

Health Care Administration BS  
Assessment Plan Summary

Health Care Administration BS

Application Of Didactic Knowledge

Goal Description:

Students enrolled in the BS in Health Care Administration will show they can successfully integrate, apply, and synthesize knowledge through cumulative and experiential activities.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Application of Didactic Knowledge - Field Exposure

Learning Objective Description:

Senior level Health Care Administration students will demonstrate entry-level competency in an applied setting. Field exposures will give students: A) the chance to apply the knowledge and skills they have learned real-world setting, B) exposure to interdisciplinary departments and teamwork, C) professional mentoring, and D) opportunities to network and prepare for employment.

RELATED ITEM LEVEL 2

Application of Didactic Knowledge - Field Exposure

Indicator Description:

Through an internship experience, Health Care Administration students will demonstrate that they can synthesize, integrate, and apply their acquired knowledge and skills as the academic capstone to their learning experience.

Criterion Description:

At Least 80% of student will earn a grade of B in their professional internship experience that is conducted during their final semester of coursework in the degree program.

Findings Description:

This goal was achieved with 100% of Health Care Administration students (N=19) earning a grade of “A” in their professional internship experience.

RELATED ITEM LEVEL 3

Application of Didactic Knowledge - Field Exposure

Action Description:

The Health Care Administration faculty was pleased with the results of this goal, and they have determined that the goal will remain as a priority area in the next assessment cycle. The professional internship serves as an opportunity for students to secure mentoring from their site supervisors, be exposed to teamwork, and apply the knowledge and skills they learned in their academic coursework in a real-world setting.

Legal, Ethical And Professional Standards

Goal Description:

Students in the BS in Health Care Administration program will comprehend the legal, ethical, and professional standards for Healthcare Administrators.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Legal, Ethical and Professional Standards

Learning Objective Description:

Students in the Health Care Administration BS Program will be able to effectively define and apply legal, ethical and professional standards that relate to the profession.

RELATED ITEM LEVEL 2

Legal, ethical and professional standards in Health Care

Indicator Description:

Students in the Health Care Administration BS Program will be able to effectively define and apply legal, ethical and and professional standards that relate to the profession.

Criterion Description:

Ethics Related Assignments

All courses will include at least one question regarding definition of ethical standard, one definition for legal standard and one definition for professional standard for Health Care Administrators. At least 80% of HCA majors will answer the questions correctly.

**Findings Description:**

Ethics Related Assignments

The results of the embedded exam questions that address laws, ethics, and rights are as follows:

HLTH 1360: 75% of the students enrolled in the course answered the questions correct

HLTH 3355: 75% of the students enrolled in the course answered the questions correct

HLTH 4393: 80% of the students enrolled in the course answered the questions correct

The mean percentage of these results is 77%; therefore, the goal was not achieved for the assessment cycle.

RELATED ITEM LEVEL 3

**Legal, Ethical and Professional Standards**

**Action Description:**

Students majoring in Health Care Administration must possess a working knowledge of legal, ethical and professional content as they apply to the rights of patients and employees in health related settings. This goal will remain as a primary focus area in the next assessment cycle. Additional strategies to assess this knowledge may be added to this goal in the next assessment cycle such as the evaluation of case studies, presentations, and informal class debates.

**Multi-disciplinary Coursework.**

**Goal Description:**

Health Care Administration BS students will acquire content knowledge for successful careers through multi-disciplinary coursework.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Multi-disciplinary Coursework**

**Learning Objective Description:**

Students in the Health Care Administration BS Program will take courses from at least four different departments and colleges in Sam Houston State University.

RELATED ITEM LEVEL 2

**Course-work**

**Indicator Description:**

As required by the University and the American College of Healthcare Executives and the Association of University Programs in Health Administration, students will have exposure to different modalities of thinking and learning.

**Criterion Description:**

Upon degree audit, 100% of BS Health Care Administrators majors will have taken coursework from four different degree programs and colleges.

**Findings Description:**

Students majoring in Health Care Administration are required to successfully pass courses in a minimum of four different colleges and departments. These colleges include: the College of Humanities and Social Sciences (Sociology and Psychology), the College of Health Sciences (Population Health and Family and Consumer Science), the College of Science, Engineering, and Technology (Biology), and the College of Business Administration (Finance, Economics, and General Business). All of the Health Care Administration majors (100%), have taken coursework in a minimum of four colleges and four departments in Sam Houston State University.

RELATED ITEM LEVEL 3

**Multi-disciplinary Content**

**Action Description:**

This goal will remain as a data point in the next assessment cycle. The goal is a requirement for accreditation of the degree program and is mandated by the American College of Healthcare Executives and the Association of University Programs in Health Administration.

**Update to Previous Cycle's Plan (2015-16) Plan for Continuous Improvement**

**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

There was not a Plan for Continuous Improvement for the 2014-2015 assessment cycle; however, data was maintained for the three goals for the assessment cycle.

**Update of Progress to the Previous Cycle's PCI:**

The Health Care Administration faculty has increased by one for the 2016-2017 academic year. The program launched in fall 2014, and now has 174 declared majors. The program is one of the fastest growing in the university. The data points for the next assessment cycle will reflect the accreditation requirements that are mandated by the Association of University Programs in Health Administration that evaluate the level of student learning outcomes. The Department of Population Health has experienced several changes in leadership during the assessment cycle, and is committed to achieve accreditation of the program. Efforts are being made to provide the faculty with the resources they need to assist with the assessment process in the department.

## **Plan for Continuous Improvement for 2016-17**

### **Closing Summary:**

The Health Care Administration faculty has increased by one for the 2016-2017 academic year. The program launched in fall 2014, and now has 174 declared majors. The program is one of the fastest growing in the university. The data points for the next assessment cycle will reflect the accreditation requirements that are mandated by the Association of University Programs in Health Administration that evaluate the level of student learning outcomes. The Department of Population Health has experienced several changes in leadership during the assessment cycle, and is committed to achieve accreditation of the program. Efforts are being made to provide the faculty with the resources they need to assist with the assessment process in the department.