Auburn University Samford Hall Tower Logo in orange and blue

# **ASSESSMENT REPORT**

## Health Services Administration, BS

The Auburn Health Administration Program is a B.S. professional degree program. It is also Alabama’s first AUPHA accredited major in Health Care Management and Administration. The mission of the program is to prepare undergraduate students to meet emerging state, national, and global health care management needs by providing a multi-disciplinary education to equip program graduates to function in a wide variety of private, public, and governmental health care settings.

AUPHA requires that all programs be reaccredited on a 4-6 year basis depending on their accreditation review report. The AU Health Services Administration program received the highest distinction in its last report in 2012 and is not up for reaccreditation until 2018.

## Student Learning Outcomes

### Specificity of Outcomes

The HADM program has seventeen programmatic student-learning objectives (SLOs) required for AUPHA accreditation and assessment. The below listed 17 SLOs are taken verbatim from the Health Services Administration accrediting agency AUPHA. In response to our 2016 assessment report, we have provided interpretations that are more precise and definitions of words describe as problematic or not well defined in italics.

AUPHA requires that a Student graduating from the AU HADM program will be able to:

1. Understand, identify, and execute key business ethics and managerial based clinical concepts.

*Definition of Understand-describe and interpret.*

1. Understand the principles of health care institutional governance structures and how to manage them effectively.

*Definition of Understand-describe and interpret.*

1. Understand, analyze, and critique health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state level. *Definition of Understand-describe and interpret.*

*Definition of Analyze-draw and prioritize financial, societal, and political impact of health policy alternatives.*

1. Understand, analyze, critique, and utilize financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment methodology.

*Definition of Understand-describe and interpret.*

*Definition of Analyze-calculate, differentiate, correlate, and evaluate financial transactions associated in the delivery of health services.*

1. Understand and apply key provisions and concepts of health care, business, labor and employment law.

*Definition of Understand-describe and interpret*

1. Understand, analyze, and apply basic marketing principles targeted towards the health care setting.

*Definition of Understand-describe and interpret.*

*Analyze-Differentiate and evaluate health care markets and marketing practices.*

1. Understand, apply, and execute health care information technology at the managerial and operational level.

*Definition of Understand-describe and interpret.*

*Definition of Apply-Demonstrate and administer big data analytical processes and calculations as they relate to the health care setting.*

1. Understand and identify leadership concepts, theory, and models at the managerial level.

*Definition of Understand-describe and interpret.*

1. Understand, apply, and critique key managerial concepts and practices related to health care organizations and facilities.

*Definition of Understand-describe and interpret.*

*Definition of Apply-articulate and demonstrate managerial concepts and practices as they relate to health care.*

1. Understand, apply, and critique management’s role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations.

*Definition of Understand-describe and interpret.*

*Definition of Apply-articulate and demonstrate human resource concepts and practices as they relate to health care.*

1. Understand, apply, and critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices.

*Definition of Understand-describe and interpret.*

*Definition of Apply-articulate calculate and interpret key quality measures and matrix indicators as they relate to health care.*

1. Understand, apply, and critique key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation to change.

*Definition of Understand-describe and interpret.*

*Apply-articulate and demonstrate key organizational development and behavioral theory concepts in the health care setting.*

1. Understand, apply, and critique basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the distribution of disease. *Definition of Understand-describe and interpret.*

*Definition of Apply-articulate, calculate and interpret basic concepts of population health, health care analytics, epidemiology and the social and cultural heath care related factors and the distribution of disease.*

1. Understand apply, and examine cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues.

*Definition of Understand-describe and interpret.*

*Definition of Apply-articulate and interpret cultural diversity as it relates to the health care setting and distribution of services.*

1. Understand, apply, and execute basic health care and managerial statistics and health care analytics for effective decision-making and operations of health care related facilities and organizations.

*Definition of Understand-describe and interpret.*

*Definition of Apply-articulate calculate and interpret basic healthcare and managerial statistics.*

1. Understand, apply, and critique basic strategic planning and management of health related organizations and facilities.

*Definition of Understand-describe and interpret.*

*Definition of Apply-articulate and evaluate basic strategic planning and management of health care organizations and facilities.*

1. Understand, apply, and critique key health care related outcomes assessment tools and their reliability and accuracy.

*Definition of Understand-describe and interpret.*

*Definition of Apply- evaluate health care outcome related assessment tools for their reliability and accuracy.*

### Comprehensive Outcomes

While the outcomes listed above are reflective of the breadth and scope of the program, the AU Health Services Administration program goes a step beyond the AUPHA required student learning outcomes by focusing on the added dimensions of professional skills and leadership development. As part of the educational experience HADM majors have the opportunity to attend professional conferences (Mayo Clinic Conference, American College of Health Care Executives annual conference, Medical Management Group Conference etc.) and interact with health care professionals on a regular basis through the HADM guest speakers program, monthly health care clinic management luncheons, and the student Health and Hospital Organization Association meetings.

This is reflective of the program’s current 100 percent one year post graduation in-field job placement rate which is determined and monitored by program faculty on a quarterly basis and at the annual meeting of the program’s Advisory Board meeting.

### Communicating Student Learning Outcomes

The AU Health Services Administration program utilizes three different assessment mechanisms to monitor student learning outcomes and assess the program’s curriculum currency to ensure that the HADM major is up to date and meeting the demands and standards of the health care industry. Student learning outcome statements are communicated to the HADM faculty, students, college officials, and program stakeholders at least twice per annum via all major forms of communication and social media outlets:

Verbally- HADM classes, HADM faculty meetings, Student banquet, Faculty, and Advisory Council meetings.

Social Media- Posted on program Facebook page and Twitter account

Written-Email to Department Chair, Dean of the College, Faculty, major program donors and our Advisory Council.

In addition, AUPHA requires that Student Learning Outcomes (SLOs) be listed on each class syllabus.

As a result, SLOs are communicated to students when the faculty review their syllabus at the beginning of each semester.

Communication in the HADM program has a strong history of flowing both ways. We maintain good working relationships with all of our internship site preceptors, program stakeholders, major employers of our students and program alumni. If a deficiency is identified by way of the aforementioned communications the program faculty work to make the necessary changes and then re-evaluate.

As a result, the HADM program has made the following changes:

2001 Added Medical Terminology course

2009 Added Business Minor

2010 Added Health Care Information Technology course

2012 Added Electronic Medical records module to the Health Care Information Technology course

2013 Added a required Internship project to the Internship course

2014 Added a Health Care Analytics course

2015 Added a new seminar course in worker benefits and compensation

2017 Added a new seminar course in clinic management

## Curriculum Map

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|  | **1**  **Ethics** | **2**  **Gov** | **3**  **Policy** | **4**  **Fin** | **5**  **Law** | **6**  **Mkt** | **7**  **HIT** | **8**  **Leader** | **9**  **Mngt** | **10**  **HRM** | **11**  **Qual** | **12**  **Org** | **13**  **Pop** | **14**  **Div** | **15**  **Stats** | **16**  **Strg Mngt** | **17**  **Analy** |
| **FRNL (2)** |  |  |  |  |  |  |  |  |  |  |  |  |  | 1,2 |  |  |  |
| **ACCT (2)** |  |  |  | 1,2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MedTerm** |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |
| **Stats** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1, 2 |
| **HRM** | 2 | 2 |  |  | 2 |  |  |  |  | 1,2 |  | 2 |  | 2 |  | 2 |  |
| **FINC** |  | 1 | 1 | 1 | 1 |  |  | 1 | 1 | 1 |  |  |  |  |  | 1 | 1 |
| **MKGT** | 1 |  |  |  | 1 | 1,2 |  |  | 1 |  |  | 1 |  | 1 | 1 | 1 | 1 |
| **MNGT** | 2 | 1 | 1 |  | 2 | 1 |  |  | 1 | 1 |  | 1 |  | 2 |  | 1 | 1 |
| **HADM 3000** | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **HADM**  **3300** | 1 | 1 | 1,2 |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  | 1 |  |
| **HADM 3700** | 1 | 1 | 1 | 1 | 1,2 |  |  | 1 |  | 1,2 |  |  |  | 1,2 | 2 |  |  |
| **HADM**  **3800** |  |  |  |  |  |  |  |  |  |  | 1,2 |  | 1,2,3 |  |  |  | 1,2,3 |
| **HADM 4000** |  |  | 2 |  |  |  |  | 1,2 | 1,2 | 1 | 1 | 1,2 |  | 1 |  | 1,2 |  |
| **HADM**  **4200** |  |  | 2 | 2 | 2 | 2 | 2 |  |  | 2 |  | 1 | 1 |  | 1 | 1 | 1 |
| **HADM 4880** |  |  |  |  | 2 |  | 1,2 |  | 2 |  | 2 | 2 |  |  |  | 2 |  |
| **HADM**  **4920** | 3 | 3 | 3 | 2,3 | 3 |  | 2,3 | 3 | 2, 3 | 2, 3 | 2, 3 | 3 | 2,3 | 3 | 2 | 2, 3 | 2, 3 |
| **HADM 4950** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
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## Measurement

### Outcome-Measure Alignment

The Health Services Administration program utilizes the following assessment measures and tools.

**1. Exit Exam**-To help facilitate individual measurement of individual student SLOs as recommended by our 2016 assessment, the HADM program beta tested an Exit exam in the fall of 2016. The faculty evaluated the exit exam through faculty feedback and discussion and distributed a short survey to student participants. The results of the evaluation were that the Exit exam tested did not meet the needs and curriculum focus of the program. But the option of beta testing additional Exit exams or developing our own Exit exam is still on the table.

**2. Capstone Exam**- In line with our 2016 feedback on program assessment we have added an individual student exam to the Capstone class.

**3. Alumni Job Placement** surveys 3 months and 12 months post-graduation-All HADM graduates are sent an email Qualtrics survey 3 months and again at 12 months post-graduation. Non-respondents are emailed again in two weeks. If a new graduate fails to respond to the second email, the program Director conducts evening calls until a 75 percent response rate is achieved. The data from the phone surveys are combined with the Qualtrics surveys to monitor three important indicators: 1. Job placement rate; 2. Classes which respondent felt were out of date or in need of improvement; 3. Classes that are most valuable to the new graduate in their careers.

This survey is designed to assess the job placement rate of Health Services Administration program graduates and is a seminal assessment measure and tool in meeting AUPHA accreditation. If HADM graduates have not mastered the SLOs of the program, it is unlikely that major employers will hire or keep program graduates past the customary 6-month probationary period. That is why we conduct both a 3-month post-graduation survey and a 12-month post-graduation survey. The HADM program has maintained a one year post-graduation in-field job placement rate of 90 percent or above for the last seven years. The second most valuable indictor of this survey is the graduate school placement rate indicator. The HADM program has had a steady rise in the number of students being accepted into graduate school programs. Alumni survey form is enclosed below.

1. **Capstone Project Evaluations-**The HADM Capstone class is a requirement for AUPHA accreditation.

The class is taken during a student’s last semester on-campus and is designed to utilize all of the course work (i.e. health policy, accounting, health insurance, finance, health care analytics etc.) within the HADM major. Students are divided into small teams of 4-5 individuals. The project requires that student teams develop a health care organization from ground zero.

In addition to grading by the course instructor, completed student projects are also sent to three outside health care management professionals. Students then give a professional project oral presentation (assessment form enclosed below) to the panel of outside judges on the day of their final, and are given direct oral feedback by the judges on both the written project and their oral presentation. Assessment form enclosed below. Students are also given an individual exam on the key concepts of health care administration.

### Direct Measures

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| **Measure** | **Outcomes**  **Assessed** | **Frequency** | **Type** | **Data**  **Collection** | **Desired**  **Results** |
| HADM 4920-  Internship Preceptor Evaluation) | 1,3,4,5,6,7,8,9,10,11,14,16 | HADM 4920 is  offered every semester. Data is collected every semester | Direct Measure | Embedded in Course | All students should rate 3 or higher and improvement noted between pre and post preceptor  evaluation |
| Alumni Surveys | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,  17 | Three times per annum. At intervals of 3  months and 12 month post  graduation | In- Direct Measure | Email survey and follow-up phone survey | 80 percent 1 year combined in-field job/graduate school rate |
| HADM 4950-  Capstone Project | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,  17 | HADM 4950 is  offered every semester. Data is collected every semester | Direct Measure | Embedded in course | All students should rate 80% or higher on combined written and oral  evaluations |
| HADM 4950-  Capstone Exam | 1,2,3,4,6,7,9,10,11,12,13,14,15,16 | HADM 4950 is  offered every semester. Data is collected  every semester | Direct Measure | Embedded in course | 80% of students  should rate 70% or higher on exam |

### Data Collection

**Internship Preceptor Evaluation-** Preceptors of HADM student interns are required to complete an initial evaluation assessment of the student’s general knowledge and skills. The preceptor

**whom directly works and supervises the student** then completes a second post-internship evaluation of the students’ knowledge and skills. Both the student and the preceptor must sign the evaluation form to ensure the integrity of the evaluation process. Forms are faxed or emailed directly to the faculty member who instructs the internship course. If there are any questions or irregularities a follow-up phone call is scheduled with the student’s internship preceptor. See Appendix 1 for assessment forms.

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|  | Developing | Mature | Excellent |
| Understand, identify, and execute key business ethics and managerial based clinical concepts  **(1)** | Student describes and Identifies the essential key business ethics and managerial based clinical concepts. | Student describes and Identifies the essential key business ethics and managerial based  clinical concepts and can apply them appropriately. | Student describes and identifies the essential key business ethics and managerial based clinical concepts and can apply them in a real life professional setting. |
| Understand, analyze, and critique health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state level.  **(3)** | Student describes and identifies basic health care policy and political influences that impact the management of health care related organizations and facilities at the federal level. | Student describes, identifies and critiques health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state  level. | Student describes, identifies and critiques health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state level and can project and can apply them in a professional setting. |
| Understand, analyze, critique, and utilize financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment methodology.  **(4)** | Student describes and identifies basic  financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities. | Student describes and identifies basic  financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment  methodology | Student describes and identifies basic financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment methodology and can apply them in a professional setting. |
| Understand and apply key provisions and concepts of health care, business, labor and employment law.  **(5)** | Student describes and identifies key provisions and concepts of health care, business, labor and employment law. | Student describes, identifies and applies key provisions and concepts of health care, business, labor and employment law. | Student describes, identifies and applies key provisions and concepts of health care, business, labor and employment law and can apply them in a professional setting. |
| Understand, analyze, and apply basic marketing principles targeted towards the health care setting.  **(6)** | Student describes and understands basic marketing principles | Student describes, understands and can analyze basic marketing principles in a health care setting. | Student describes, understands and can analyze basic marketing principles in a health care setting and can utilize them appropriately in a health care setting. |
| Understand, apply, and execute health care info. technology at the managerial and operational level.  **(7)** | Student describes and understands health care information technology | Student describes and understands health care information technology at the managerial and operational level. | Student describes and understands health care information technology at the managerial and operational level and can apply them in a professional setting. |
| Understand and identify leadership concepts, theory, and models at the managerial level.  **(8)** | Student describes leadership concepts, theory, and models at the managerial level. | Student describes and identifies leadership concepts, theory, and models at the managerial level. | Student describes and identifies leadership concepts, theory, and models at the managerial level and can apply and refine them in a professional setting. |
| Understand, apply, and critique key managerial concepts and practices related to health care organizations and facilities.  **(9)** | Student describes and understands key managerial concepts and practices related to health care organizations and facilities. | Student describes, and understands and critiques key managerial concepts and practices related to health care organizations and facilities. | Student describes, and understands and critiques key managerial concepts and practices related to health care organizations and facilities and can apply them in a professional setting. |

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| Understand, apply, and  critique management’s role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations.  **(10)** | Student describes and understands management’s role in creating and maintaining a productive health care  workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations. | Student describes understands and can critique  Manag.role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations. | Student describes understands and can critique  management’s role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations in a professional setting. |
| Understand, apply, and critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices.  **(11)** | Student describes key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices. | Student describes, understands and can critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices. | Student describes, understands and can critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment and quality improvement practices and can apply them is a professional setting. |
| Understand apply, and examine cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues.  **(14)** | Student understands and identifies cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues. | Student understands, examines and identifies cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues. | Student understands, examines and identifies cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues and can apply them in a professional setting. |
| Understand, apply, and critique basic strategic planning and management of health related organizations and facilities.  **(16)** | Student describes and Understands basic strategic planning and management of health related organizations and facilities. | Student describes understands and critiques basic strategic planning and management of health related organizations and facilities. | Student describes understands and critiques basic strategic planning and management of health related organizations and facilities and can apply it in a professional setting. |

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| Understand, apply, and critique key health care related outcomes assessment tools and their reliability and accuracy  **(17)** | Student understands, can apply and critique key health care related outcomes assessment tools and their reliability and accuracy | Student understands, applies and critiques basic health care related outcomes assessment tools and their reliability and accuracy. | Student understands, applies and critiques basic health care related outcomes assessment tools and their reliability and accuracy in a professional setting. |

* + 1. **Alumni Job Placement Survey-** HADM graduates are sent an email Qualtrics survey 3 months and again at 12 months post-graduation. We selected to use the Qualtrics survey method due to its wide acceptance in academic research and its wide use for data collection within Auburn University. Non-respondents are emailed again in two weeks. If a new graduate fails to respond to the second email, the program Director conducts evening calls until a 75 percent response rate is achieved. The data from the phone surveys are combined with the Qualtrics surveys to monitor job placement rate. See Appendix B for Qualtrics survey.

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|  | Developing | Mature | Excellent |
| Understand, identify, and execute key business ethics and managerial based clinical concepts  **(1)** | Student describes and Identifies the essential key business ethics and managerial based clinical concepts. | Student describes and Identifies the essential key business ethics and managerial based  clinical concepts and can apply them appropriately. | Student describes and identifies the essential key business ethics and managerial based clinical concepts and can apply them in a real life professional setting at a level to secure a job within the health care field or graduate school. |
| Understand the principles of health care institutional governance structures and how to manage them effectively.  **(2)** | Student describes and identifies basic principles of health care governance and is introduced to governance mechanisms | Student describes and identifies basic principles of health care governance and learns how to apply them. | Student describes and identifies basic principles of health care governance apply them in a real life professional setting at a level to secure a job within the health care field or graduate school. |
| Understand, analyze, and critique health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state level.  **(3)** | Student describes and identifies basic health care policy and political influences that impact the management of health care related organizations and facilities at the federal level. | Student describes, identifies and critiques health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state level. | Student describes, identifies and critiques health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state level and can project and can apply them in a professional setting at a level to secure a job within the health care field or graduate  school. |
| Understand, analyze, critique, and utilize financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment methodology.  **(4)** | Student describes and identifies basic  financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities. | Student describes and identifies basic  financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment  methodology | Student describes and identifies basic financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment methodology and can apply them in a professional setting at a level to secure a job within the health care field or graduate school. |
| Understand and apply key provisions and concepts of health care, business, labor and employment law.  **(5)** | Student describes and identifies key provisions and concepts of health care, business, labor and employment law. | Student describes, identifies and applies key provisions and concepts of health care, business, labor and employment law. | Student describes, identifies and applies key provisions and concepts of health care, business, labor and employment law and apply them in a real life professional setting at a level to secure a job within the health care field or graduate school a job within the health care field or graduate  school. |
| Understand, analyze, and apply basic marketing principles targeted towards the health care setting.  **(6)** | Student describes and understands basic marketing principles | Student describes, understands and can analyze basic marketing principles in a health care setting. | Student describes, understands and can analyze basic marketing principles in a health care setting and can utilize them appropriately in a health care setting at a level to secure a job within the health care field or graduate  school. |
| Understand, apply, and execute health care info. | Student describes and understands health care information technology | Student describes and understands health care information technology | Student describes and understands health care information technology |

