning
The College of Natural Sciences is committed to making quality programs available to students and faculty members. To ensure the highest-quality academic programs, our courses undergo an extensive evaluation process where feedback is received from students, faculty members and the Faculty Council to promote continuous improvement. Items that initiate course changes are course change recommendations, Faculty Council reviews and program outcomes assessment.

BSHA program learning outcomes
The BSHA program outcomes were derived from a combination of industry standards, practitioner feedback and research completed by the college. The outcomes represent the essential elements that effective candidates must obtain before exiting the program.

Students who graduate from the BSHA program will be able to:

- Identify the structure and role of delivery systems within the health care industry.
- Examine the components of management and leadership within health care organizations.
- Analyze the utilization and application of technology within a health care organization.
- Examine the application of risk and quality management concepts in the health care industry.
- Examine the impact of legal and regulatory requirements on the delivery of health care.
- Explore financial and economic issues in the health care industry.

University learning goals
In addition to program-specific learning outcomes, University of Phoenix has a set of institution-wide learning goals. These University learning goals encapsulate the knowledge, skills and values the institution aims to help students develop through their educational experiences, regardless of the program of study they are enrolled in. The University learning goals cover the following areas:

- Professional competence and values
- Critical thinking and problem-solving
- Communication
- Information utilization
- Collaboration

Student learning assessments
The BSHA program assesses student learning outcomes using several methods of direct and indirect assessment, including benchmark assignments and student and alumni surveys. Below is a brief description of some of the key activities used to assess student learning.

A. Benchmark assignments/performance assessments
These are standardized, course-embedded assignments that assess specific student learning outcomes at various points in the curriculum. BSHA faculty members evaluate the assignments using a checklist to determine if the student has met the standardized performance criteria associated with the program outcomes.

B. Program Outcomes Survey
This is a comprehensive survey embedded in the capstone course that aligns to each of the program outcomes. The purpose of the survey is to obtain information about students’ perceptions of the effectiveness of the BSHA program with respect to the program outcomes.
C. **ETS® Proficiency Profile**
   The Proficiency Profile, formerly known as the Measure of Academic Proficiency and Progress (MAPP), is a standardized assessment developed by Educational Testing Service (ETS*) to assess undergraduate students' reading, writing, mathematics and critical-thinking skills in the context of the humanities, social sciences and natural sciences.

D. **National Survey of Student Engagement (NSSE)**
   A standardized, self-reporting questionnaire for undergraduates was developed and is administered by the Center for Survey Research at Indiana University. The NSSE measures student perceptions and behaviors on various dimensions of engagement and institutional effectiveness.

E. **Alumni Academic Questionnaire**
   Developed by University of Phoenix, this web-based questionnaire aligns with the University's mission and student outcomes and is administered every two years by the University's Office of Learning Assessment and Academic Research Group to graduates who have completed their programs within the past two to three years.

*ETS Proficiency Profile is a registered trademark of Educational Testing Service. This document is not endorsed or approved by ETS.