Institutional Effectiveness Report

Name of Program:	Healthcare Administration
Year:	2020-2021
Name of Preparer	Sarah Kershner

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

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) - Bachelor of Science in Healthcare Administration:
1. The HCA Graduate will be prepared to use the knowledge and skills in leadership, quality improvement and patient care derived from the physical sciences, bio-psycho-social sciences, and humanities in applying models of evidence-based practice in healthcare with a focus on health promotion and prevention.
2. The HCA Graduate will be prepared to apply information on patient care technologies, healthcare policies and a functioning of the healthcare system in professional practice.
3. The HCA Graduate will be prepared to demonstrate leadership skills through inter-professional communication and collaboration through communication skills while exhibiting accountability, altruism, integrity, and a focus on social justice in the delivery of patient care.
4. The HCA Graduate will be prepared to use the role of manager/coordinator of care and member of a professional network in the provision of safe and effective care to diverse populations across the lifespan.

Executive Summary of Report:
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, and the department of political science one course. The remaining courses are taught by faculty in the School of Health Sciences. There are 171 students currently enrolled in the program. Since the inception of the program in Fall 2016, a total of 451 students have graduated or are currently enrolled. The program achieves 4 PLOs and nine SLOs. It was determined that since benchmark measures were achieved, no additional action was needed for the nine SLOs from 2020-2021. Supplemental information about the HCA program is provided in Appendix A.

Student Learning Outcomes (SLOs) - Bachelor of Science in Healthcare Administration:
1. Utilize the liberal education courses as the cornerstone for study and practice as a professional (measure of PLO #1).
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high-quality healthcare (measure of PLO #1).
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice (measure of PLO #1).
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care (measure of PLO #2).
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 (measure of PLO #2).
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 (measure of PLO #3).
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 (measure of PLO #1).
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 (measure of PLO #3).
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 (measure of PLO #9).

Student Learning Outcomes (SLOs) Assessment Methods

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.
   a. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will engage in professional conversation and collaboration with each other through online discussion board posts and peer responses.
   b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will participate in professional experiences such as interviewing a healthcare professional and share information learned from experiences in Healthcare Administration (HCA) Exit Survey at end of program.
   c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) 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.
   d. **Benchmark:** At least 95% of students enrolled in Capstone Course (IPHC 457) 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.
   e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) 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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) 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.
   b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will participate in online discussions with peers about issues in healthcare and how to improve patient safety and share information learned from interaction with peers in Healthcare Administration (HCA) Exit Survey at end of program.
   c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
   d. **Benchmark***:* At least 95% of students enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
   e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) will be maintained to complete a continuous quality improvement change plan (rubric provided in Appendix B) 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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to perform a literature review for a continuous quality improvement change plan.
   b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will participate in online discussions with peers about issues in healthcare and share information learned from interaction with peers in Healthcare Administration (HCA) Exit Survey at end of program.
   c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
   d. **Benchmark:** At least 95% of students enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
   e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) will be maintained to complete a continuous quality improvement change plan (rubric provided in Appendix B) 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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to incorporate innovative strategies in continuous quality improvement change plan.
   b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will participate in online discussions with peers about effective patient care and technologies

and share information learned from interaction with peers in Healthcare Administration (HCA) Exit Survey at end of program.

    c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

    d. **Benchmark:** At least 95% of students enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

    e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) will be maintained to complete a continuous quality improvement change plan (rubric provided in Appendix B) 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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to identify relevant healthcare policies impacting the healthcare system through the development of a continuous quality improvement change plan (rubric provided in Appendix B) for an organization.

    b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will participate in interviews with healthcare administrators to discuss the healthcare system in professional practice and share information learned from interaction with peers in Healthcare Administration (HCA) Exit Survey at end of program.

    c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

    d. **Benchmark:** At least 95% of students enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

    e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) will be maintained to complete a continuous quality improvement change plan (rubric provided in Appendix B) 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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will engage in conversation and collaboration with each other through online discussion board posts and peer responses.