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| technology at the managerial and operational level.  **(7)** |  | at the managerial and operational level. | at the managerial and operational level and can apply them in a professional setting at a level to secure a job within the health care field or graduate school. |
| Understand and identify leadership concepts, theory, and models at the managerial level.  **(8)** | Student describes leadership concepts, theory, and models at the managerial level. | Student describes and identifies leadership concepts, theory, and models at the managerial level. | Student describes and identifies leadership concepts, theory, and models at the managerial level and can apply and refine them in a professional setting at a level to  secure a job within the health care field or graduate school. |
| Understand, apply, and critique key managerial concepts and practices related to health care organizations and facilities.  **(9)** | Student describes and understands key managerial concepts and practices related to health care organizations and facilities. | Student describes, and understands and critiques key managerial concepts and practices related to health care organizations and facilities. | Student describes, and understands and critiques key managerial concepts and practices related to health care organizations and facilities and can apply them in a professional setting at a level to secure a job within the  health care field or graduate school. |
| Understand, apply, and  critique management’s role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations.  **(10)** | Student describes and understands management’s role in creating and maintaining a productive health care  workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations. | Student describes understands and can critique  Manag.role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations. | Student describes understands and can critique  management’s role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations in a professional setting at a level to secure a job within the health care field or graduate school. |
| Understand, apply, and critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices.  **(11)** | Student describes key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices. | Student describes, understands and can critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices. | Student describes, understands and can critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment and quality improvement practices and can apply them is a professional setting at a level to secure a job within the health care field or graduate school. |
| Understand, apply, and critique key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation to change  **(12)** | Student describes and identifies key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation to change | Student describes and identifies and learns how to critique key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation to change | Student describes and identifies and learns how to critique key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation to change apply them in a real life professional setting at a level to secure a job within the health care field or graduate school. |
| Understand, apply, and critique basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related | Student describes and identifies basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the  distribution of disease. | Student describes, applies and identifies basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the  distribution of disease. | Student describes, applies and identifies basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the distribution of disease apply them in a real life professional setting at a |

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| factors, and the distribution of disease.  **(13)** |  |  | level to secure a job within the health care field or graduate school. |
| Understand apply, and examine cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues.  **(14)** | Student understands and identifies cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues. | Student understands, examines and identifies cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues. | Student understands, examines and identifies cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues and can apply them in a professional setting at a level to secure a job within the health care field or graduate school. |
| Understand, apply, and execute basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations.  **(15)** | Student describes, understands and identifies basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations. | Student describes, understands, identifies and can apply basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations | Student describes, understands, identifies and can apply basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations apply them in a real life professional setting at a level to secure a job within the health care field or graduate school. |
| Understand, apply, and critique basic strategic planning and management of health related organizations and facilities.  **(16)** | Student describes and Understands basic strategic planning and management of health related organizations and facilities. | Student describes understands and critiques basic strategic planning and management of health related organizations and facilities. | Student describes understands and critiques basic strategic planning and management of health related organizations and facilities and apply them in a real life professional setting at a level to secure a job within the health care field or graduate school |

* + 1. **Capstone Project Evaluation-** HADM Capstone group projects are given to three outside judges comprised of health care management professionals. The judges review the written Capstone project and then come to campus on the day of the class final and conduct a second assessment review the oral presentations of each student project. Capstone Judges Score Care and professor grading rubric of the written project can be found in Appendix 3.

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| Understand, identify, and execute key business ethics and managerial based clinical concepts  **(1)** | Student describes and Identifies the essential key business ethics and managerial based clinical concepts. | Student describes and Identifies the essential key business ethics and managerial based  clinical concepts and can apply them appropriately. | Student describes and identifies the essential key business ethics and managerial based clinical concepts and can successfully apply them in comprehensive Capstone project business plan. |
| Understand the principles of health care institutional governance structures and how to manage them effectively.  **(2)** | Student describes and identifies basic principles of health care governance and is introduced to governance mechanisms | Student describes and identifies basic principles of health care governance and learns how to apply them. | Student describes and identifies basic principles of health care governance and concepts and can successfully apply them in comprehensive Capstone project business plan. |
| Understand, analyze, and critique health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state level.  **(3)** | Student describes and identifies basic health care policy and political influences that impact the management of health care related organizations and facilities at the federal level. | Student describes, identifies and critiques health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state  level. | Student describes, identifies and critiques health care policy and political influences that impact the management of health care related organizations and facilities at the federal and state level and can project and can successfully apply them in comprehensive Capstone project  business plan. |
| Understand, analyze, critique, and utilize financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment methodology.  **(4)** | Student describes and identifies basic  financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities. | Student describes and identifies basic  financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and  alternative payment methodology | Student describes and identifies basic financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment methodology and can successfully apply them in comprehensive Capstone project business plan. |
| Understand and apply key provisions and concepts of health care, business, labor and employment law.  **(5)** | Student describes and identifies key provisions and concepts of health care, business, labor and employment law. | Student describes, identifies and applies key provisions and concepts of health care, business, labor and employment law. | Student describes, identifies and applies key provisions and concepts of health care, business, labor and employment law and can successfully apply them in comprehensive  Capstone project business plan. |
| Understand, analyze, and apply basic marketing principles targeted towards the health care setting.  **(6)** | Student describes and understands basic marketing principles | Student describes, understands and can analyze basic marketing principles in a health care setting. | Student describes, understands and can analyze basic marketing principles in a health care setting and can successfully apply them in comprehensive Capstone project business plan. |
| Understand, apply, and execute health care info. technology at the managerial and operational level.  **(7)** | Student describes and understands health care information technology | Student describes and understands health care information technology at the managerial and operational level. | Student describes and understands health care information technology at the managerial and operational level and can successfully apply them in comprehensive Capstone project business plan. |

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| Understand and identify leadership concepts, theory, and models at the managerial level.  **(8)** | Student describes leadership concepts, theory, and models at the managerial level. | Student describes and identifies leadership concepts, theory, and models at the managerial level. | Student describes and identifies leadership concepts, theory, and models at the managerial level and can successfully apply them in comprehensive Capstone project  business plan. |
| Understand, apply, and critique key managerial concepts and practices related to health care organizations and facilities.  **(9)** | Student describes and understands key managerial concepts and practices related to health care organizations and facilities. | Student describes, and understands and critiques key managerial concepts and practices related to health care organizations and facilities. | Student describes, and understands and critiques key managerial concepts and practices related to health care organizations and facilities and can successfully apply them in comprehensive Capstone project business plan. |
| Understand, apply, and  critique management’s role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations.  **(10)** | Student describes and understands management’s role in creating and maintaining a productive health care  workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations. | Student describes understands and can critique  Manag.role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations. | Student describes understands and can critique management’s role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations in a professional setting and can successfully apply them in comprehensive Capstone project business plan. |
| Understand, apply, and critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices.  **(11)** | Student describes key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices. | Student describes, understands and can critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices. | Student describes, understands and can critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment and quality improvement practices and can and can successfully apply them in comprehensive Capstone project business plan. |
| Understand, apply, and critique key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation to change  **(12)** | Student describes and identifies key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation to change | Student describes and identifies and learns how to critique key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation to change | Student describes and identifies and learns how to critique key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and adaptation and can successfully apply them in comprehensive Capstone project business plan. |
| Understand, apply, and critique basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the distribution of disease.  **(13)** | Student describes and identifies basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the distribution of disease. | Student describes, applies and identifies basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the distribution of disease. | Student describes, applies and identifies basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the distribution of disease and can successfully apply them in comprehensive Capstone project business plan. |
| Understand apply, and examine cultural diversity in society and the awareness | Student understands and identifies cultural diversity in society and the awareness  related to worldviews and | Student understands, examines and identifies cultural diversity in society  and the awareness related | Student understands, examines and identifies cultural diversity in society and the awareness related to  worldviews and beliefs about |

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| related to worldviews and beliefs about diversity issues.  **(14)** | beliefs about diversity issues. | to worldviews and beliefs about diversity issues. | diversity issues and can successfully apply them in comprehensive Capstone project business plan. |
| Understand, apply, and execute basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations.  **(15)** | Student describes, understands and identifies basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations. | Student describes, understands, identifies and can apply basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations | Student describes, understands, identifies and can apply basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations and can successfully apply them in comprehensive Capstone project business plan. |
| Understand, apply, and critique basic strategic planning and management of health related organizations and facilities.  **(16)** | Student describes and Understands basic strategic planning and management of health related organizations and facilities. | Student describes understands and critiques basic strategic planning and management of health related organizations and facilities. | Student describes understands and critiques basic strategic planning and management of health related organizations and facilities and can successfully apply them in comprehensive Capstone project business plan. |

## Results

### Reporting Results

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| **Outcome** | **Measure** | **Results** | **Desired Results** | **Interpretation** |
| Understand, identify,  and execute key business  ethics and managerial based clinical concepts  **(1)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, Individual student exams in HADM 400 and job placement rate from alumni survey. | All 31 graduating seniors completed an Internship and Capstone project.  Interns evaluated individually pre and post internship using preceptor evaluation form. Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered form each individual graduate from post graduation Alumni survey. Student exams in HADM 4000 indicated over 60 percent of the class could understand, identify and execute key business ethics and managerial/clinical  concepts. | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher  Over 60 percent of students in HADM 4000 could satisfactorily identify and execute key business ethics and managerial &  clinical concepts | HADM faculty are pleased  with the results. However, students still seem to with the financials in the Capstone projects. This was discussed at the Advisory council meeting and we will continue to address this with the COB and explore ways to incorporate additional financial examples and cases into existing course work. |
| Understand the principles of health care institutional governance structures and how to manage them effectively.  **(2)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni Survey.  Student exams in HADM 4000 indicated over 70 percent of the class could understand, identify and execute key business ethics and managerial/clinical concepts. | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher.  Over 60 percent of HADM students can understand, identify and execute key business ethics and managerial/clinical concepts. | Overall, the HADM faculty are satisfied with these results but recognize that not all internships offer exposure to this area.  Will try to work with preceptors to explore ways and methods to solve this issue. |
| Understand, analyze, and critique health care policy and political influences that impact the  management of | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job  placement rate | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship  using preceptor | All students average  4.0 or higher on their internship post evaluation. | HADM faculty are very pleased with the results in this area. A new faculty member has recently revamped this course bringing in more |

