

## Program Assessment Plan for Health Administration, MHA

### **Program Mission**

The University of Scranton MHA Program mission is to provide local, regional, and international students a comprehensive, practical, and interdisciplinary set of core competencies, knowledge, skills, and values for health administration jobs in a variety of healthcare organizations. Additionally, the Program contributes scholarship to its disciplines, especially applied research, publications, and presentations. The Program also contributes service to its communities and professions, especially voluntary work but also including consultation. In fulfilling its mission, the Program strives to satisfy interests of multiple stakeholders while reflecting Jesuit ideals.

### **Curriculum**

### **Key Courses And Assignments**

The competency-based curriculum applies Bloom's taxonomy in the leveling of courses for student's to attain Program Learning Objectives. The key integrative courses, HAD 509: Administrative Issues and HAD 581/580: Administrative Residency/Internship culminate the integrative experiences to ensure all Program Learning Outcomes developed throughout the curriculum are attained. HAD 509 key assignments: Leading a Case Discussion, Written Case Analysis, Written Capstone Project, Oral Project Defense. HAD 581/580 key assignments: Major Project, Mini-Projects.

Program Learning Outcomes to be Assessed

PLO	4a. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	1b. Present results of data analysis to decision makers	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

## Program Learning Outcomes to be Assessed

PLO	1c. Use factual data to produce and deliver credible and understandable results	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	1d. Facilitate group dynamics, process, meetings, and discussion	ILOs to which the PLOs map	1,3
Year:			
Is the evidence Direct or Indirect      Direct evidence: Preceptor evaluations, academic projects, classroom			
Where in the program does the evidence reside?      In courses and outside surveys stored in student academic files, Instructor files, Program Director files			
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)      Rubrics, Fieldwork Portfolio Folder, Surveys			
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades; f) Observation		

Program Learning Outcomes to be Assessed

PLO	1e. Utilize effective interpersonal skills	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses, ACHE student chapter events, non-credit requirements, and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	2a. Explain potential impacts and consequences of decision making in situations both internal and external	ILOs to which the PLOs map	1,3,4
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	2b. Encourage a high level of commitment to the mission and values of the organization	ILOs to which the PLOs map	1,3,4
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses, academic integrity tutorial completion, ACHE code of ethics, and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		



Program Learning Outcomes to be Assessed

PLO	2c. Gain physician buy-in to accept risk and support new business ventures	ILOs to which the PLOs map	1,4
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	2d. Accurately assess individual strengths and weaknesses	ILOs to which the PLOs map	1,2,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	3a. Understand professional standards and codes of ethical behavior	ILOs to which the PLOs map	1,2,3,4
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades; Observation		

Program Learning Outcomes to be Assessed

PLO	3b. Uphold and act upon ethical and professional standards	ILOs to which the PLOs map	1,2,3,4
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades; f) Observation		

## Program Learning Outcomes to be Assessed

PLO	1a. Apply principles of communication and demonstrate specific applications	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency: a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	3d. Engage in continued professional development including reflection and self-directed learning	ILOs to which the PLOs map	1,2,3,4
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

## Program Learning Outcomes to be Assessed

PLO	5g. Use statistical and analytic tools to measure and improve performance	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	4b. Prepare projects that are credible to governmental, regulatory, professional, and accreditation agencies	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		



Program Learning Outcomes to be Assessed

PLO	4c. Use marketing and needs assessment techniques in support of healthcare program development and implementation	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	4d. Apply principles and methods of health policy analysis	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classro		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	4e. Analyze and apply funding and payment mechanisms of the healthcare system	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classro		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	5a. Integrate information from various sources to make decisions and recommendations	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	5b. Demonstrate critical thinking, analysis, and problem solving	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classro		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	5c. Apply basic financial management and analysis principles	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	5d. Apply reimbursement principles, ramifications, and techniques including rate setting and contracts	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	5e. Apply principles of operating, project, and capital budgeting	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		



Program Learning Outcomes to be Assessed

PLO	5f. Use project management techniques	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades		

Program Learning Outcomes to be Assessed

PLO	3c. Demonstrate professional norms and behaviors	ILOs to which the PLOs map	1,2,3,4
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Direct evidence: Preceptor evaluations, academic projects, classroom		
Where in the program does the evidence reside?	In courses and outside surveys stored in student academic files, Instructor files, Program Director files		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Rubrics, Fieldwork Portfolio Folder, Surveys		
Benchmarks	Benchmarked per cohort using competency attainment based on 5-point Likert scale ranging from 1 - Novice, 3 – Competent, 5 – Expert; Pre-assessment (Fall first year), mid-assessment (Fall second year), and post-assessment (Fieldwork completion) competency self-assessment; Preceptor assessment upon fieldwork completion; Annual Program survey; Annual Exit survey; Alumni survey		
ListOfSources	Review aggregate competency a) Self-Assessment; b) Preceptor Assessment; c) Program survey; d) Exit survey; e) Grades; f) Observation		