

Institutional Effectiveness Report

Name of Program:	Healthcare Administration
Year:	2019-2020
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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.

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 208 students currently enrolled in the program. Since the inception of the program in Fall 2016, a total of 413 students have graduated or are currently enrolled. The program benchmarks nine SLOs. It was determined that since baseline measures were achieved, no additional action was needed for the nine SLOs from 2019-2020.

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 engage in professional conversation and collaboration with each other through online discussion board posts and peer responses.
 - b. **Baseline:** At least 90% of students able to share through an online discussion board the impact of environmental factors on health and respond to peers about what they feel they gained from the course and what they would change about the course based on an assessment of discussion board grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to share through an online discussion board the impact of environmental factors on health and respond to peers about what they feel they gained from the course and what they would change about the course based on an assessment of discussion board grade of 73% or higher.
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 incorporate knowledge and skills in leadership, quality improvement, and patient safety in the provision of high-quality healthcare through the development of a continuous quality improvement change plan for an organization.
 - b. **Baseline:** At least 90% of students able to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
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 continuous quality improvement change plan for an organization.
 - b. **Baseline:** At least 90% of students able to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
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 continuous quality improvement change plan for an organization.
 - b. **Baseline:** At least 90% of students able to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to write a continuous quality improvement change plan for an

- organization as measured by a direct assessment of project grade of 73% or higher.
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 through the development of a continuous quality improvement change plan for an organization.
 - b. **Baseline:** At least 90% of students able to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
 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 engage in conversation and collaboration with each other through online discussion board posts and peer responses.
 - b. **Baseline:** At least 90% of students able to share through an online discussion board the impact of environmental factors on health and respond to peers about what they feel they gained from the course and what they would change about the course based on an assessment of discussion board grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to share through an online discussion board the impact of environmental factors on health and respond to peers about what they feel they gained from the course and what they would change about the course based on an assessment of discussion board grade of 73% or higher.
 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 continuous quality improvement change plan for an organization with a focus on health promotion, disease and injury prevention.
 - b. **Baseline:** At least 90% of students able to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

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 continuous quality improvement change plan for an organization.
 - b. **Baseline:** At least 90% of students able to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

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 develop a continuous quality improvement change plan for an organization that ensures safe and effective care to a diverse population.
 - b. **Baseline:** At least 90% of students able to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.
 - c. **Target:** By the end of three years, a baseline of 90% of students will be maintained to write a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

Assessment Results

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.
 - d. Students will engage in professional conversation and collaboration with each other through online discussion board posts and peer responses.
 - e. **Baseline Met:** 100% of students shared through an online discussion board the impact of environmental factors on health and respond to peers about what they feel they gained from the course and what they would change about the course based on an assessment of discussion board grade of 73% or higher.

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 incorporate knowledge and skills in leadership, quality improvement, and patient safety in the provision of high-quality healthcare through the development of a continuous quality improvement change plan for an organization.
 - b. **Baseline Met:** 100% of students developed a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

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 continuous quality improvement change plan for an organization.
 - b. **Baseline Met:** 100% of students developed a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

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 continuous quality improvement change plan for an organization.
 - b. **Baseline Met:** 100% of students developed a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

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 through the development of a continuous quality improvement change plan for an organization.
 - b. **Baseline Met:** 100% of students developed a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

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 engage in conversation and collaboration with each other through online discussion board posts and peer responses.
 - b. **Baseline Met:** 100% of students shared through an online discussion board the impact of environmental factors on health and respond to peers about what they feel they gained from the course and what they would change about the course based on an assessment of discussion board grade of 73% or higher.

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 continuous quality improvement change plan for an organization with a focus on health promotion, disease and injury prevention.
 - b. **Baseline Met:** 100% of students developed a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

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 continuous quality improvement change plan for an organization.
 - b. **Baseline Met:** 100% of students developed a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

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 develop a continuous quality improvement change plan for an organization that ensures safe and effective care to a diverse population.
 - b. **Baseline Met:** 100% of students developed a continuous quality improvement change plan for an organization as measured by a direct assessment of project grade of 73% or higher.

Action Items

All baseline measures were met for the Healthcare Administration program therefore no immediate action is necessary. The Healthcare Administration will continue incorporating the above activities to measure the student learning outcomes and will continue to work interprofessionally with the related departments on campus including Psychology, Political Science, Business and Sociology to achieve program learning outcomes.

Appendix A: Additional Information about the HCA Program

In addition to addressing the abovementioned student learning outcomes and program learning outcomes, the Healthcare Administration program has also renewed the Health Occupation Students of American (HOSA) chapter on campus with over 60 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 continued to grow and implement a supplemental competitive internship opportunity for graduating seniors enrolled in the Healthcare Administration capstone course (IPHC 457). The internships began in Fall 2018 with only four (4) positions at one (1) site available to now offering a total of twenty-one (21) supplemental competitive internships at eight (8) sites to students enrolled in the IPHC 457 course. Internships were available at the below sites in Spring 2020:

- HopeHealth – seven (7) internships available
- FMU Physician Assistant Program – three (3) internships available
- CareSouth – two (2) internships available
- Darlington Free Medical Clinic – two (2) internships available
- Dillon Free Medical Clinic - two (2) internships available
- Regional Testing Center of Florence – two (2) internships available
- Helping Hands Free Medical Clinic – two (2) internships available
- Pee Dee AHEC - one (1) internship available
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These opportunities provide supplemental hands-on experience that support and expand the knowledge, information and skills learned in the Healthcare Administration program. While the internships are not required, they are strongly recommended and both students and healthcare sites have provided positive feedback about the experiences thus far.

Appendix B:

Rubric used to assess continuous quality improvement change plan for an organization

Section	Assessment Category	Not Acceptable	Proficient
Introduction (max 2 pages):	Statement of the problem Explain why this is a problem and how it may have a negative impact on your work/ employment/ patient safety/ care	Unclear link between work relevance and problem (0-10)	Clear, concise with evidence of thought and reflections of the relevance (11-15 pts)
	Proposed Project Description (methods, history, etc.) Review of Literature (enough review that would support the hypothesis of the problem)	Unclear description of the project (0-10)	Complete detailed description of project / hypothesis (resources cited) (11-20)
Methods (max 2 pages):	Proposed Intervention that would address the problem identified in the Intro section and be realistic to impact the outcomes previously stated, be sure to include rationale with a research basis	Limited, vague description of the intervention (0-10)	Full description of evidence based intervention with reliable data to support them (11-25)
Conclusion (max 2 pages):	Discussion of project This primarily a summary of what you have worked on for the project; review all you have done, what works best and what does/ did not work; validate your findings.	Vague discussion of the significance/ relevance to the project (0-10)	In depth discussion of the relevance to the project using the best practices/ evidence (11-20)
APA formatting checklist: <input type="checkbox"/> No first-person language (1, me, we, you) <input type="checkbox"/> Title page with running head <input type="checkbox"/> In-text citations after each sentence informed/paraphrased by outside source <input type="checkbox"/> All references included in-text AND reference list <input type="checkbox"/> At least FIVE references within the past five years	Style, grammar, references Usage of slang or in appropriate language will not be accepted. If you need help with this paper, you are to visit the Writing Center at FMU for additional help; Always cite references, use correct grammar, and have a completed reference page at the end using APA format.	Incorrect use of APA, Poor writing skills; insufficient length of paper to support project (less than 3 pages) (0-10)	Correct use of APA, excellent writing skills, with at least 5 pages, double spaces for content. Correct use of paragraphs with transitions to have flow of topic (11-20)
Overall Rating		50	100