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| health care related organizations and facilities at the federal and state level.  **(3)** | from alumni survey.  Individual student exams in HADM 3300 | evaluation form. Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni survey  Individual Student exams in HADM 3300 indicated over 65 percent of HADM students understand, analyze and critique the health policy and political influences that impact the management of health care related organizations at the individual, state, and federal level. | All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher  Over 60 percent of HADM students understand, analyze and critique the health policy and political influences that impact the management of health care related organizations at the individual, state,  and federal level. | real world examples and interactive teaching. Students have had a very positive response to these changes which was demonstrated in improvements in their Capstone projects. |
| Understand, analyze, critique, and utilize financial management, cost accounting, and budgetary concepts in the management and operations of health care related organizations and facilities under a variety of structural constructs including rate control and competition, goods and service industries, and alternative payment methodology.  **(4)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher | This course is not taught by HADM faculty. However, program faculty recognize the need for an additional specific health care finance course to build on the foundation provided by COB finance course.  Most errors occur when converting industry examples to the health care environment and forecasting third party payment projects and costs.  Will explore possibility of next new hire having health care finance expertise |
| Understand and apply key provisions and concepts of health care, business, labor and employment law.  **(5)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni  survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher | HADM faculty are pleased with the results in this area. Current Health Law professor covering required material.  Faculty have discussed these results and agree on the need to ensure MIPS legal requirements are Covered when fully implemented. |

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| Understand, analyze, and apply basic marketing principles targeted towards the health care setting.  **(6)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni  survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or  higher | This course is not taught by HADM faculty. Faculty are reasonably satisfied with COB coverage of marketing. |
| Understand, apply, and execute health care info. technology at the managerial and operational level.  **(7)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni survey.  Individual Student exams in HADM 4800 indicated over 65 percent of HADM students can understand, apply, and execute health care information technology at the managerial and operational level. | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher.  Over 60 percent of HADM students can understand, apply, and execute health care information technology at the managerial and operational level. | HADM faculty are please with the results in this area. However, concerted effort will be required to keep abreast of population health, MACRA and quality reporting requirements. Other new developments that HADM faculty are watching is the use of block chain in the development of Electronic Medical records. |
| Understand and identify leadership concepts, theory, and models at the managerial level.  **(8)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni  survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher | Program faculty are pleased with the results in this area since class was revamped two years ago. |
| Understand, apply, and critique key managerial | Preceptor Evals from Internship HADM 4920, | All 24 graduating seniors completed an Internship and Capstone project. | All students average  4.0 or higher on | This is one of the  Program’s strongest components. HADM |

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| concepts and practices related to health care organizations and facilities.  **(9)** | Capstone Project, & job placement rate from alumni survey. | Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni survey | their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher | faculty are very pleased with results in this area. |
| Understand, apply, and critique management’s role in creating and maintaining a productive health care workforce by understanding management theory and practices as they relate to human resource planning, job analysis, recruitment, selection, development, work design, performance evaluation, compensation, and employee relations.  **(10)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher | This course is not taught by program faculty. HADM faculty are pleased with the results in this area.  In response to alumni survey an optional HADM seminar class in Benefits and Compensation was added last year. |
| Understand, apply, and critique key constructs in improving health care quality, outcomes, clinical and organizational improvement, technology assessment, and quality improvement practices.  **(11)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni  survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher | Faculty are satisfied with the results in this area but feel there is a need to do more to keep abreast of MACRA and Value based payment models. |
| Understand, apply, and critique key concepts of organizational development and behavioral theory to ensure employee satisfaction, productivity and | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate  was gathered from post | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement | This course is not taught by HADM faculty. However, program faculty are pleased with the results in this area and cannot identify a need for change at this time. |

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| adaptation to change  **(12)** |  | graduation Alumni survey | rate of 85% or higher |  |
| Understand, apply, and critique basic concepts in the field of population health including health care analytics, epidemiology, social cultural health related factors, and the distribution of disease.  **(13)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher | HADM faculty are pleased with the results in this area thus far. But they also recognize the need to do more in the areas of epidemiology and population health ensure that students are prepared for multi- physician bundled payment models, MIPS and APM. |
| Understand apply, and examine cultural diversity in society and the awareness related to worldviews and beliefs about diversity issues.  **(14)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni  survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher | HADM faculty are pleased with the results in this area. |
| Understand, apply, and execute basic health care and managerial statistics and health care analytics for effective decision making and operations of health care related facilities and organizations.  **(15)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni survey.  Individual Student exams in HADM 3800 indicated over 65 percent of HADM students can understand, apply, and execute basic health care and managerial statistics and health care analytics for effective decision | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or higher  60 percent of HADM students can understand, apply, and execute basic health care and managerial statistics and health care analytics for effective decision making and  operations of health | The HADM faculty are pleased with the results in this area and have recognized that the time is right to expand this area in the HADM curriculum by hiring a new faculty member who specializes in systems engineering. |

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|  |  | making and operations of health care related facilities and organizations. information technology at the managerial and operational level. | care related facilities and organizations. |  |
| Understand, apply, and critique basic strategic planning and management of health related organizations and facilities.  **(16)** | Preceptor Evals from Internship HADM 4920,  Capstone Project, & job placement rate from alumni survey. | All 24 graduating seniors completed an Internship and Capstone project.  Interns evaluated pre and post internship using preceptor evaluation form.  Capstone projects were graded using Capstone Rubric and judges oral presentation form. Data for job placement rate was gathered from post graduation Alumni  survey | All students average  4.0 or higher on their internship post evaluation.  All students receive a 80% or better on this section of their Capstone projects.  One year in field job placement/graduate school placement rate of 85% or  higher | HADM faculty are pleased with the results in this area. |

### Communicating Results

The AU Health Services Administration program utilizes three different assessment mechanisms to monitor student learning outcomes and assess the program’s curriculum currency to ensure that the HADM major is up to date and meeting the demands and standards of the health care industry. The results of the assessment tools are communicated to the HADM faculty, students, college officials, and program stakeholders at least twice per annum via all major forms of communication and social media outlets:

Verbally- HADM classes, HADM faculty meetings, Student banquet, Faculty, and Advisory Council meetings.

Social Media- Posted on program Facebook page and Twitter account

Written-Email to Department Chair, Dean of the College, Faculty, major program donors and our Advisory Council.

In addition, AUPHA requires that Student Learning Outcomes (SLOs) be listed on each class syllabus.

As a result, SLOs are communicated to students when the faculty review their syllabus at the beginning of each semester.

Communication in the HADM program has a strong history of flowing both ways. We maintain good working relationships with all of our internship site preceptors, program stakeholders, major employers of our students and program alumni. If a deficiency is identified by way of the aforementioned communications the program faculty work to make the necessary changes and then re-evaluate.

The AU Health Services Administration program has utilized its assessment tools and stakeholder feedback to monitor student learning outcomes and update and improve the program’s curriculum.. The results of our assessment tools are routinely communicated to the HADM faculty each semester and are reviewed in depth with the program’s Advisory Board at the annual meeting.

As a result the HADM program has made the following changes: 2001 Added Medical Terminology course

2009 Added Business Minor

2010 Added Health Care Information Technology course

2012 Added Electronic Medical records module to the Health Care Information Technology course 2013 Added a required Internship project to the Internship course

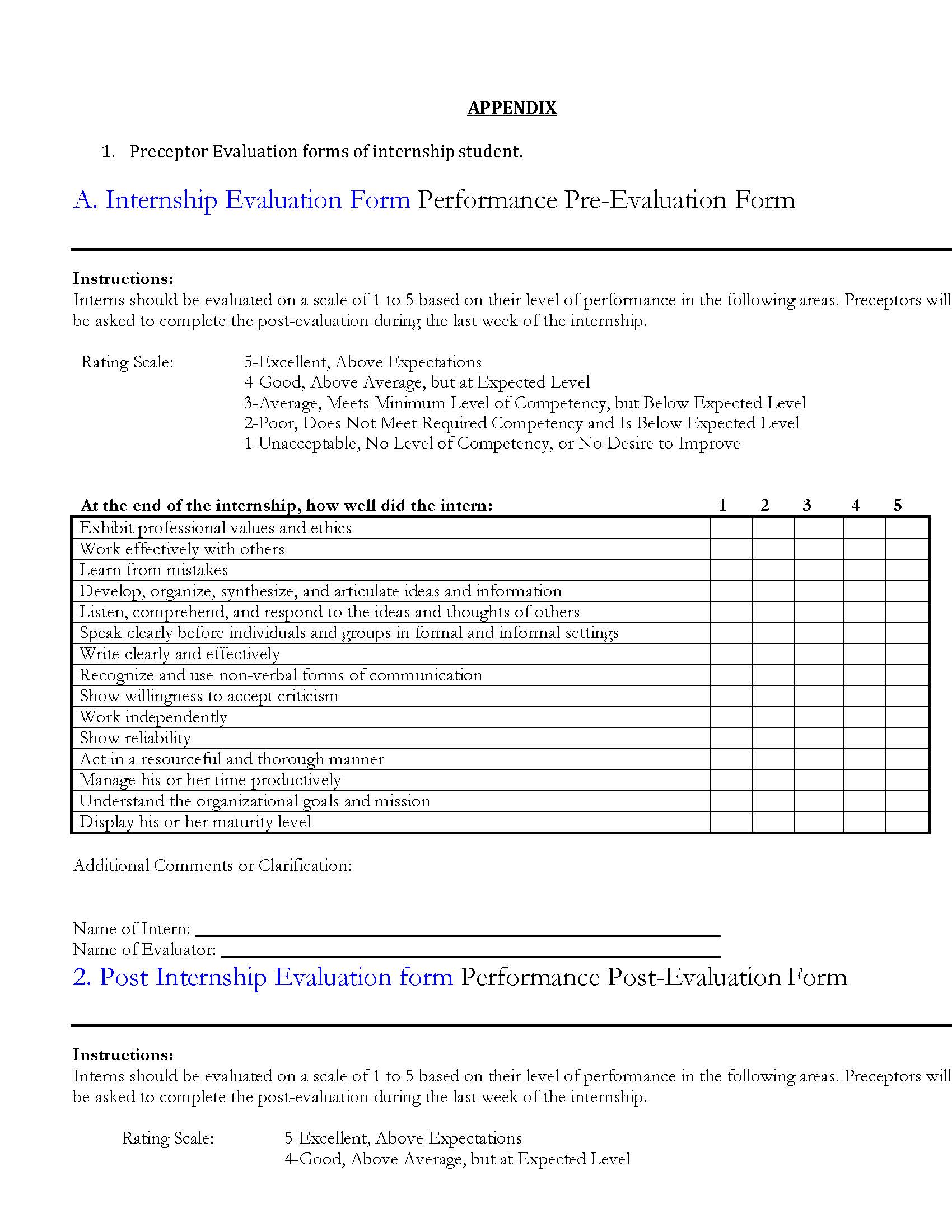
2014 Added a Health Care Analytics course

