

Program: **Health Science (Health Care Administration)**

Department: **Kinesiology and Health Science**

Number of students enrolled in the program in Spring 2012: **257**

Faculty member completing template: **Rodney K. McCurdy**

Date: **1/19/2012**

Period of reference in the template: 2006-07 present

1. Please describe your program's learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

**The Health Science (Health Care Administration) undergraduate concentration as part of the overall Health Science degree program undergoes an on-going and systematic assessment process to ensure that students are equipped with the fundamental competencies to meet the present and future needs of health care employers in a challenging and dynamic environment. The trajectory in learning-outcomes since 06-07 has evolved from a general assessment of public health competencies to a more specific health care administration focus. This transformation has been most evident in AY2009-10 and was due in part to the hiring of faculty with health administration practitioner experience and to linking educational goals to established specialty-accreditation criterion used by the Commission on Accreditation on Healthcare Management Education (CAHME). The concentration will continue to formalize the connection between concentration learning outcomes and industry-established competencies through for a formal curriculum change request to be effective in AY2012-13.**

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes ("takeaways" concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

**As a component of a broader undergraduate degree, the Health Science (Health Care Administration) undergraduate concentration learning outcomes are based on 1) overall knowledge and confidence in the broader health science body of knowledge; and 2) task knowledge, skill-sets and confidence levels for success as an entry-level health care administrator. The following outcomes are listed in no particular priority:**

**a) Demonstrate critical thinking skills through the application of health science theories and concepts.**

**b) Work collaboratively with others in problem solving, research, decision-making and the completion of projects**

**c) Demonstrate understanding of contemporary health science issues.**

**The above items have been designated as public health core competencies by the Association of Schools of Public Health.**

**In addition to general public health competencies, the concentration has incorporated the following HCA-specific outcome based on guidelines established by the Committee on Accreditation of Healthcare Management Education (CAHME).**

**d) Demonstrate competence in common healthcare management tasks such as budgeting, strategic management, and analysis of healthcare data.**

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University's Baccalaureate Learning Goals? Please be as specific as possible.

**The baccalaureate goal: Knowledge of Human Culture and the Physical World is reflected in the learning outcome "Demonstrate understanding of contemporary health science issues" (item c above). Specific courses (e.g. HLSC 118, Community Health, HLSC 114, Human Ecology and Health, and HLSC 116, Public Health Administration and Policy) are designed to introduce to students a variety of public health theories and models addressing cultural aspects of health care and the health care system. Assignments in these courses allow students to apply the body of knowledge to address health disparities and health inequities within the US healthcare system.**

**The baccalaureate goals: Intellectual and Practical Skills, Competence in the Disciplines, and Integrative Learning are incorporated into three of the four learning outcomes listed above. Specifically, a) Demonstrate critical thinking skills through the application of health science theories and concepts; b) Work collaboratively with others in problem solving, research, decision-making and the completion of projects; and d) Demonstrate competence in common healthcare management tasks such as budgeting, strategic management, and analysis of healthcare data. For example, in HLSC 116, Public Health Administration and Policy, students work collaboratively to develop a strategic plan of a local public health department in California. This plan requires a thorough analysis of internal organizational capabilities, external socio-economic and environmental factors influencing public health, the capabilities of the local medical community, and the health status of the community population. As a result of these analyses, the students prepare evidence-based recommendations for the local health department to improve the health of the community. In addition, HLSC 195 (Fieldwork in Health Science) allows students to apply the skills and knowledge gained in the classroom to the management of health care organizations through a supervised internship.**

**The baccalaureate goal: Personal and Social Responsibility is reflected in learning outcomes (a) and (c) above. Students are exposed to health system issues that adversely impact many sectors of the population and apply skills learned in the concentration to address the needs of diverse population groups in a variety of classes to include HLSC 118 Community Health, HLSC 114, Human Ecology and Health, and HLSC 116, Public Health Administration and Policy, among others. Students gain an understanding of the importance of culturally- and linguistically-appropriate health care on individual determinants of health and community health status.**

