**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Health Care Administration (MS-HCA)** | **Michael Moon** | **Toni Fogarty** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| We have adopted the five competences identified by the Health Care Leadership Alliance (HLA) as the MS-HCA program learning outcomes (PLOs). Students who graduate with a MS-HCA should be able to: 1. Demonstrate the ability to communicate clearly and concisely with internal and external customers, to establish and maintain relationships, and to facilitate constructive interactions with individuals and groups. 2. Demonstrate the ability to inspire individual and organizational excellence, to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance. 3. Demonstrate the ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement. 4. Demonstrate an understanding of the health care system and the environment in which health care managers and providers function. 5. Demonstrate the ability to apply business principles to the health care environment; basic business principles include financial management, human resource management, organizational dynamics and governance, strategic planning and marketing, information management, risk management, and quality improvement. See attached curriculum maps. |

**B. Program Student Learning Outcome(s) Assessed**

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| We evaluate all 5 of the PLOs each academic year.  |

**C. Summary of Assessment Process**

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| We directly and indirectly assess PLOs in four ways: 1. Each course has a set of SLOs. At the beginning of selected courses, a 15-question test is administered (pre-test) and the same test is administered (post-test) at the end of the course. 2. As part of the capstone report, which is required for HCA 6899 (Project), the student is required to discuss the skill sets and knowledge base that the student acquired from the program, and to integrate them with the capstone experience. 3. Students must complete a 20-item exit survey as part of HCA 6899. The exit survey assesses the student’s belief in his/her ability to demonstrate competency over individual course SLOs. 4. The external supervisor for the capstone experience submits an evaluation of the student’s work with the organization. The results from the comparison of the course pre-test and post-tests, the themes and concerns that emerge from the project reports, the external supervisor’s evaluation of the work completed in HCA 6899, and the exit surveys are used by program faculty to assess the efficacy of the program, and to make modifications where necessary. These discussions will occur at the annual department retreat, held during the summer quarter. |

**D. Summary of Assessment Results**

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| Three primary themes emerged from the analysis of the HCA 6899 reports: desire for project management content and placing HCA 6240 prior to HCA 6250, and splitting HCA 6280 (Legal and Ethical Aspects) into two separate courses. External supervisors’ evaluation of students all highly satisfactory (Fall 12, mean=38.8; Winter 13, mean=37.2) and with positive comments. Exit surveys all satisfactory (For Fall 12 and Winter 13, “strongly agree” or “agree” was the answer in 91% of the responses. Pre/post tests indicated change in scores, indicating learning. We will discuss course sequence and how to address the recommendation for additional content/courses in our Summer 13 department meeting. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| Opportunity for cross-fertilization of ‘feedback loop’ ideas by faculty visiting each others’ faculty discussion meetings about accommodating what has been learned from assessments into future program/curriculum enhancements. |

Thank you for your hard work for the past year, and have a Great Summer!

**MS-HCA Curriculum Map – Courses to PLOs**

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| Competency Domains/ HCA Courses |   |  |  |  |  |
|  | Communication and Relationship Management | Leadership | Professionalism | Knowledge of the Healthcare Environment | Business Skills and Knowledge |
| HCA 6200Healthcare System | X |  | X | X | B & C |
| HCA 6210Leadership | X | X | X | X | C & B |
| HCA 6225Org Theory | X | X | X | X | B, C, & D |
| HCA 6230IT |  |  | X | X | C & E |
| HCA 6240Finance |  |  | X | X | A, C, D & F |
| HCA 6250Strategic | X | X |  | X | C & D |
| HCA 6260Policy | X | X |  | X | D |
| HCA 6270Management | X | X | X | X | A, C, D, E & F |
| HCA 6275Managed Care | X | X |  | X | A, C, D, & F |
| HCA 6280Legal/Ethics | X |  | X | X | B, E, F & G |
| HCA 6290Quality | X | X |  | X | C, D, F & G |
| HCA 6899Project | X | X | X | X | A, B, C, D, E, F & G |

**MS-HCA Curriculum Map – PLOs to ILOs**

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| ILOs/ PLOs |   |  |  |  |  |  |
|  | Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others  | Work collaboratively and respectfully as members and leaders of diverse teams and communities  | Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems  | Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study  | Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities  | Act responsibly and sustainably at local, national, and global levels |
| Communication and Relationship Management | X | X |  |  |  |  |
| Leadership |  |  | X | X |  |  |
| Professionalism |  |  |  |  | X | X |
| Knowledge of the Healthcare Environment |  |  |  | X |  |  |
| Business Skills & Knowledge  |  |  | X | X |  |  |