**Program Assessment Report (PAR) on Completed Assessment Activities**

**Year 1 [2015/2016] ~ Program: Undergraduate Health Administration**

1. Which set of PLOs was assessed this academic year (identify each PLO)?

1. Graduates can demonstrate that they are prepared for an entry level position in the field of health administration. This entry level position can be at the management level and cross over into industries in both the public and private sector to include hospitals, insurance companies, pharmaceutical firms, and community health and rehabilitation facilities. Students are prepared to enter the healthcare workforce or directly enroll in graduate school after graduation.
2. Program Satisfaction
3. Increase Student satisfaction relative to service learning requirement in HADM program.
4. Critical Thinking Skills
5. Communication Skills – Create written works consisting of clear and logical progression of points and conclusions (content is well organized, good use of grammar, spelling, vocabulary and style.

2. Describe the assessment activities below. Please provide enough detail to convey the nature of the activities.

1. Course –embedded measures such as critical factors in management paper and speech, written business plan, job placement and graduate school. Students would earn a “B” or better in the Administrative Issues course. Employment or Graduate School.
2. Annual Student Program Review Survey – A score of > 3.5 out of a 5.0 on all questions related to overall program satisfaction. Program Satisfaction Questions.
3. Annual Student Program Review Survey – A score of > 3.5 out of a 5.0 on all questions related to service learning. Service Learning Questions.
4. Capstone Class Case Studies, Debate and Business Plan - Students would earn a “B” or better in the Administrative Issues course.
5. Capstone Class Case Studies, Oral Presentations, Critical Factors Presentation. - Students would earn a “B” or better in the Administrative Issues course.

3. What were the results of the assessment activities?

1. N = 20 students - (9) have a job, (7) graduate school MHA (1) Law School, (2) Currently working (1) Nursing School
2. N = 87 students – Overall program satisfaction was 4.4
3. N = 87 students – Overall program score for service learning was 3.0
4. All students earned a “B” or better in the Administrative Issues course.
5. All students earned a “B” or better in the Administrative Issues course.

4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

1. While you can always improve the results from our graduating seniors we have been extremely pleased in AY 16 and years prior with the placement or disposition of our HADM students post-graduation. In a review of prior year program review results it has been noted that upwards of 99% of our HADM graduating seniors have either entered the workforce or enrolled in graduate school. We have also seen a small number of students move to the clinical side of healthcare and enroll in nursing school.
2. In an attempt to improve student attitudes towards Service Learning we have reduced the number of SL classes to 3. What we are currently doing and will continue to do in the future is to make the SL requirement more interesting to the students and involve SL in community based initiatives and/or projects. These community based projects were completed in all classes in 2016, however the overall improvement in SL was very minimal.
3. Students have expressed concern with the adequacy of advising from the PCPS advising center. The HADM Program will continue to make himself available to students to assist them with advising issues. The HADM Program where applicable will also work with the advising center to assist students.
4. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.

The HADM Program Director would like to schedule more online classes in summer and intersession. While enrollment may be low at times in these special sessions it is the departments feeling that scheduling these special session classes helps increase enrollment and attract students to the HADM major.

The HADM Program is also in the process of developing 2 new courses that should have an impact on student elective course selections in future years. These 2 courses are Physician Practice Management and Global Healthcare.