4. For each desired outcome indicated in Item 2 above, please:

- a) describe the method(s) by which its ongoing pursuit is monitored and measured.
- b) Include a description of the sample of students (e.g. random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
- c) describe and append a sample (or samples) of the "instrument" (e.g. survey or test), "artifact" (e.g. writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of learning outcomes desired by the program.
- d) explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

**OUTCOME:** Demonstrate critical thinking skills through the application of health science theories and concepts.

a. **Method:** Survey of graduating seniors

b. **Sample:** All graduating HLSC students each semester

c. **Description:** Graduating seniors complete a 25-item survey assessing their ability and level of confidence in general areas to include the ability to use technology, work with diverse populations, apply basic health profession strategies and techniques, and communicate effectively. A copy of the survey instrument is located at Appendix A.

**OUTCOME:** Work collaboratively with others in problem solving, research, decision-making and the completion of projects

a. **Method:** Internship evaluations in HLSC 195 (Health Science Internship)

b. **Sample:** All internship supervisors each semester

c. **Description:** Program students participate in a capstone internship program during their last semester. Internship supervisors are health care executives and managers within the local area. Supervisors complete a mid-term and final evaluation rating students in areas such as communication skills, reasoning ability, and ability to work in multi-disciplinary teams. A copy of the evaluation form is provided at Appendix B.

**OUTCOME:** Demonstrate understanding of contemporary health science issues. This outcome is assessed through the graduating senior survey and the internship supervisor evaluations each semester. See above for a discussion of these instruments.

**OUTCOME:** Demonstrate competence in common healthcare management tasks such as budgeting, strategic management, and analysis of healthcare data.

a. **Method:** Health Care Administration Competency Assessment

b. **Sample:** All concentration students enrolled in course HLSC 116 (Public Health Administration and Policy). The assessment is given each semester.

c. **Description:** Although students are assessed for general management and administrative competencies by courses and faculty within the School of Business (Accounting, Human Resources, Operations Management, etc.), the concentration assesses skills specific to health care management using the HCA Competency Assessment. The assessment uses a pre-/post design and is completed during the first and last weeks of the course. The assessment consists of two components:

**1. Health care management:** Students are asked to rate their level of confidence in and familiarization with the following management areas: 1) organizational budgeting and financial ratios in health care; 2) performance assessment and improvement; 3) health care staffing issues.

**2. Health care analysis:** Students are asked to rate their level of confidence and familiarization with the following aspects of health care analysis: 1) use of health care utilization data; 2) use of population and economic data in a public health context; 3) use of federal and state publically available datasets; and 4) advance use of Microsoft Excel to include developing pivot tables and charts.

The results of the HCA Competency Assessment are validated by the instructor through the development of an organizational strategic plan of a local public health department incorporating all of the above competencies. A copy of the assessment is provided at Appendix C.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program's desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

As a result of the assessment mechanisms discussed above, the Health Science faculty began discussions regarding curriculum changes in the HCA program. Specifically, the program is proposing the creation of two courses devoted to health care management areas: HLSC 155 (Introduction to the US Healthcare System) and HLSC 156 (Health Care Systems and Operations).

HLSC 155 will introduce students to major issues in the private-sector health care industry. This topic is needed as the current program focus is predominately on public health and public-sector management. The course has the following objectives:

1. Describe the contributions to the development and operation of the health care system by the various stakeholders: professionals, employers, policy-makers, and consumers.
2. Describe the types and interrelationships of health care facilities, services, and personnel.
3. Understand the major ethical, economic, professional and legal issues confronting providers, insurers, and healthcare executives.
4. Describe special problems of high-risk populations in the current health system.
5. Identify and describe the quality control activities of the current health care system and relate service provider behaviors to legal, ethical, and financial considerations.