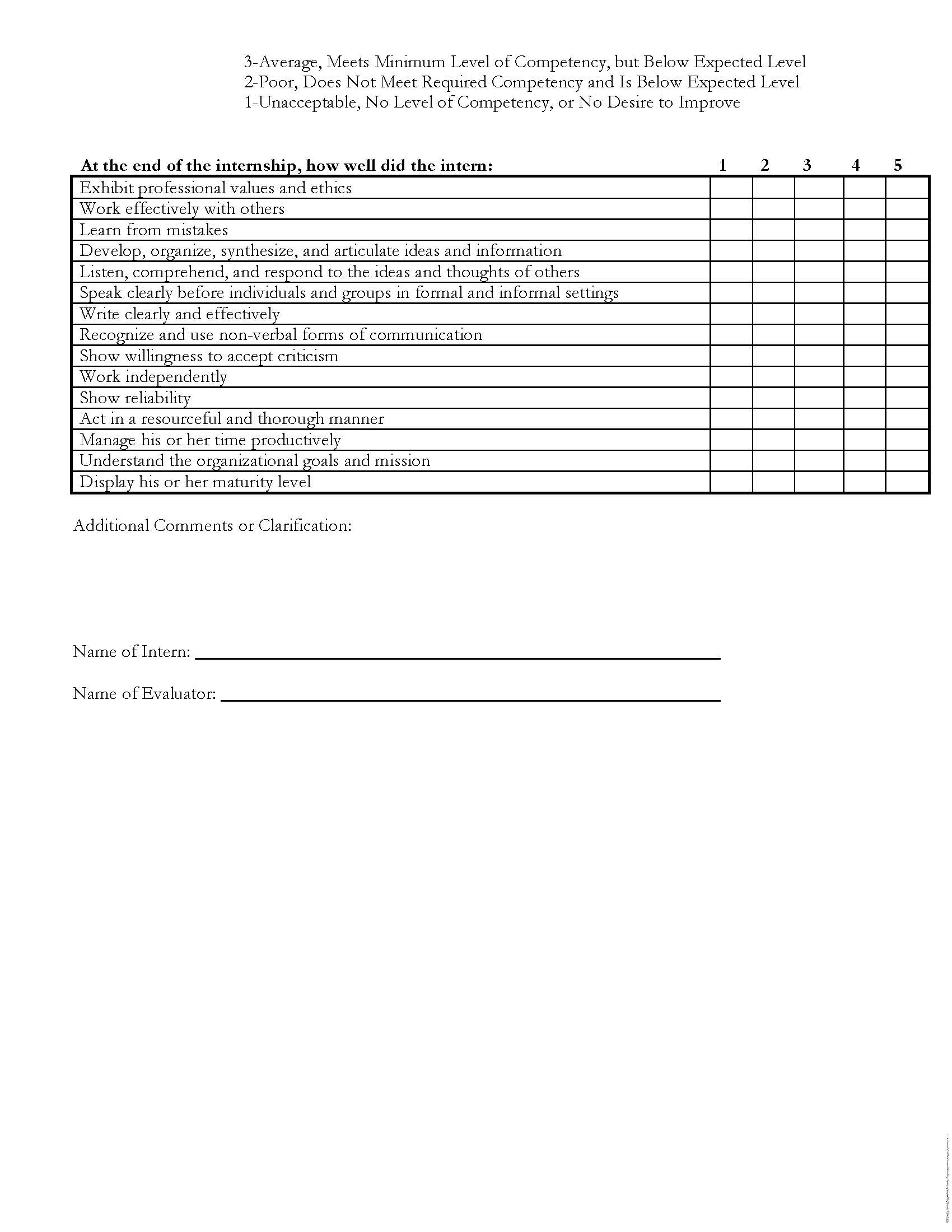
2015 Added a new seminar course in worker benefits and compensation 2017 Added a new seminar course in clinic management

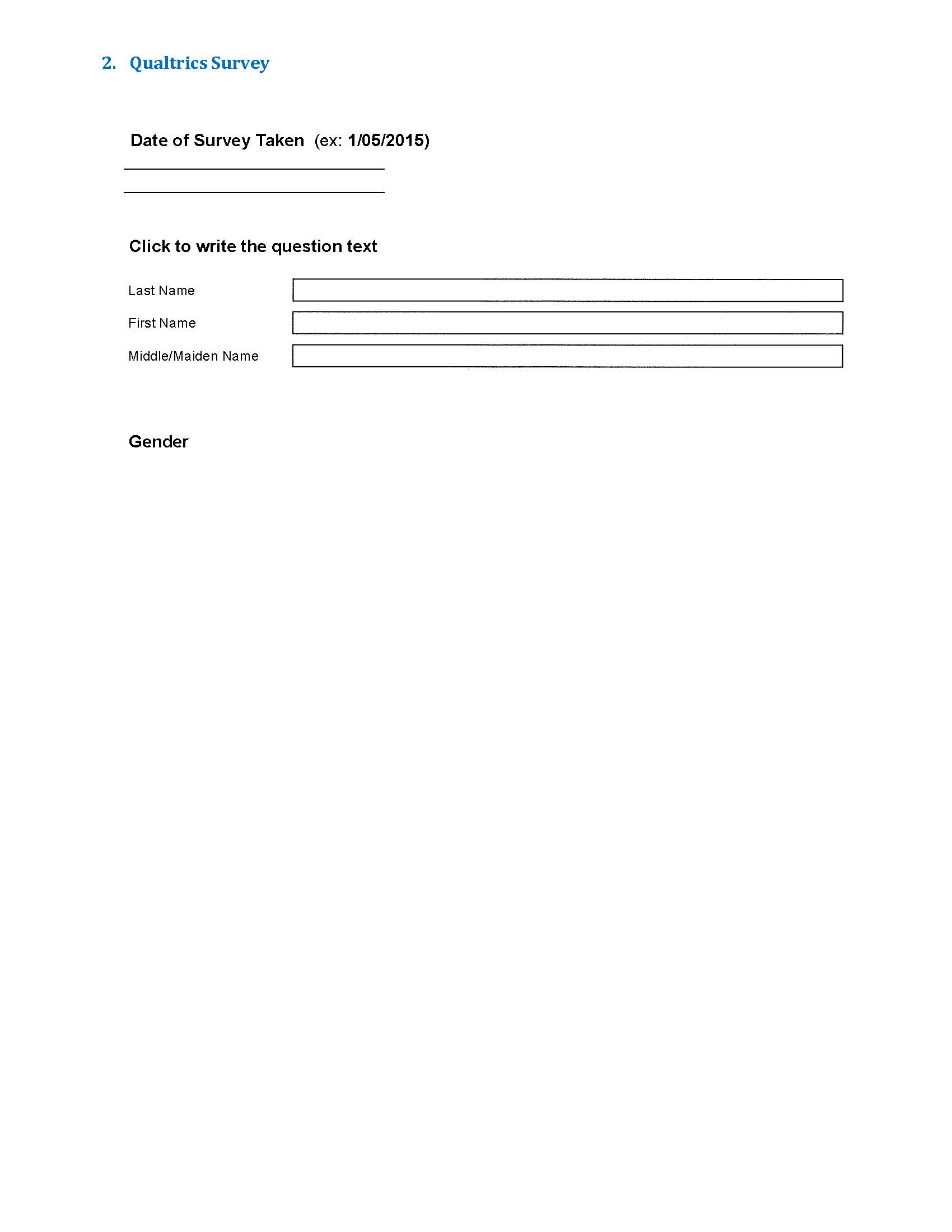
## Use of Results

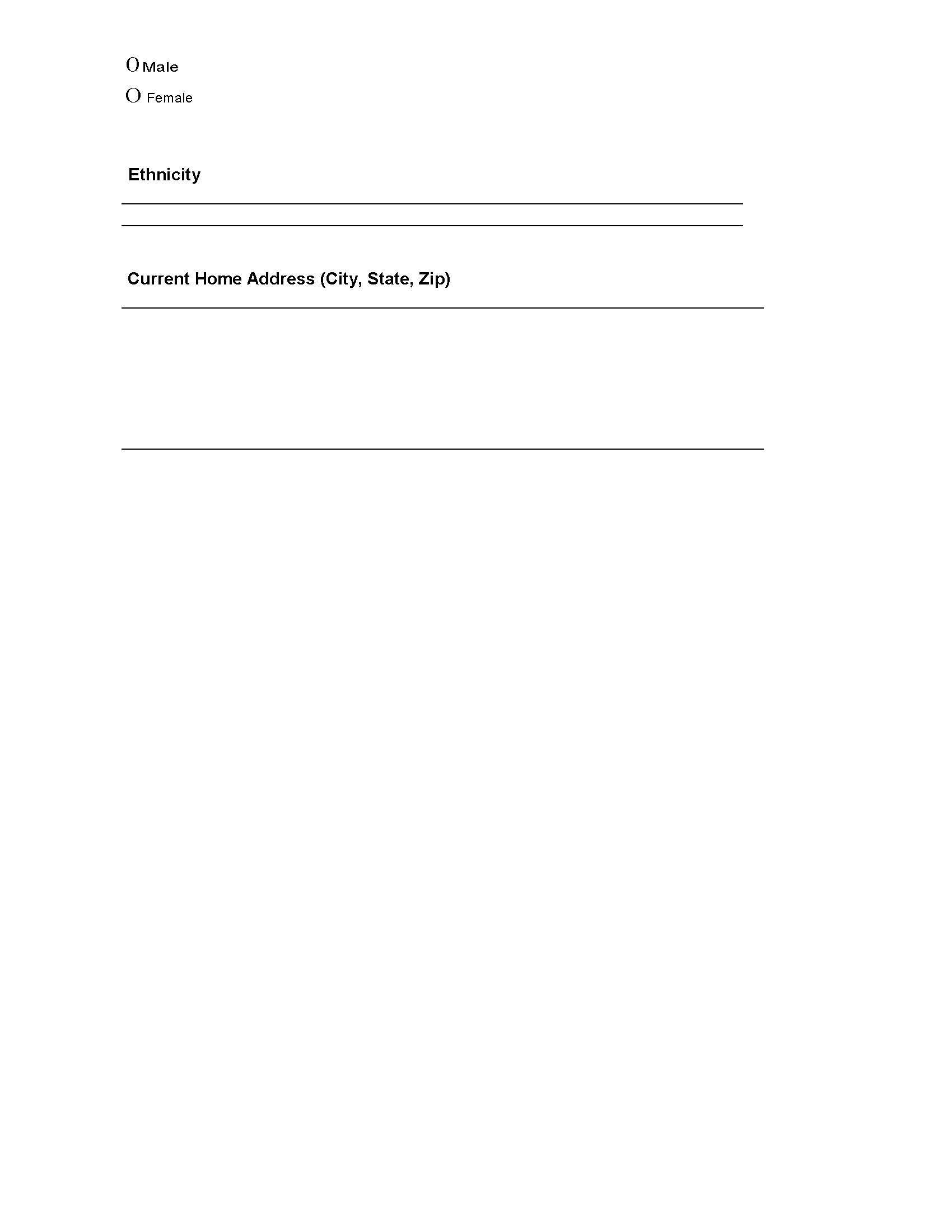
### Purposeful Reflection and Action Plan