    b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will participate in professional experiences such as interviewing a healthcare professional and share information learned from experiences in Healthcare Administration (HCA) Exit Survey at end of program.

    c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) will engage in conversation and collaboration with each other through online discussion board posts and peer responses based on an assessment of discussion board grade of 73% or higher.

d. **Benchmark:** At least 95% of students enrolled in Capstone Course (IPHC 457) engage in conversation and collaboration with each other through online discussion board posts and peer responses based on an assessment of discussion board grade of 73% or higher.

e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) will be maintained to engage in conversation and collaboration with each other through online discussion board posts and peer responses 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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to write and organize a continuous quality improvement change plan (rubric provided in Appendix B) with a focus on health promotion, disease and injury prevention.

   b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will participate in online discussions with peers about health promotion and disease, and share information learned from interaction with peers in Healthcare Administration (HCA) Exit Survey at end of program.

   c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

   d. **Benchmark:** At least 95% of students enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

   e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) will be maintained to complete a continuous quality improvement change plan (rubric provided in Appendix B) 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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to incorporate ethical core values of professionalism in continuous quality improvement change plan.

   b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will utilize values of professionalism through interviewing a healthcare professional and share information learned from experiences in Healthcare Administration (HCA) Exit Survey at end of program.

   c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

   d. **Benchmark:** At least 95% of students enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

   e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) will be maintained to complete a continuous quality improvement change plan

(rubric provided in Appendix B) 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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will develop a continuous quality improvement change plan (rubric provided in Appendix B) for an organization that ensures safe and effective care to a diverse population.
    b. **Indirect Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will utilize the role of a member of the profession through interviewing a healthcare professional and share information learned from experiences in Healthcare Administration (HCA) Exit Survey at end of program.
    c. **Baseline:** At least 90% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    d. **Benchmark:** At least 95% of students enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    e. **Target:** By the end of three years, at least 95% of students enrolled in Capstone Course (IPHC 457) will be maintained to complete a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

Student Learning Outcomes (SLOs) Results

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional.
    a. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will engage in professional conversation and collaboration with each other through online discussion board posts and peer responses.
    b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) 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.
    c. **Benchmark (>95%) Met:** 100% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) enrolled in Capstone Course (IPHC 457) 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.
    Benchmark and Target met; Baseline was congruent with 2020-2021 results.

2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high-quality healthcare.
    a. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) 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.

    b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

    c. **Benchmark (>95%) Met***: 98% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    Benchmark and Target met; Baseline was congruent with 2020-2021 results.

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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to perform a literature review for a continuous quality improvement change plan.
    b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    c. **Benchmark (>95%) Met:** 98% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    Benchmark and Target met; Baseline was congruent with 2020-2021 results.

4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
    a. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to incorporate innovative strategies in continuous quality improvement change plan.
    b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    c. **Benchmark (>95%) Met:** 98% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    Benchmark and Target met; Baseline was congruent with 2020-2021 results.

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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to identify relevant healthcare policies impacting the healthcare system through the development of a continuous quality improvement change plan (rubric provided in Appendix B) for an organization.
    b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

c. **Benchmark (>95%) Met:** 98% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
Benchmark and Target met; Baseline was congruent with 2020-2021 results.

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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will engage in conversation and collaboration with each other through online discussion board posts and peer responses.
   b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) engaged in conversation and collaboration with each other through online discussion board posts and peer responses based on an assessment of discussion board grade of 73% or higher.
   c. **Benchmark (>95%) Met:** 100% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) enrolled in Capstone Course (IPHC 457) engage in conversation and collaboration with each other through online discussion board posts and peer responses based on an assessment of discussion board grade of 73% or higher.
   Benchmark and Target met; Baseline was congruent with 2020-2021 results.

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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to write and organize a continuous quality improvement change plan (rubric provided in Appendix B) with a focus on health promotion, disease and injury prevention.
   b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
   c. **Benchmark (>95%) Met:** 98% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
   Benchmark and Target met; Baseline was congruent with 2020-2021 results.

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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will be able to incorporate ethical core values of professionalism in continuous quality improvement change plan.
   b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.

    c. **Benchmark (>95%) Met:** 98% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    Benchmark and Target met; Baseline was congruent with 2020-2021 results.

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. **Direct Evaluation Methods:** Students enrolled in Capstone Course (IPHC 457) will develop a continuous quality improvement change plan (rubric provided in Appendix B) for an organization that ensures safe and effective care to a diverse population.
    b. **Baseline:** Results from 2019-2020 academic year indicate that 100% of students enrolled in Capstone Course (IPHC 457) completed a continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    c. **Benchmark:** 98% of students (n=76; 38 in Fall 2020 + 38 in Spring 2021) enrolled in Capstone Course (IPHC 457) completed continuous quality improvement change plan (rubric provided in Appendix B) as measured by a direct assessment of project grade of 73% or higher.
    Benchmark and Target met; Baseline was congruent with 2020-2021 results.

Student Learning Outcomes (SLOs) Action Items

1. Utilize the liberal education courses as the cornerstone for study and practice as a professional. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high-quality healthcare. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

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. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

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. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

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. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

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. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

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. **Benchmark and Target met; no immediate action planned. Program will continue to use relevant assignments in the Capstone Course (IPHC 457) to accurately assess achievement of student learning outcomes.**

Appendix A: Supplemental 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 fosters 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 fifteen (15) – seventeen (17) supplemental competitive internships at six (6) sites to students enrolled in the IPHC 457 capstone course. Internships were reduced number due to restrictions on student learning given the current pandemic but it is the hope that all below internships will be available in the 2021-2022 academic year:

- HopeHealth – five (5) – seven (7) internships available
- CareSouth – two (2) internships available
- Darlington Free Medical Clinic – two (2) internships available
- Dillon Free Medical Clinic - two (2) internships available
- Helping Hands Free Medical Clinic – two (2) internships available
- Pee Dee AHEC - two (2) internships available

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

Section	Component	Not Acceptable	Proficient	Points Value
Part I. Introduction (max 2 pages):	**Statement of the problem:** explain why the issue is a problem and how it may have a negative impact on healthcare setting/ patient safety/care such as patient satisfaction or improved screening tools	Unclear link between work relevance and problem	Clear, concise with evidence of thought and reflections of the relevance	Intro: 0-40 Intro + Methods: 0-25 Intro + Methods + Conclusion: 0-20
	Proposed Project: overview of other studies found in the literature aimed at addressing identified issue. Clearly define proposed project and intended outcomes (such as decreased wait time or improved patient satisfaction)	Unclear description of the project	Complete detailed description of project	Intro: 0-40 Intro + Methods: 0-25 Intro + Methods + Conclusion: 0-20
Part II. Intro + Methods (max 4 pages):	**Proposed Intervention:** strategies to address the problem identified in the Intro section and realistic strategies to impact the intended outcomes, be sure to include rationale with a research basis	Limited, vague description of the intervention(s)	Full description of evidence based intervention with reliable data to support strategies	Intro: n/a Intro + Methods: 0-30 Intro + Methods + Conclusion: 0-20
Part III. Intro + Methods + Conclusion (max 6 pages):	**Discussion of project:** summary of findings found in the literature, results of other studies, next steps and recommendations for future research. Include discussion regarding relevance of project and implications for research.	Vague discussion of the significance/ relevance to the project	In depth discussion of the relevance to the project using the best practices	Intro: n/a Intro + Methods: n/a Intro + Methods + Conclusion: 0-20
Style, grammar & references **INCLUDE IN ALL PARTS ABOVE**	**APA formatting checklist:** No first-person language (1, me, we, you) Writing/format in compliance with APA guidelines In-text citations after each sentence informed/paraphrased by outside source Max of three (3) direct quotes used in all parts All references included in-text AND reference list At least FIVE references within the past five years (2015-2020) in all parts submitted Max of five (5) grammatical and sentence errors	Incorrect use of APA, poor writing skills; insufficient length of paper to support project (less than 3 pages)	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	Intro: 0-20 Intro + Methods: 0-20 Intro + Methods + Conclusion: 0-20