Likewise, HLSC 156 will build on management skills taught by non-program courses and apply these skills to the management of healthcare organizations. This topic is needed due to the fact health care organizations provide both a public-good and a private-good and, as such, comprise a unique subset in the typology of economic organizations. The course has the following objectives:

1. Describe the predominant healthcare financial mechanisms within the American healthcare delivery systems
2. Identify the major financial issues, needs, and concerns that challenge healthcare administrators
3. Recognize the major financial threats and opportunities for improvements in healthcare organizations
4. Understand the major financial functions and financial ratios used in healthcare organizations

Health Science faculty are completing the required documents and coordination in order to implement the proposed curriculum changes beginning in Fall 2012.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program's learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program's curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

To date, the concentration has not systematically collected data from alumni to assess the longer-term effects of program learning outcomes. One reason why such data collection and analysis efforts have not been accomplished is due to the current state of evidence in the discipline that has not found significant relationships between performance in undergraduate programs and long-term practitioner success. The lack of evidence has been linked to changes in the healthcare field over the last ten to twenty years and the difficulty in reaching consensus on competencies at the undergraduate level. That said, the concentration has learned that the CSUS Office of Institutional Research (OIR) plans on implementing a university-wide alumni survey in the near future. The concentration will take advantage of this university resource to develop HCA-specific items for the OIR alumni survey when available.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

**The concentration pursues learning outcomes from accrediting bodies in public health (Association of School of Public Health) and health care administration programs (Committee on Accreditation of Healthcare Management Education). The learning outcomes for public health in general (a-c in Item 2 above) were adopted by the Health Science program in 2003. These outcomes are for graduate programs in public health as there is currently no specialty accreditation for undergraduate programs. Based on this, program outcomes exceed expectations of accrediting bodies in public health. The outcome for health care administration specific competencies (d in Item 2 above) is taken from undergraduate programs in health care administration (or approximately 70 units of subject matter instruction) compared to the concentration's current 30 units of instruction. Based on this, the concentration outcomes exceed expectations of accrediting bodies in health care administration.**

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program's desired learning outcomes and assessment of their accomplishment?

**Concentration faculty have diligently focused on aligning curriculum with learning outcomes established by professional accreditation agencies. This effort has taken considerable collaboration among all program faculty in order to accommodate the myriad of disciplines and professional perspectives that encompass the field of public health. The faculty is well on their way to ensuring that the current and future needs of public health and health care organizations in the greater Sacramento area and across the State will be met by program graduates.**

## Appendix A

Please indicate the extent to which you agree or disagree with each statement by checking the blank under the appropriate number on the answer sheet. **Please DO NOT enter your name – the survey is anonymous.**

My Health Science concentration is:

- - (1) Community Health Education
- - (2) Health Care Administration
- - (3) Occupational Health & Safety

Based on your courses in the Health Science major, rate your ability to:	Very Poor 1	Poor 2	Fair 3	Good 4	Very Good 5
1. Write clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Speak in front of a group in a clear and persuasive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Extemporaneously answer oral and written questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Prepare visuals and deliver information to audiences of professionals as well as the general public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Work effectively in a team or group situation in defining and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Articulate core issues facing those in your area of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Obtain, summarize, analyze, and critically interpret research data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use the scientific decision making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Establish priorities and complete tasks in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Appreciate and respect the role of cultural diversity in our society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Accept and respect the opinions and beliefs of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Demonstrate understanding of contemporary issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrate effective interpersonal skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Articulate values, ethics, and standards of your profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrate use of basic word processing, spreadsheet, database, and presentation software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Demonstrate the basics of implementing and coordinating a program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Successfully pursue ongoing education or advanced study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Succeed in your preferred career or profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Understand technology issues and related impacts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Construct an assessment or improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Demonstrate leadership in your discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Apply critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Utilize tools from other disciplines to solve discipline-specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Utilize and integrate contemporary theories and models from your area of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Utilize scientific principles in the inquiry process and to solve discipline-specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please provide any comments on the back of the sheet regarding your degree program that you believe are important, but not evaluated in the multiple-choice survey. Comments addressing specific program strengths and weaknesses are encouraged.**