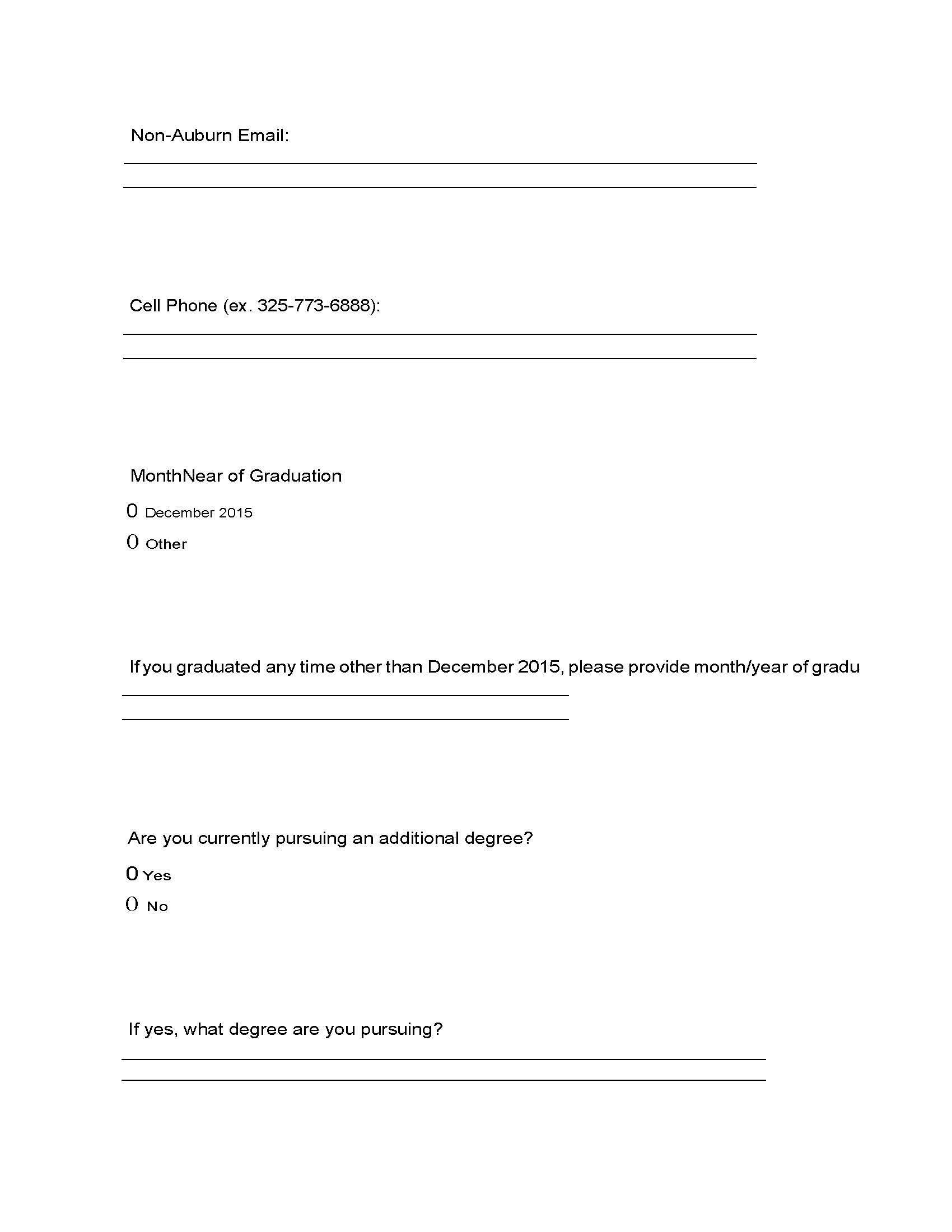
As in previous years, the findings of the 2016-20167 multiple assessment tools will be used to identify areas of growth and weakness in our health services administration curriculum. This data will be discussed with the HADM faculty, Department Chair , and the program Advisory Council meeting in 2017. While evaluation content is infused throughout the health services administration curriculum, we hope to improve on our ability to individually assess HADM majors and program SLOs. We have taken the first step in this process by Beta testing an Exit exam for all HADM majors and adding an additional exam in the final Capstone course.

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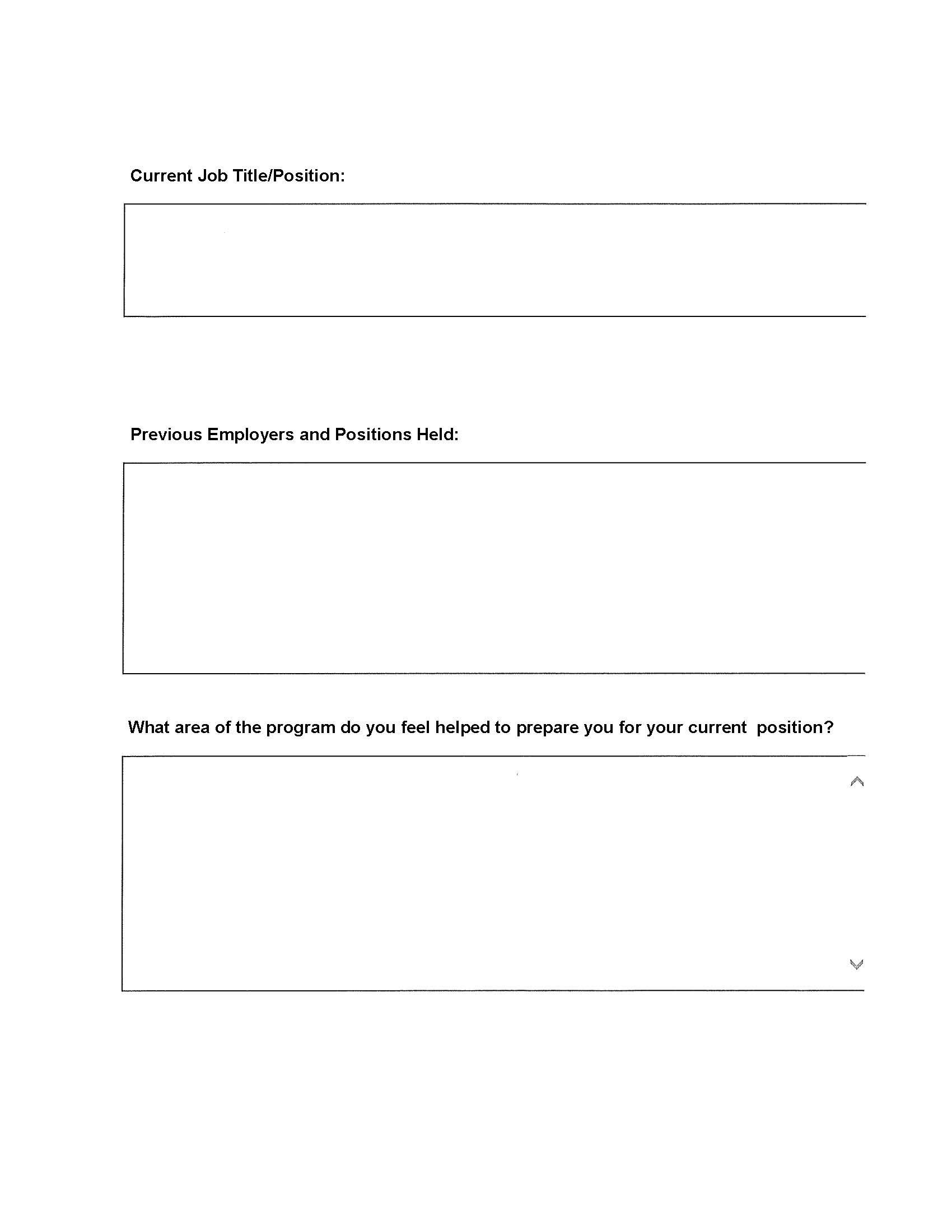
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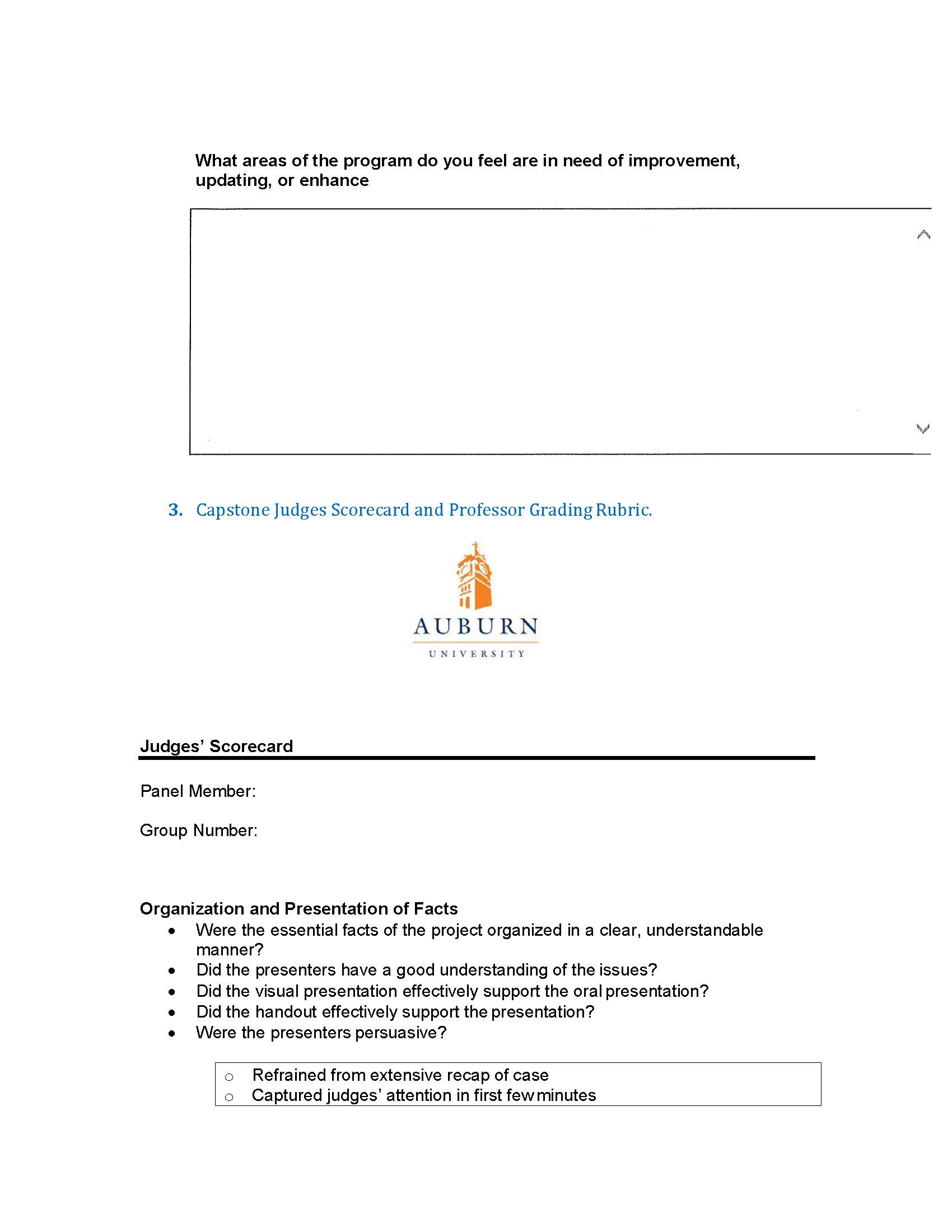
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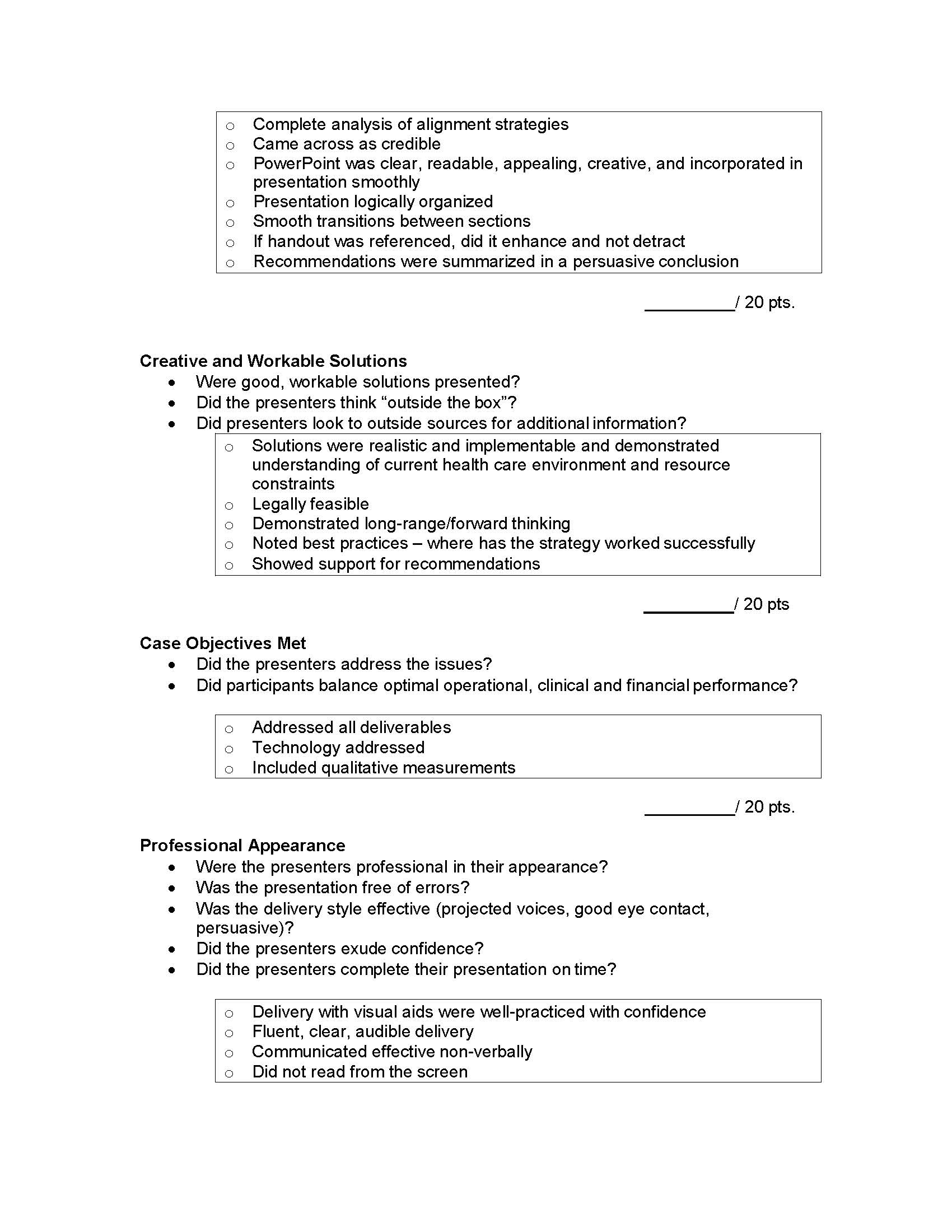
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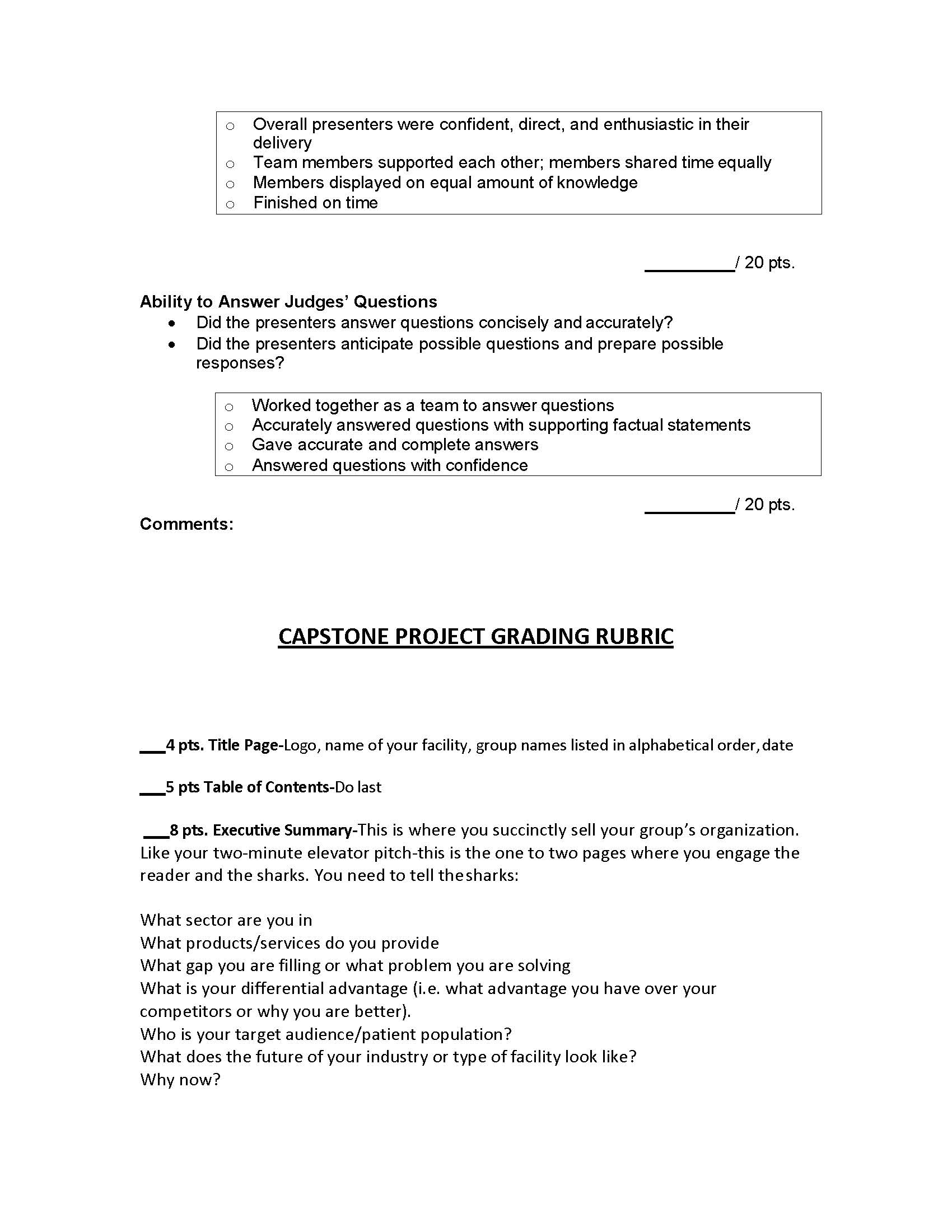
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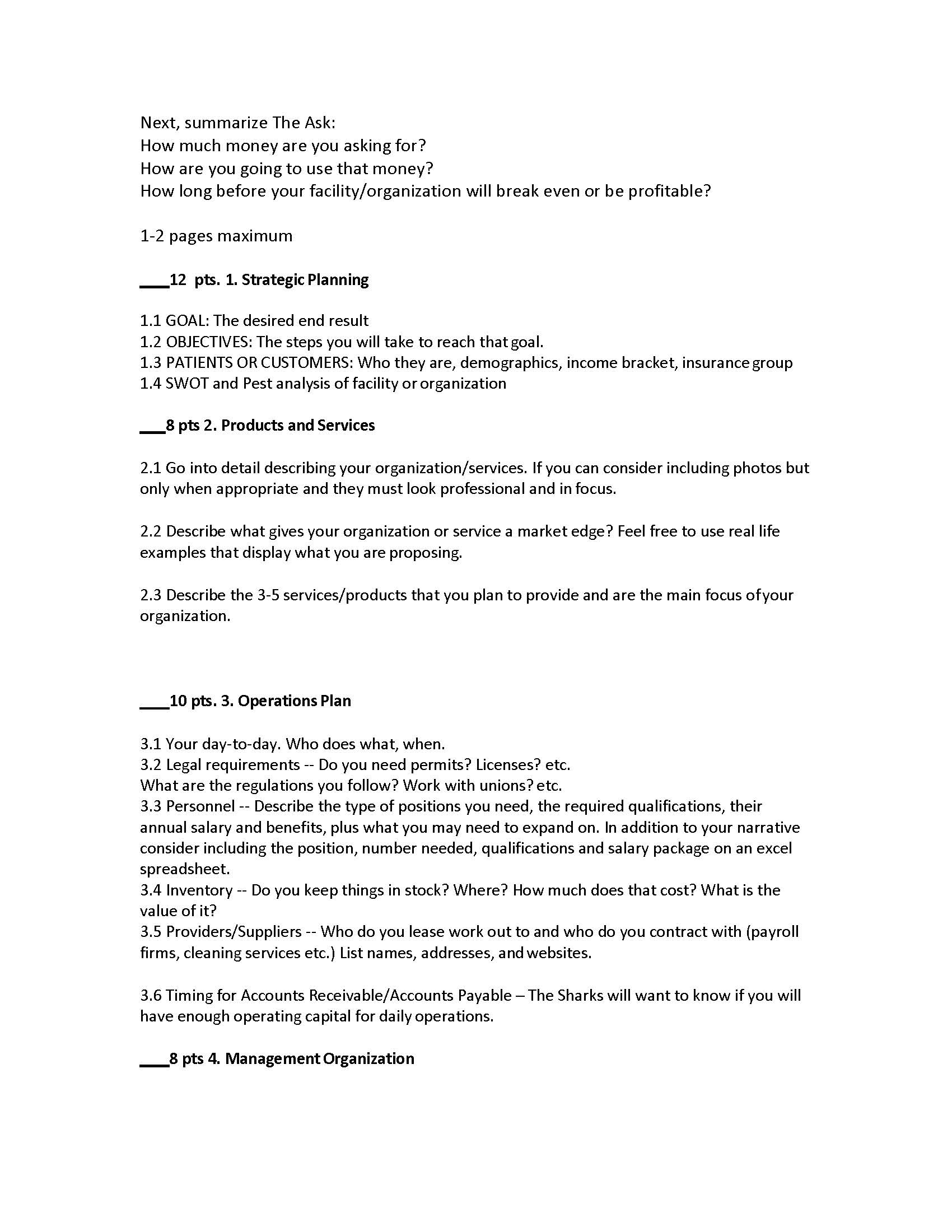
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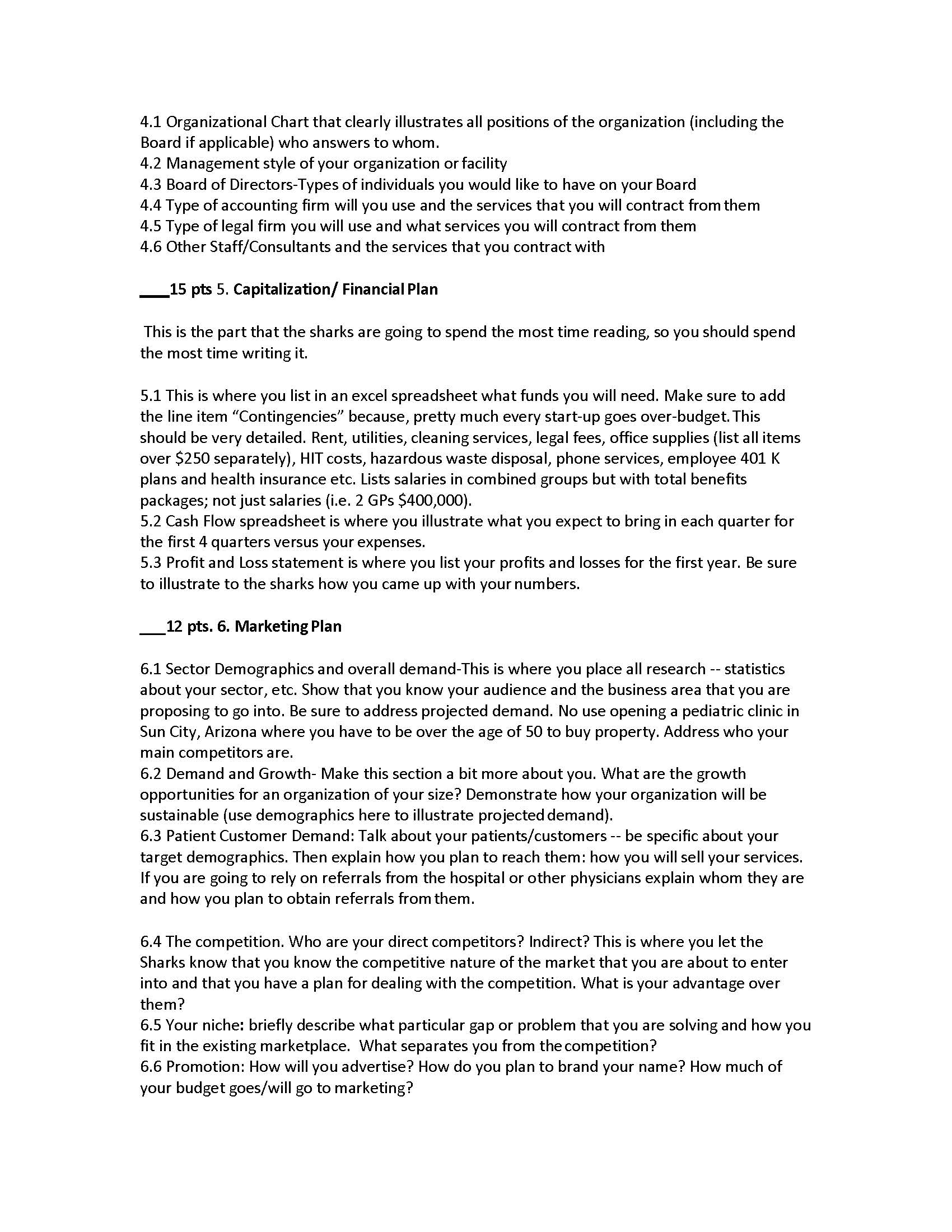
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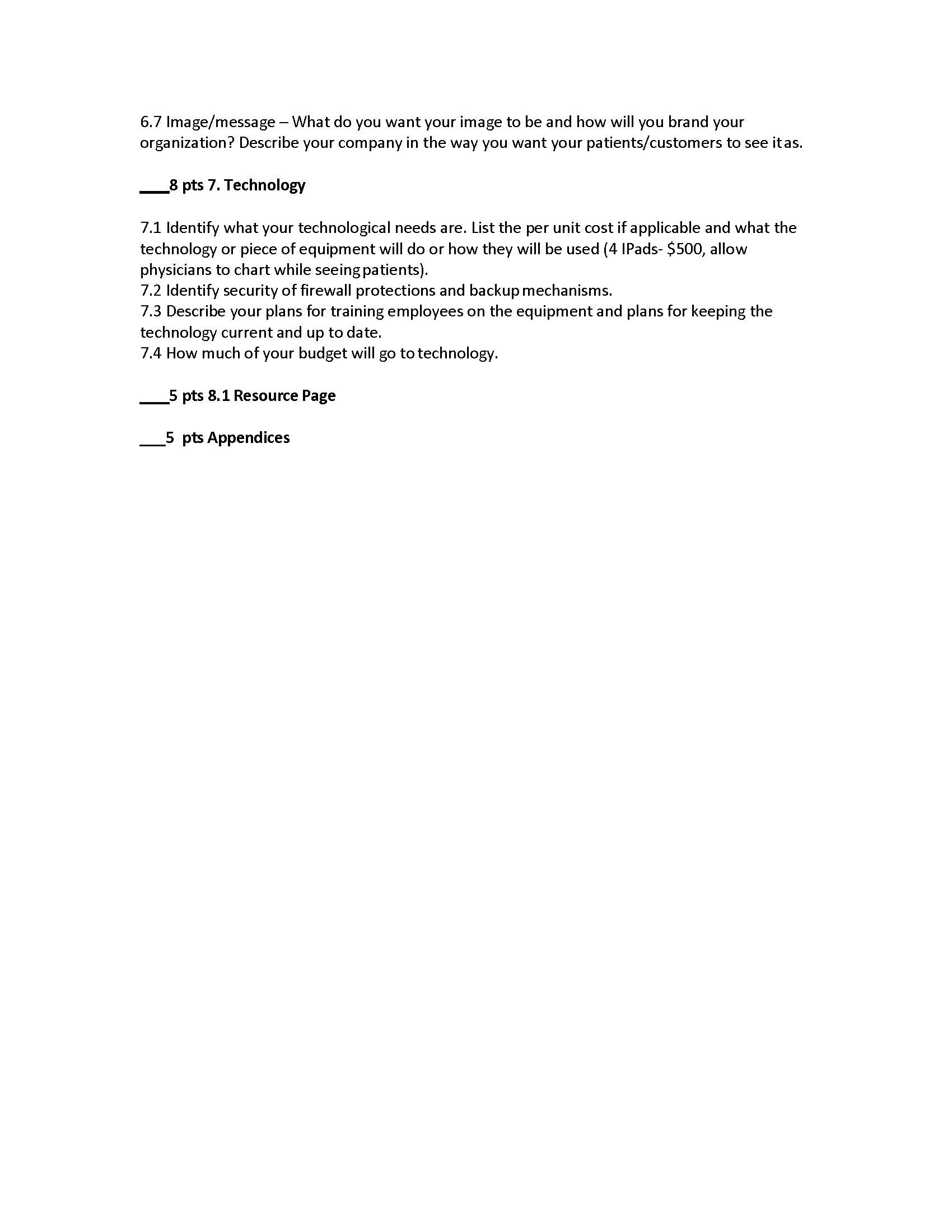
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