

## **2012-2013 Annual Program Assessment Report**

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

**College: Health and Human Development**

**Department: Health Sciences**

**Program: Bachelor of Science in Health Administration**

**Assessment liaison:**

1. **Overview of Annual Assessment Project(s).** Provide a brief overview of this year's assessment plan and process.

**The health administration internship consistently collects assessment information from preceptors regarding the performance of undergraduate interns. In addition, the program collects assessment information from the students regarding the quality and appropriateness of the internship experience with a given preceptor and/or organization. Due to the nature and criteria of our certification from the Association of University Programs in Health Administration, this process will continue into the foreseeable future. Lastly, subjective feedback is obtained from practitioners in the field of health administration via our practitioner advisory council.**

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

**Assessment criteria for the internship are discussed by the faculty as a whole and approval is given to the internship coordinator to revise and maintain criteria as required. The criteria are utilized by other section instructors, with oversight by the internship coordinator for consistency of application.**

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

**3a. Which Student Learning Outcome was measured this year?**

The focus of the Student Learning Objectives (SLO) for the 2012 – 2013 academic year was *professionalism* in the internship environment. Data were collected by both the program for evaluation of student performance with specialized data collection by the College of Health and Human Development.

**3b. Does this learning outcome align with one or more of the university's Big 5 Competencies?** (Delete any which do not apply)

- Critical Thinking
- Oral Communication
- Written Communication
- Information Literacy

**3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?**

Interns in health administration come from diverse backgrounds such as race, ethnicity, gender, and age. Preceptors utilized for these field experiences are also from diverse backgrounds which provide encouragement to students that a particular career outcome can be obtained. However, evaluation of student performance is conducted equitably for all students.

**3d. What direct and/or indirect instrument(s) were used to measure this SLO?**

The instrument utilized for assessment is titled “Evaluation of Intern by Preceptor” (attached). In addition, the instrument utilized by the college was more specifically targeted toward professional behavior and competence (attached).

**3e. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

**Assessment of student learning objectives was conducted using a survey method for qualitative analysis. Students must demonstrate a satisfactory level of performance, as determined by the preceptor, for successful completion of the internship / field experience.**

**3f. Assessment Results & Analysis of this SLO:** Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

**Overall, students in the health administration program perform quite well in their internship / field experience. The majority of performance rankings fall in the range of Good to Outstanding with much smaller percentage falling the range of Fair to Average. Feedback from the practitioner advisory council suggests that we increase our curriculum content to incorporate more analytical reasoning and ability for success in the field.**

**3g. Use of Assessment Results of this SLO:** Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

**The health administration program has been and is currently working on a strategy to strengthen analytical ability and reasoning in all courses where appropriate as a result of assessment and feedback from the instruments and practitioner feedback.**

**4. Assessment of Previous Changes:** Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

**Recommendations from the last assessment listed. Progress shown in red.**

1. The need for more networking of our students with our alumni and practitioners in the field. Working with our Alumni Association on preparing for events students and alumni can come together. In August 2013 had a Concert in the Park event.
2. An improvement needed in the alumni survey where undergraduate and graduate alumni responses could be separated and forced answering required. Some of the questions were also considered flawed (i.e. #3 since asking if working). Janet and Lou will redesign the survey. New survey to go out this Academic year. Working with Alumni Association to distribute.
3. The need for more case studies in class. Faculty informed to use case studies in classes.
4. The need for more interdisciplinary infusion. IHI Open School Club formed and other majors being invited to join this year.
5. The need for additional field experiences. New Externship program set up at Klotz Student Health Center for this AY.
6. The need for more analytical content including accounting and finance. Faculty informed and asked to support. Total curriculum being reviewed this AY.
7. The need for information technology infusion. Started a Health Informatics certificate program for our graduates.
8. The need for more policy content especially with health care reform being initiated. Healthcare reform project initiated in Leadership class. All faculty asked to discuss health care reform current events in their classes.
9. The need for more quality improvement in the undergraduate program curriculum. Added HSCI 478 Special Topics Performance Excellence in Healthcare.
10. To coordinate our program offerings through syllabi review to assure specific content coverage plus to reduce redundancy yet allow reinforcing material when appropriate. Syllabi review conducted using full faculty oversight.
11. Improve communication skills, writing and oral. Students think they know how to communicate but experience tells us different. Recommending ENG 306 Report Writing as upper division GE. Also writing assignments added to HSCI 312 and HSCI 313.
12. Need more team projects so students understand the dynamics of working in teams. Team projects now required in HSCI 413 Leadership class. Received IRA funds to support.

13. Need to review undergraduate curriculum including general education and elective recommendations. Curriculum approved last year making PSY 150, SOC 150 and MATH 102/103 as hard prereqs for HSCI 312. This is effective Spring 2014. This year taking through Curriculum having HSCI 312 and HSCI 314 being co-requisites. Faculty examining the whole UG curriculum this year for further recommendations.

**5. Changes to SLOs?** Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, [http://www.csun.edu/assessment/forms\\_guides.html](http://www.csun.edu/assessment/forms_guides.html).)

**No changes made.**

**6. Assessment Plan:** Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, [http://www.csun.edu/assessment/forms\\_guides.html](http://www.csun.edu/assessment/forms_guides.html).)

On target with five year plan. See results listed in first section of new five year plan.

**7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program?** Please provide citation or discuss.

No

**8. Other information, assessment or reflective activities or processes not captured above.**

**Pre-entry survey completed in Summer 2013 at orientation. 117 answered and results analyzed by faculty at August 2013 retreat. New students entering program have less experience than prior students. They are working less and mostly are referred by family and friends. (See attached)**