**Appendix B**  
**HLSC 195 Fieldwork Supervisor Evaluation**

California State University, Sacramento  
Kinesiology and Health Science Department

HLSC 195 – Fieldwork Performance Evaluation

\_\_\_\_\_  
Name of Fieldwork Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Agency

\_\_\_\_\_  
Name of Site Evaluator

\_\_\_\_\_  
Signature

To Evaluator: Please evaluate the student professional skills, knowledge, and abilities midway through the internship and again at the end of the internship.

To Student: Please review the evaluation with your faculty internship coordinator. Provide one copy of the evaluation to you faculty internship coordinator and a second copy to Dr. Michael Nave. Return the original interim evaluation to your site supervisor for use as the final evaluation.

This rating has been discussed with me \_\_\_\_\_ (interim)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Student's Signature (final)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Performance Rating (check one):

Interim

Final

Outstanding (O).....	<input type="checkbox"/>	<input type="checkbox"/>
Very Satisfactory (VS).....	<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory (S).....	<input type="checkbox"/>	<input type="checkbox"/>
Improvement Needed (I).....	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory (U).....	<input type="checkbox"/>	<input type="checkbox"/>



## STUDENT FIELDWORK PERFORMANCE

**Rating Scale:** Rate the student according to the performance rating criteria on the first page of this form. Check one box each general category – Outstanding, Very Satisfactory, Satisfactory, Improvement Needed or Unsatisfactory. If the student is less than “satisfactory” in any category, please try to offer an explanation and suggestion for improvement. **For each specific item under a general category leave the box blank if student’s performance is acceptable, check the box to denote above average performance, or - for below average performance.**

		O	VS	S	I	U
	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Professional Attitude (Check one)

I	F	
<input type="checkbox"/>	<input type="checkbox"/>	Respects confidentiality of agency data.
<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility.
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates motivation and interest in work.
<input type="checkbox"/>	<input type="checkbox"/>	Emotional commitment to the fieldwork assignment.
<input type="checkbox"/>	<input type="checkbox"/>	Recognition or admission of errors, learning from mistakes, modification of behavior.

		O	VS	S	I	U
	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Perception of responsibility in attitude toward work

I	F	
<input type="checkbox"/>	<input type="checkbox"/>	Recognizes and is alert to discrepancies – takes corrective action or brings to attention of supervisor.
<input type="checkbox"/>	<input type="checkbox"/>	Completes work before leaving for break, lunch, etc.
<input type="checkbox"/>	<input type="checkbox"/>	Observation of safety practices, compliance with agency policies.
<input type="checkbox"/>	<input type="checkbox"/>	Follows directions, prompt and accurate performance of tasks.
<input type="checkbox"/>	<input type="checkbox"/>	Has read the required background material prior to beginning a new task. (Is the student prepared?)
<input type="checkbox"/>	<input type="checkbox"/>	Prioritizing of tasks.

		O	VS	S	I	U
	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Aptitude/Attitude

I      F

☐ ☐

Exhibits an aptitude/attitude that makes his/her a satisfactory intern in this department.

IV. Cooperation

	O	VS	S	I	U
Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Work as part of the agency team.

Congenial with co-workers, management, and other agency personnel.

V. Dependability

	O	VS	S	I	U
Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Is punctual.

Regular attendance.

Completion of tasks without constant reminder.

Informs fieldwork supervisor of assignment progress before departing for breaks, lunch, etc.

Notifies well in advance of any planned absences or schedule conflicts.

VI. Communication skills

	O	VS	S	I	U
Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Able to express ideas clearly in an oral format.

Able to express ideas clearly in written format.

Asks questions if unsure rather than just proceeding.

VII. Reasoning Ability

	O	VS	S	I	U
Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F
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Capable of applying academic knowledge to fieldwork experience.



Capable of performing two or more tasks simultaneously when necessary.

VIII. Emotional Maturity

	O	VS	S	I	U
Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F	
<input type="checkbox"/>	<input type="checkbox"/>	Desire for accuracy and efficiency; attention to detail.
<input type="checkbox"/>	<input type="checkbox"/>	Accepts challenge or constructive criticism of work.
<input type="checkbox"/>	<input type="checkbox"/>	Seeks new and reinforcement knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	Inquisitive response to problems or innovations, adjusts readily to new or stressful situations.

IV. Personal Appearance and Conduct

	O	VS	S	I	U
Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F	
<input type="checkbox"/>	<input type="checkbox"/>	Dress, appearance, grooming.
<input type="checkbox"/>	<input type="checkbox"/>	Behavior and language.
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates recognition and respect of authority.

Please provide additional comments regarding student intern's academic/professional preparation, contribution, or recommendations:

Appendix C  
Health Administration Student Competency Assessment  
(Initial)

**1. Student Educational Experience:** (Place an “X” where appropriate)

HLSC \_\_\_\_\_ Gerontology \_\_\_\_\_ Other: \_\_\_\_\_ (please list)

If HLSC: Select concentration HCA \_\_\_\_\_ CHE \_\_\_\_\_ OHS \_\_\_\_\_  
Don't know \_\_\_\_\_

**2. Place an “X” to indicate your current level of confidence regarding the health care administrative tasks below:**

A. Confidence in general knowledge areas associated with health care administration

General Knowledge Areas	Very Unsure	Somewhat unsure	Neutral	Somewhat confident	Very confident
<u>1. Organizational Areas</u>					
Familiar with organizational budgets and financial ratios					
Familiar with organizational assessment or improvement plans					
Familiar with common human resource processes in organizations including job analysis, descriptions, and personnel evaluations					
<u>2. Health care Analysis Areas</u>					
Familiar with health care utilization data supplied by the State of CA in the public domain					
Familiar with population and economic data supplied by the State of CA in the public domain					
Familiar with federal data sources including CENSUS bureau and Centers for Disease Control (CDC)					

B Confidence in general health care administration tasks

General health administration tasks	Very Unsure	Somewhat unsure	Neutral	Somewhat confident	Very confident
3. Common health administration tasks					
Using spreadsheets (e.g. Excel)					
Creating data tables for reports					
Creating data charts for reports					
Converting raw data into rates for comparisons					
Writing short professional reports or correspondence for information to organizational executives					

**3. Student Work Experience:** (Please an “X” where appropriate; Mark as many as apply)

Health care (administrative) \_\_\_\_\_

Health care (non-administrative) \_\_\_\_\_

General Management (non-healthcare) \_\_\_\_\_

General Administrative (non-supervisor; not in healthcare) \_\_\_\_\_

No work experience \_\_\_\_\_

Other work experience:

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Health Administration Student Competency Assessment  
(Follow-up)

**1. Student Educational Experience:** (Place an “X” where appropriate)

HLSC \_\_\_\_\_ Gerontology \_\_\_\_\_ Other: \_\_\_\_\_ (please list)

If HLSC: Select concentration HCA \_\_\_\_\_ CHE \_\_\_\_\_ OHS \_\_\_\_\_

Don't know \_\_\_\_\_

**2. Place an “X” to indicate your current level of confidence regarding the health care administrative tasks below:**

A. Confidence in general knowledge areas associated with health care administration

General Knowledge Areas	Very Unsure	Somewhat unsure	Neutral	Somewhat confident	Very confident
<u>1. Organizational Areas</u>					
Familiar with organizational budgets and financial ratios					
Familiar with organizational assessment or improvement plans					
Familiar with common human resource processes in organizations including job analysis, descriptions, and personnel evaluations					
<u>2. Health care Analysis Areas</u>					
Familiar with health care utilization data supplied by the State of CA in the public domain					
Familiar with population and economic data supplied by the State of CA in the public domain					
Familiar with federal data sources including CENSUS bureau and Centers for Disease Control (CDC)					

