

**Purpose of Administrative Program Review**

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University’s accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

**I. Program Assessment/Assessment of Student Learning**

- a) What are the program’s learning outcomes?
- b) What assessment measures are used, both direct and indirect?
- c) What is the assessment cycle for the program?
- d) What assessment data were collected in the past year?

<b>Goal</b>	<b>Evaluation Mechanism</b>	<b>Results</b>
100% of the graduates will be able to work as members of the health care team	<ol style="list-style-type: none"> <li>1. Evaluation by internship supervisor</li> <li>2. Employer survey one year post graduation</li> <li>3. Capstone presentation to program faculty</li> </ol>	<p>99%</p> <p>100%</p> <p>95%</p>
100% of the graduates will be able to use applicable software in the performance of their assigned responsibilities	<ol style="list-style-type: none"> <li>1. Evaluation by internship supervisor</li> <li>2. Employer survey one year post graduation</li> <li>3. Capstone presentation to program faculty</li> </ol>	<p>100%</p> <p>100%</p> <p>100%</p>
100% of the graduates will be able to read and interpret statistical reports	<ol style="list-style-type: none"> <li>1. Comprehensive final examination for EHSM 315</li> </ol>	88%
100% of the graduates will demonstrate the ability to formulate a budget for their area of responsibility	<ol style="list-style-type: none"> <li>1. Comprehensive examination for HCSA 401</li> <li>2. Capstone presentation to program faculty</li> </ol>	<p>90%</p> <p>100%</p>
100% of the graduates will be able to perform a quality assurance study,	<ol style="list-style-type: none"> <li>1. Comprehensive project for HCSA 333</li> </ol>	84%

interpret data and make recommendations for improvement	2. Evaluation by internship supervisor 3. Employer survey one year post graduation	100% 100%
100% of the graduates will be able to demonstrate understanding of the principles of employee supervision	1. Evaluation by internship supervisor 2. Employer survey one year post graduation	100% 100%
100% of the graduates will be able to participate in the planning process in a health care facility	1. Capstone presentation to faculty 2. Evaluation by internship supervisor 3. Employer survey one year post graduation	100% 100% 100%
100% of the graduates will be able to apply critical thinking skills within their area of responsibility	1. Evaluation by internship supervisor 2. Employer survey one year post graduation	90% 90%
100% of the graduates will demonstrate sensitivity to the needs of a diverse work force	1. Evaluation by Internship Supervisor 2. Employer survey one year post graduation	100% 100%

e) How have assessment data been used for programmatic or curricular change?  
**Comments from the advisory committee regarding course content were reviewed prior to the last curriculum change.**

## II. Course Outcomes Assessment

- Do all multi-sectioned courses have common outcomes? **Yes**
- If not, how do you plan to address discrepancies?
- How do individual course outcomes meet programmatic goals? **The outcomes in the individual courses are designed to prepare the students to meet program goals. For example, one of the program's goals is to have students to be able to function as a team member. Beginning in the first course, students are taught about teams and functioning as a member of a team and allowed to practice serving on a team. Subsequent courses reinforce these skills.**

## III. Program Features

### 1. Advisory Board

- Does the program have a board/committee? **Yes** When did it last meet? **January, 2005** When were new members last appointed? **September, 2004** What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.) **3 alumni, 4 workplace representatives**

- b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.
- c) Has feedback from the Advisory Board affected programmatic or curricular change? **The advisory board has recommended that the program be offered totally on-line and that a master's degree in health care systems administration be explored.**

## 2. Internships/Cooperative or Experiential Learning

- a) Is an internship required or recommended? **required**
- b) If the internship is only recommended, what percentage of majors elect the internship option?
- c) What challenges does the program face in regard to internships? **Expansion in the enrollment has created challenges for students in securing an internship site. What is being done to address these concerns? The clinical coordinator is working closely with healthcare facilities and agencies to identify additional internship site opportunities for students.**
- d) Do you seek feedback from internship supervisors? **yes**  
If so, does that feedback affect pedagogical or curricular change? **Yes**

## 3. On-Line Courses

- a) Please list the web-based courses, both partial internet and fully online, offered last year. **CCHS 101, CCHS 102, MRIS 103, EHSM 315**
- b) What challenges and/or opportunities has web-based instruction created? **Offering courses on the web has allowed students to take courses at time and in places convenient for them. Lack of support for web conversion.**
- c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program? **Faculty have participated in WeB CT sessions**
- d) How has student feed-back been used to enhance course delivery? **Students have expressed satisfaction with on-line courses**
- e) Is there any plan to offer this program on-line? **Yes** If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.) **Offering the program on-line will allow the program to expand its enrollment into underserved areas of the state.**

## 4. Accreditation

- a) Is the program accredited or certified? **No- there is no accreditation available for this program.**
- b) By whom?
- c) When is the next review?
- d) When is the self-study due?
- e) How has the most recent accreditation review affected the program?

## 5. Student/Faculty Recognition

- a) Have students within the program received any special recognition or achievement? **No**
- b) Have faculty within the program received any special recognition or achievement? **Marcy Parry received a sabbatical leave for Winter 2005 semester**

## 6. Student Engagement

- a) Is volunteerism and student engagement a structured part of the program? **Students participate in volunteer activities through their professional organization.**
- b) Does the program utilize service learning in the curriculum? **Yes—Students participate in service learning by completing projects for the area nursing homes during HCSA 460.**
- c) Does the program participate in the American Democracy Project? **No**

### Areas of Strength:

- **Experienced faculty who work as a team to set and accomplish goals**
- **Flexible curriculum- courses are offered in locations and at times convenient for students**
- **Curriculum that provides an opportunity for graduates of all associate degree health programs the opportunity to earn a bachelor's degree.**
- **Computer laboratory with appropriate hardware and software to provide students with work-place experience**
- **Excellent and supportive internship sites**
- **Faculty who are viewed as leaders in the college and on-campus**
- **Increased demand for programming**

### Areas of Concern (and proposed actions to address them)

- **Demand off campus for increased course offerings-Because the demand exceeds the number of faculty available to teach, the process of identifying faculty members adjunct (temporary) to teach courses. This is being addressed by the hiring of a full-time tenure track faculty in the Fall 2005, and placing ads for additional adjunct faculty on the FSU website.**

### Future Goals:

- **Identify courses that can be converted for web offering by**
- **Evaluate program capacity both on and off campus**
- **Convert courses for web delivery over a 3 year period beginning**
- **Seek and develop articulation agreements with community colleges to market inverted BS degree**

Other Recommendations: