

# **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	<b>Healthcare Administration</b>
<b>Year:</b>	<b>2017-2018</b>
<b>Name of Preparer</b>	<b>Sarah Kershner</b>

## **Program Mission Statement**

The Mission of the Healthcare Administration Department is to prepare graduates as leaders in healthcare organizations and endeavors to prepare graduates for career advancement, lifelong learning, and graduate education. The Healthcare Administration (HCA) major (Bachelor of Science) is offered in collaboration with Nursing, the Department of Political Science, Department of Psychology, Department of Sociology, and the School of Business.

The School of Health Sciences at FMU strives to provide interprofessional learning opportunities for students from diverse backgrounds and assist them to become competent, caring healthcare professionals who use evidence-based practice to improve health outcomes for patients, families, and populations. The School of Health Sciences faculty facilitate student learning that emphasizes leadership, clinical decision-making, and ethical practice. Students develop understanding of healthcare policies and how policies affect the health of populations as well as the US and global healthcare systems. Students graduate as professional healthcare providers who can care safely and efficiently for diverse patients, families, and populations.

The nursing and physician assistant programs are fully accredited. Faculty in the School of Health Sciences are active in teaching, scholarship/ research, and service and the majority are doctorally prepared. Many faculty hold certifications in specialties recognized by national professional healthcare organizations. The School of Health Sciences programs require a variety of targeted clinical experiences in many different healthcare environments. Skill and clinical decision-making achievement is fostered through deliberate practice provided in the state-of-the-art skills and simulation laboratories. Graduates from the School of Health Sciences are expected to be life-long learners. The School of Health Sciences promotes diversity, tolerance, and respect among faculty, students, and healthcare partners in the Pee Dee, the state of South Carolina, and beyond.

The key values adopted by the School of Health Sciences include:

- Caring
- Interprofessional collaboration
- Leadership ability
- Healthcare technology
- Evidence-based practice
- Healthcare ethics
- Clinical decision-making
- Healthcare policy and organization

## **Program Learning Outcomes (PLOs)**

**The Bachelors of Science in Healthcare Administration prepares the graduate to:**

1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.

2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

### **Executive Summary of Report (one-page maximum)**

The BS in Healthcare Administration program has two options: one for associate degreed allied health professionals (clinical track), and a second option for traditional undergraduate students (general track). The plan of study includes an interdisciplinary focus and ten (10) online courses. The School of Business contributes two courses, the department of psychology one course, the department of sociology one course, and the department of political science one course. There are 196 students currently enrolled in the program with a total of 77 graduates (27 graduated in December 2016; 27 graduated in May 2017; 23 graduated in December 2017). An additional 39 students are scheduled to graduate in May 2018. Since the inception of the program, a total of 275 students have graduated or are currently enrolled. The program benchmarks nine SLOs. Graduates are being tracked for job placement and program satisfaction. It was determined that since our targets were achieved, no additional action was needed for the nine SLOs from 2016-2017. We decided to maintain our high expectations for learning outcomes.

### **Student Learning Outcomes (SLOs)**

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.

5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and team building strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of patient care.
9. Utilize the role of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all clients across the lifespan with diverse multicultural needs, including: but not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.

## Assessment Methods

### Student Learning Outcomes (SLOs)

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.
  - a. Students will be able to write and organize a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
  - a. Students will be able to write and organize a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
  - a. Students will be able to perform a literature review for a leadership change plan.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
  - a. Students will be able to incorporate innovative strategies in a leadership change plan for an organization.

- b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
  - a. Students will be able to identify relevant healthcare policies impacting the healthcare system.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and team building strategies.
  - a. Students will collaborate with one another to development a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
  - a. Students will be able to write and organize a leadership change plan for an organization with a focus on health promotion, disease and injury prevention.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of patient care.
  - a. Students will be able to incorporate ethical core values of professionalism in a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*
9. Utilize the role of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all clients across the lifespan with diverse multicultural needs, including: but not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.
  - a. Students will be able to develop a leadership change plan for an organization that ensures safe and effective care to a diverse population.

- b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%. (benchmark = 90%).*

### Assessment Results

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.
  - a. Students will be able to write and organize a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
  - a. Students will be able to write and organize a leadership change plan for an organization.
  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
  - a. Students will be able to perform a literature review for a leadership change plan.
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4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
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5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.

- a. Students will be able to identify relevant healthcare policies impacting the healthcare system.
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  - b. *The percentage of students passing the Capstone Course with a 73% (D) or higher final course grade will be greater than or equal to 90%, (benchmark = 90%).* The stated benchmark was 90% and the current level of performance was 100% of enrolled students in the Capstone Course in Spring 2018 achieved a 73% (D) or higher course grade. The Target of 90% was achieved.
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### **Action Items**

The Healthcare Administration program will continue to work interprofessionally with the related departments on campus including Psychology, Political Science, Business and Sociology. The Healthcare Administration program has also renewed the Health Occupation Students of American (HOSA) chapter on campus with 61 students actively enrolled in the chapter. This chapter will help foster networking opportunities with relevant Healthcare Administration staff in the Pee Dee area and allow students to gain guidance on resume preparation, job search assistance and other tips for using their degree to further their professional goals.

Further, the Healthcare Administration program has drafted a contract to collaborate with HopeHealth Federally Qualified Health Center in Fall 2018 to offer Healthcare Administration students enrolled in the Capstone Course (IPHC 457) an opportunity to gain experience through competitive internships in several departments in HopeHealth over the course of the semester. This opportunity will provide supplemental hands-on experience that will support and expand the knowledge, information and skills learned in the IPHC 457 Capstone Course.