B. Confidence in general health care administration tasks

General health administration tasks	Very Unsure	Somewhat unsure	Neutral	Somewhat confident	Very confident
3. Common health administration tasks					
Using spreadsheets (e.g. Excel)					
Creating data tables for reports					
Creating data charts for reports					
Converting raw data into rates for comparisons					
Writing short professional reports or correspondence for information to organizational executives					

C. Please select the answer choice that best describes how the course informed you about the following topics in public health administration

	How informative was the course for you?				
	Not at all	A little	Neutral	Somewhat	Very much
<b>Public health topics</b>					
What is public health and what are the activities involved					
Where Public Health gets its authority					
How public health is organized					
How public health is financed					
<b>Contemporary issues regarding</b>					
Public health workforce					
Community partnerships and assessments					
State of public health data collection					



## Health Science Program Outcomes Senior Survey

Please indicate the extent to which you agree or disagree with each statement by checking the blank under the appropriate number on the answer sheet. **Please DO NOT enter your name – the survey is anonymous.**

My Health Science concentration is:

- - (1) Community Health Education
- - (2) Health Care Administration
- - (3) Occupational Health & Safety

Based on your courses in the Health Science major, rate your ability to:	Very Poor 1	Poor 2	Fair 3	Good 4	Very Good 5
1. Write clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Speak in front of a group in a clear and persuasive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Extemporaneously answer oral and written questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Prepare visuals and deliver information to audiences of professionals as well as the general public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Work effectively in a team or group situation in defining and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Articulate core issues facing those in your area of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Obtain, summarize, analyze, and critically interpret research data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use the scientific decision making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Establish priorities and complete tasks in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Appreciate and respect the role of cultural diversity in our society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Accept and respect the opinions and beliefs of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Demonstrate understanding of contemporary issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrate effective interpersonal skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Articulate values, ethics, and standards of your profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrate use of basic word processing, spreadsheet, database, and presentation software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Demonstrate the basics of implementing and coordinating a program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Successfully pursue ongoing education or advanced study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Succeed in your preferred career or profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Understand technology issues and related impacts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Construct an assessment or improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Demonstrate leadership in your discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Apply critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Utilize tools from other disciplines to solve discipline-specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Utilize and integrate contemporary theories and models from your area of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Utilize scientific principles in the inquiry process and to solve discipline-specific problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please provide any comments on the back of the sheet regarding your degree program that you believe are important, but not evaluated in the multiple-choice survey. Comments addressing specific program strengths and weaknesses are encouraged.**

California State University, Sacramento  
Kinesiology and Health Science Department

HLSC 195 – Fieldwork Performance Evaluation

\_\_\_\_\_  
Name of Fieldwork Student \_\_\_\_\_ Date

\_\_\_\_\_  
Name of Agency

\_\_\_\_\_  
Name of Site Evaluator \_\_\_\_\_ Signature

To Evaluator: Please evaluate the student professional skills, knowledge, and abilities midway through the internship and again at the end of the internship.

To Student: Please review the evaluation with your faculty internship coordinator. Provide one copy of the evaluation to you faculty internship coordinator and a second copy to Dr. Michael Nave. Return the original interim evaluation to your site supervisor for use as the final evaluation.

This rating has been discussed with me \_\_\_\_\_ (interim)  
\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Advisor \_\_\_\_\_ Student's Signature (final)

\_\_\_\_\_  
Date \_\_\_\_\_ Date

Performance Rating (check one):	Interim	Final
Outstanding (O).....	<input type="checkbox"/>	<input type="checkbox"/>
Very Satisfactory (VS).....	<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory (S).....	<input type="checkbox"/>	<input type="checkbox"/>
Improvement Needed (I).....	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory (U).....	<input type="checkbox"/>	<input type="checkbox"/>

## STUDENT FIELDWORK PERFORMANCE

Rating Scale: Rate the student according to the performance rating criteria on the first page of this form. Check one box each general category – Outstanding, Very Satisfactory, Satisfactory, Improvement Needed or Unsatisfactory. If the student is less than “satisfactory” in any category, please try to offer an explanation and suggestion for improvement. **For each specific item under a general category leave the box blank if student’s performance is acceptable, check the box to denote above average performance, or - for below average performance.**

			O	VS	S	I	U
I.	Professional Attitude (Check one)	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I	F	
<input type="checkbox"/>	<input type="checkbox"/>		Respects confidentiality of agency data.
<input type="checkbox"/>	<input type="checkbox"/>		Accepts responsibility.
<input type="checkbox"/>	<input type="checkbox"/>		Demonstrates motivation and interest in work.
<input type="checkbox"/>	<input type="checkbox"/>		Emotional commitment to the fieldwork assignment.
<input type="checkbox"/>	<input type="checkbox"/>		Recognition or admission of errors, learning from mistakes, modification of behavior.

			O	VS	S	I	U
II.	Perception of responsibility in attitude toward work	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I	F	
<input type="checkbox"/>	<input type="checkbox"/>		Recognizes and is alert to discrepancies – takes corrective action or brings to attention of supervisor.
<input type="checkbox"/>	<input type="checkbox"/>		Completes work before leaving for break, lunch, etc.
<input type="checkbox"/>	<input type="checkbox"/>		Observation of safety practices, compliance with agency policies.
<input type="checkbox"/>	<input type="checkbox"/>		Follows directions, prompt and accurate performance of tasks.
<input type="checkbox"/>	<input type="checkbox"/>		Has read the required background material prior to beginning a new task. (Is the student prepared?)
<input type="checkbox"/>	<input type="checkbox"/>		Prioritizing of tasks.

			O	VS	S	I	U
III.	Aptitude/Attitude	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I	F	
<input type="checkbox"/>	<input type="checkbox"/>		Exhibits an aptitude/attitude that makes his/her a satisfactory intern in this department.

			O	VS	S	I	U
IV.	Cooperation	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Work as part of the agency team.  
 Congenial with co-workers, management, and other agency personnel.

			O	VS	S	I	U
V.	Dependability	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Is punctual.  
 Regular attendance.  
 Completion of tasks without constant reminder.  
 Informs fieldwork supervisor of assignment progress before departing for breaks, lunch, etc.  
 Notifies well in advance of any planned absences or schedule conflicts.

			O	VS	S	I	U
VI.	Communication skills	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Able to express ideas clearly in an oral format.  
 Able to express ideas clearly in written format.  
 Asks questions if unsure rather than just proceeding.

			O	VS	S	I	U
VII.	Reasoning Ability	Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Capable of applying academic knowledge to fieldwork experience.  
 Capable of performing two or more tasks simultaneously when necessary.

VIII. Emotional Maturity

	O	VS	S	I	U
Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F	
<input type="checkbox"/>	<input type="checkbox"/>	Desire for accuracy and efficiency; attention to detail.
<input type="checkbox"/>	<input type="checkbox"/>	Accepts challenge or constructive criticism of work.
<input type="checkbox"/>	<input type="checkbox"/>	Seeks new and reinforcement knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	Inquisitive response to problems or innovations, adjusts readily to new or stressful situations.

IV. Personal Appearance and Conduct

	O	VS	S	I	U
Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I	F	
<input type="checkbox"/>	<input type="checkbox"/>	Dress, appearance, grooming.
<input type="checkbox"/>	<input type="checkbox"/>	Behavior and language.
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates recognition and respect of authority.

Please provide additional comments regarding student intern's academic/professional preparation, contribution, or recommendations: