ANNUAL PROGRAM REPORT

College	CLASS
Department	PUAD
Program	MS-HCA
Reporting for Academic Year	2017-18
Last 5-Year Review	2011-12
Next 5-Year Review	2019-20
Department Chair	Jay Umeh
Date Submitted	January 31, 2019

I. **SELF-STUDY**

A. **Five-Year Review Planning Goals**

The last five-year review was completed in 2011-12, and PUAD met with CAPR in Spring 12 to discuss the review. In the review, the MS-HCA program proposed to focus on five broad areas – curriculum, networking, program assessment/improvement, grant writing, and faculty resources. Four of these goals continue to be the program's primary planning goals, and we have made significant progress in curriculum, networking, program assessment/improvement, and faculty resources goals. However, recent faculty events and expected future faculty events in PUAD that will discussed later in this document have negatively affected and will negatively affect the progress we have made in faculty resources. In the five-year review, we discussed that the department would have a retreat or department meeting each academic year to discuss program assessment, the PLO assessment data collected in HCA 6899, and the curriculum. In 2017-18, the department met in Fall 17, Winter 18, and Spring 18 to discuss these items.

B. **Progress Toward Five-Year Review Planning Goals**

Curriculum: Most of 2017-18 and 2016-17 was focused on the Quarter-to-Semester Conversion, and the creation of a transformed MS-HCA program. We developed new PLOs, new alignment of PLOs with ILOs, a new curriculum map, and new degree completion roadmaps. The transformed MS-HCA program now requires the completion of seven four-unit graduate courses and one six-unit graduate course, for a total of thirty-four semester units. The new curriculum has now been fully implemented. Please see the Appendix for more detailed information on the new curriculum.

Networking: We planned to develop the program's networking, strengthening our current relationships with health care employers and developing new partnerships. We have strengthened our relationships with the American College of Healthcare Executives

(ACHE), California Association of Healthcare Leaders (CAHL), and National Association of Health Services Executives (NAHSE), which are the leading professional associations for health care administrators and managers. Representatives from ACHE, CAHL, and NAHSE conducted networking events on campus in Winter 18 and Spring 18 with the MS-HCA students, and some of the MS-HCA students have assumed student leadership positions within these organizations.

We continue to have strong relationships with MGA Healthcare (staffing group for UCSF and Sutter Health), Kaiser Permanente (Greater Southern Alameda Area), and RotaCare Bay Area (provides free medical care to low-income patients and operates 15 medical clinics in the Bay Area).

We recently developed a partnership with Jan Trifiro, Vice President of Workforce & Professional Development with the California Assisted Living Association (CALA) to provide internship and mentoring opportunities in the area of senior living/long-term care. In Spring 2018, PUAD hosted a Senior Living Panel that included 5 senior living professionals who discussed career opportunities in the field. We plan to have this event every other year.

We are working with Mariaelena Mancano, Internships Coordinator, to implement the Cal State S4 application for the internship option for the off-campus learning experience requirement in the capstone course - HCA 6899, however, due to the amount of faculty work required for establishing and overseeing internships in Cal State S4, the internship option may be dropped as an off-campus learning experience in HCA 693 (semester-based replacement for HCA 6899, effective Fall 18).

Program assessment/improvement: For 2017-18, HCA 6899 served as the capstone experience in the MS-HCA program and all of the PLOs were assessed in that course. In the 2015-16 CAPR Rubric for Annual Program Report Reviews, the reviewer was concerned that the program reported overall PLO data instead of data on the individual PLOs. The data from the PLO Essays, PLO Self-Assessment and Narrative, and the External Supervisor Evaluation are now reported per individual PLOs, instead of as overall PLO data. Due to a concern raised by the CAPR Rubric for Annual Program Report Reviews, we began to discuss replacing the PLO Essay with the PLO Synthesis Examination. After faculty and student discussion, we decided to keep the PLO Essay as we believe that it is a better fit for assessment in the MS-HCA program.

Faculty resources: PUAD was awarded two tenure-track faculty lines in 2016-17 and 2015-16. We were able to bring Nicole Diggs (2015-16) and Joyce Keyes Williams (2016-17) as Assistant Professors. Both Professors Diggs and Keyes Williams have strong health care expertise and have taught several of the MS-HCA courses. In addition, in 2017-18 we increased the size of the part-time lecturer pool by hiring three new lecturers. In Fall 17, Professor Keyes Williams accepted the MS-HCA Graduate Coordinator position, effective Fall 18, and was mentored by Professor Fogarty (MS-HCA Graduate Coordinator, Fall 03-Summer 18). Unfortunately and unexpectedly, Professor Keyes Williams became seriously ill and passed near the beginning of the Fall 18 semester.

Grantwriting: Given the continued lack of adequate administrative support, we have dropped the grant writing goal, and we have instead focused on PUAD's two special sessions (self-support, University Extension) programs to enhance departmental resources.

C. Program Changes and Needs

Overview: As previously discussed, the primary changes to the program were due to the quarter-to-semester conversion, the dropping of the grant writing goal and the focus on the special sessions programs as a funding source, building new partnerships, changes in the PLO assessment plan, additional faculty hires and increases in the lecturer pool, and the change in the MS-HCA Graduate Coordinator position. The primary program needs are for faculty lines and increased administrative support.

Curriculum: As previously discussed, the MS-HCA curriculum has been completely transformed, with new PLOs. The curriculum now consists of 7 4-unit courses and 1 6-unit course, for a total of 34 units. In addition, two options were added to the off-campus learning experience in HCA 693 (replacement for HCA 693) – a health care policy white paper and an external certification or licensure.

Students: Due to the cap by CLASS on the number of courses we can offer each semester, we continue to limit admission to the state-side MS-HCA program to 55-65 students per admission quarter. We admit in the Fall and Spring terms only. In the Spring 18 application period, the number of applicants admitted dropped significantly and only 17 applicants were admitted. This significant drop in admissions was the first to occur in the last 12 years of the MS-HCA program. Why the numbers dropped so significantly is not known. It may have been caused by the numerous issues prospective applicants experienced with CalState Apply or may have been the result of the increase in the length of time to complete the program – 4 semesters (2 years) vs. 6 quarters (1.5 years). In the self-support online MS-HCA program, we only admit in the Fall terms and only admit between 25-33 applicants, even though we generally receive over 75 qualified applications. Although we could admit more applicants, the number of admissions to the online program has been capped by CLASS.

Faculty: As discussed previously, PUAD was recently awarded two tenure-track faculty lines - one hire in 2015-16 (Nicole Diggs) and the second in 2016-17 (Joyce Keyes Williams). We have also increased the size of the part-time lecturer pool and were able hire three new lecturers.

   Professor Keyes Williams was scheduled to assume the role of MS-HCA Graduate Coordinator in Fall 18 and was mentored throughout 2017-18 by Professor Toni Fogarty (MS-HCA Graduate Coordinator, Fall 03-Summer 18). Sadly, Professor Joyce Keyes Williams became seriously ill at the beginning of the Fall 18 semester and unexpectedly died at the end of September 2018. Professor Fogarty, who had stepped down from the positon at the end of Summer 18, resumed the position on a temporary basis.

   Two senior faculty members have voiced their intentions to retire soon, one at the end of Spring 19 and the other at the end of Spring 20. One intends to FERP and the other has not yet decided. This will leave PUAD with two faculty members, one Associate Professor and one Assistant Professor. With the death of Professor Keyes Williams and the expected retirement of the two senior faculty members, the need for additional faculty to teach in and manage the MS-HCA program has become critical.

Staff: PUAD runs two full-time graduate programs (MS-HCA and MPA) with roughly 350 students and a number of part-time adjunct faculty, but we continue to have inadequate administrative support. We have one 75% 12/12 ASC I position, which means that each

program has a 37.5% ASC I position. We have repeatedly requested that the 75% position be converted to a 100% position, but these requests have unfortunately been denied by CLASS. Two individuals who previously held the 75% ASC I position resigned after being told that the position would not be converted to a 100% position (Kathleen King and Veronica Segovia).

Resources: As discussed previously, with the death of Professor Keyes Williams and the expected retirement of the two senior faculty members, the need for additional faculty has become critical. In addition, the need for increased administrative support continues.

Assessment: As previously discussed, we will not replace the PLO Essay with a PLO Synthesis Examination. How the PLO assessment data is presented has been changed so that data is reported for each individual PLO. In addition, previously the PLO Essay was graded on a scale of 0-8. That became too cumbersome so the ratings for each PLO in the PLO Essay are now: Non-Performance, Introductory, Proficient, or Distinguished.

Other: In spite of inadequate administrative support, the MS-HCA program continues to gain in reputation as a quality program. In 2017, TheBestColleges.org ranked the online MS-HCA program as 34th in the 50 best online graduate programs in health care management. In 2016, OnlineColleges.net ranked the online MS-HCA program 17th out of the best 50 online health care administration programs. Bay Area health care employers have signaled their satisfaction with the quality of the program by their willingness to hire program graduates. The program has alumni in leadership positions in most of the major Bay Area health care employers.

II. **SUMMARY OF ASSESSMENT**

A. **Program Learning Outcomes (PLO)**

Students graduating with a M.S. in Health Care Administration from California State University will be able to:
1. Communicate clearly and concisely with internal and external customers, to establish and maintain relationships, and to facilitate constructive interactions with individuals and groups (ILOs 2, 3, 5, and 6).
2. 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 (ILOs 1, 3, and 6).
3. 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 (ILOs 4, 5, and 6).
4. Demonstrate an understanding of the health care system and the environment in which health care managers and providers function (ILOs 4 and 6).
5. 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 (ILOs 1

and 6).

B. Program Learning Outcome(S) Assessed

Since 2010, we have used a variety of different methods to assess SLOs and PLOs, ranging from pre- and post-tests in all courses to student exit surveys. For the last several years, we have used the capstone experience (HCA 6899) to assess all five of the PLOs. HCA 6899 was offered in the next-to-last quarter in the program and students had four quarters to complete their work. HCA 6899 was offered twice per academic year – in the Fall and Spring quarters.

C. Summary of Assessment Process
Summarize your assessment process briefly using the following sub-headings.

Instrument(s): In 2017-18, we assessed the PLOs in three ways:

1. As part of the requirements for HCA 6899, the students wrote a 25-page PLO Essay discussing the skill sets and knowledge base acquired in the program, the relationship of the skill sets and knowledge base to each of the PLOs, and their level of achievement with each of the five PLOs. In pages 1-5, students discussed PLO 1; in pages 5-10, students discussed PLO 2; in pages 11-15, students discussed PLO 3; in pages 16-20, students discussed PLO 4; in pages 21-25, students discussed PLO 5. Each PLO section has its own grading rubric so data for each PLO was collected. The possible ratings for each PLO are: Non-Performance, Introductory, Proficient, and Distinguished.

2. As part of the requirements for HCA 6899, students completed a PLO Self-assessment and Narrative where they rated their level of achievement for each of the five PLOs. Each PLO is written as an "I can" statement and students rate their level of agreement with the statement, from strongly agree to strongly disagree. The possible ratings are: Strongly Agree, Agree, Neither, Disagree, and Strongly Disagree. As part of the narrative section, students write a five-sentence justification of each of their five self-ratings.

3. As part of the requirements for HCA 6899, each student had an external supervisor for the internship or the work-based experience. The external supervisor submitted a PLO-based evaluation of the student's work with the organization, with possible ratings of 1 through 5..

Sampling Procedure: All students in the MS-HCA program were required to complete HCA 6899.

Sample Characteristics: Students had up to one year to complete their work in HCA 6899. For the 181 students who enrolled in HCA 6899 in Fall 17 and Spring 18, there are data for 130 students. Forty-seven students have not yet completed their work and 4 students did not complete their work by the final deadline and received an F for the course. Students who enrolled in Spring 18 have until the end of Spring 19 to submit their work. All of the students who enrolled in Fall 17 submitted their work by the end of Summer 18.

Data Collection: The instructor for HCA 6899 collects the PLO Essay, PLO Self-Assessment and Narrative, and External Supervisor Evaluation from each student enrolled in HCA 6899. The PLO Essay and the PLO Self-Assessment and Narrative were graded using grading rubrics designed for each element. The rating for each PLO provided in the External Supervisor Evaluation was the grade for that element.

Data Analysis:

Fall 17 and Spring 18 HCA 6899 PLO Essay Data

RATING	Non-Performance	Introductory	Proficient	Distinguished
PLO 1				
N	1	7	63	59
Percent	<1%	5.38%	48.46%	45.38%
PLO 2				
N	4	6	56	64
Percent	3.08%	4.62%	43.08%	49.23%
PLO 3				
N	3	4	71	52
Percent	2.31%	3.08%	54.62%	40%
PLO 4				
N	1	5	65	59
Percent	<1%	3.85%	50%	45.38%
PLO 5				
N	7	11	67	45
Percent	5.38%	8.46%	51.54%	34.62%

Fall 17 and Spring 18 HCA 6899 External Supervisor Evaluation Data

RATING	1	2	3	4	5
PLO 1					
N	0	0	1	12	117
Percent	-	-	<1%	9.23%	90%
PLO 2					
N	0	0	0	9	121
Percent	-	-	-	6.92%	93.08%
PLO 3					
N	0	0	1	10	119
Percent	-	-	<1%	7.69%	91.54%%
PLO 4					
N	0	0	2	22	106
Percent	-	-	1.54%	16.92%	81.54%
PLO 5					
N	0	1	4	31	94
Percent	-	<1%	3.08%	23.85%	72.31%

Fall 17 and Spring 18 HCA 6899 Self-Assessment Data

RATING	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
PLO 1					
N	97	32	1	0	0
Percent	74.62%	24.62%	<1%	-	-
PLO 2					
N	106	24		0	0
Percent	81.54%	18.46%		-	-
PLO 3					
N	111	17		2	0
Percent	85.38%	13.08%		1.54%	-
PLO 4					
N	100	27	3	0	0
Percent	76.92%	20.77%	2.31%	-	-
PLO 5					
N	70	50	7	2	1
Percent	53.85%	38.46%	5.38%	1.54%	<1%

D. **Summary of Assessment Results**

Main Findings: Overall, the PLO assessments are positive. The students achieved good scores in all of the PLOs in the PLO Essay and the External Supervisor Evaluation. In the External Supervisor Evaluation, most of the ratings were either a score of 4 or 5, ranging from 96.15% to 100%. For each of the 5 PLOs in the PLO Essay, most students were rated as Distinguished or Proficient, ranging from 86.15% to 95.38%. In the PLO Self-Assessment and Narrative, the percentage of students either strongly agreeing or agreeing with the "I can" statements for each of the 5 PLOs was very high, ranging from 92.31% to 100%.

Recommendations for Program Improvement: There is only one recommendation for program improvement based on the AY 2017-18 program assessment. Effective Fall 18, the new transformed semester-based curriculum will be implemented, including new PLOs, new alignments with the ILOs, and a revised capstone experience (HCA 693). Since all of the data collected for AY 2017-18 pertained to the old curriculum and the old PLOs they do not provide much direction for improvement in new curriculum or new PLOs. The one recommendation that emerged from the assessment was the students' desire for more options for the off-campus learning experience in HCA 6899.

Next Step(s) for Closing the Loop: Based on the students' desire for more options for the off-campus learning experience, HCA 693 (HCA 6899 replacement) has now added two more options – health care policy white paper and external certification or license. This change was implemented in Fall 18.

Other Reflections: None.

E. **Assessment Plans for Next Year**

Effective Fall 18, the PLOs are:

Students graduating with a M.S. in Health Care Administration from California State University will be able to:

1. Analyze and think critically about current and emerging issues in the health care system and the policy environment in which the system operates. (ILO 1)
2. Communicate effectively with internal and external organizational stakeholders, both in written and oral form.
3. Form collaborative relationships and interact appropriately with diverse client groups, workplace supervisors and colleagues, and other organizational stakeholders.
4. Create effective and creative approaches for fostering teamwork and encouraging others to align their priorities with organizational excellence.
5. Align personal and organizational conduct with ethical, legal, and professional standards. (ILO 5)
6. Apply business principles to the health care environment, including financial management, human resource management, organizational dynamics and governance, strategic planning, information management, risk management, and quality improvement.

We will continue to assess all PLOs twice per year in HCA 693 (HCA 6899 replacement), in the Fall and Spring semesters. We plan to revise the External Supervisor Evaluation form so that it more clearly aligns with the new PLOs and only students who select the internship or project option in HCA 693 will have an external evaluation. Students with the health care policy white paper or the certification or license options will not have an external evaluation. Instead of writing one PLO Essay where students address all five of the PLOs, each student will write six separate PLO Essays, each that address one of the six PLOs. Each PLO Essay will be assessed using the grading rubrics created for the new PLOs and the essays will be ranked either Non-Performance, Introductory, Proficient, or Distinguished.

III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

A. **Discussion of Trends & Reflections**
   Notable Trends:

In terms of students, the primary changes in the program are in the percentage of students who are first-generation students, the number of female students versus males and the number of Asian-identified, Black, and Hispanic/Latino-identified students.

In In Fall 13 through Fall 17, the percentage of students who identified as first-generation students ranged between 47% and 52%. In Fall 17, the percentage

increased to 60%. The numbers from Fall 18 and Fall 19 will help determine if this increase is an outlier or a trend.

In Fall 17, the percentage of female students increased to 83%. In Fall 13 through Fall 17, the percentage ranged from 79% to 83%. Again, the numbers from Fall 18 and Fall 19 will help determine if this increase is an outlier or a trend.

The percentage of students who identified as Hispanic/Latino has increased every year in Fall 13 through Fall 18: 4% in Fall 13, 9% in Fall 14, 13% in Fall 15, and 14% in Fall 16 and 16% in Fall 17. The percentage of students who identified as Asian has increased from 36% in Fall 13 to 40% in Fall 17. The percentage of Black-identified students in Fall 17 dropped to 10%. In Fall 13 through Fall 16, the percentage ranged from 16% to 19%.

In terms of faculty, the primary changes are in the decrease in faculty headcount and the percentage of faculty that are lecturers. The department houses two programs – the MS-HCA and the MPA programs. It should be noted that most of the faculty data is departmental data, not specific to the MS-HCA program.

The percentage of lecturers has been dropping since Fall 15. In Fall 15, 74% of the faculty were lecturers; in Fall 16, 67% were lecturers; in Fall 17, 58% were lecturers. Faculty headcount in Fall 13, 14, and 16 was 15. In Fall 15, it was 19; in Fall 17, the number had dropped to 12.

Reflections on Trends and Program Statistics:

Although the percentage faculty that are lecturers has been dropping, that trend is not expected to continue. Two senior tenure-track faculty are planning retirement – one in Spring 19 and the other in Spring 20. The percentage of lecturers compared to tenure-track faculty is expected to dramatically increase. A high percent of the courses in the MS-HCA program are currently taught primarily by lecturers. With the loss of the faculty member to retirement in Spring 20, there will be only one faculty member who teaches in the MS-HCA program – Professor Nicole Diggs. In addition, the faculty member planning to retire in Spring 20 has been the MS-HCA Graduate Coordinator for over 15 years. Professor Diggs is the only regular faculty member that can take on the MS-HCA Graduate Coordinator position.

B. **Request for Resources**

Request for Tenure-Track Hires: Professor Joyce Keyes Williams became seriously ill at the beginning of the Fall 18 semester and unexpectedly died at the end of September 2018. Two senior PUAD faculty members have discussed their intent to retire, one at the end of Spring 19 and the other at the end of Spring 20. At this time, one plans to FERP, but the faculty member planning to retire at the end of Spring 20 may decide not to FERP at all. The faculty member who plans to retire at the end of Spring 20 has had the coordination and management of the MS-HCA program as one of her primary responsibilities for the last 15 years. With the recent and unexpected death of Professor

Keyes Williams and the expected retirement of the two senior faculty members, the need for additional faculty has become critical. We are thus requesting a tenure-track hire for a faculty member who can teach in both the MS-HCA program and the MPA program with Health Care Administration concentration, as well as assume the role of MS-HCA Graduate Coordinator.

Request for Other Resources: PUAD runs two full-time graduate programs (MS-HCA and MPA) with roughly 350 students and a number of part-time adjunct faculty, but we continue to have inadequate administrative support. We have one 75% 12/12 ASC I position, which means that each program has a 37.5% 12/12 ASC I position. We have repeatedly requested that the 75% position be converted to a 100% position, but this request has unfortunately been repeatedly denied by CLASS. This is somewhat surprising, given that other departments in CLASS who appear to have a significantly lower number of students have a 100% 12/12 administrative support position.

APPENDIX

Semester-Based MS-HCA Program - 34 Semester Units

Program Learning Outcomes (PLOs)

The Health Care Leadership Alliance (HLA), a consortium of the major health care professional associations, has identified five competency domains in which all health care administrators and managers should have proficiency for workplace effectiveness: communication and relationship management, leadership, professionalism, knowledge of the health care environment, and business skills and knowledge. These competency domains serve as the basis of the MS-HCA program's six program learning outcomes.

Students graduating with a M.S. in Health Care Administration from California State University will be able to:
- Analyze and think critically about current and emerging issues in the health care system and the policy environment in which the system operates. (PLO 1)
- Communicate effectively with internal and external organizational stakeholders, both in written and oral form. (PLO 2)
- Form collaborative relationships and interact appropriately with diverse client groups, workplace supervisors and colleagues, and other organizational stakeholders. (PLO 3)
- Create effective and creative approaches for fostering teamwork and encouraging others to align their priorities with organizational excellence. (PLO 4)
- Align personal and organizational conduct with ethical, legal, and professional standards. (PLO 5)
- Apply business principles to the health care environment, including financial management, human resource management, organizational dynamics and governance, strategic planning, information management, risk management, and quality improvement. (PLO 6)

Course # and (Units)	Course Title
HCA 611 (4)	Evolution of the U.S. Health Care System, Health Disparities and Policy
HCA 612 (4)	Health Care Management, Leadership and Strategic Planning
HCA 621 (4)	Health Care Quality Improvement Tools and Methodologies
HCA 622 (4)	Health Care Technology and Informatics
HCA 631 (4)	Health Care Financial Management and Third-Party Reimbursement
HCA 641 (4)	Health Care Legal, Diversity and Ethical Issues
HCA 642 (4)	Health Care Program Development and Grant Writing
HCA 693 (6)	Capstone Project

HCA 611: Evolution of the U.S. Health Care System, Health Disparities and Policy (4 units)

Prerequisites: Admission to the MS-HCA or MPA program.
Co-requisites: None

Course description: Provides critical examination of the U.S. health care system, including definitions of health and health determinants, key policies, diversity issues, health disparities, the role of insurance, reform efforts, and the influence of different system stakeholders, including patients, providers, and payors.

Student Learning Outcomes (SLOs)
- Analyze the U.S. health care system in terms the major health care system components, including third-party payors, providers, patients, medical device manufacturers, pharmaceutical organizations, regulators, and educational facilities.
- Evaluate the effects of various political, economic, social, health, environmental, and resource factors on the health care system and health care policy.
- Compare and contrast the U.S. health care system with other health care systems in developed countries.
- Evaluate the performance of the U.S. health care system in terms of mortality, morbidity, patient satisfaction, costs, and quality of life indicators
- Dissect the major public third-party payers, such as Medicare, Medicaid, and CHIP, in terms of benefits, funding, major policy decisions, and policy influencers.
- Evaluate health care disparities in the U.S. in terms of race and ethnicity, gender, SES, geography, and sexual orientation.
- Assess the roles and influence of different system stakeholders such as providers, patients, policymakers, and public and private third-party payers, especially in terms of health care reform efforts.
- Discuss the health care policy making process in the U.S. and the various methods used to influence it.
- Demonstrate sensitivity to cultural, ethnic, gender, and sexual orientation characteristics in the design and delivery of health services.
- Create formal class presentations that demonstrate the ability to think critically, take information from different sources and create something new, and work collaboratively in a team with diverse team members.
- Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, display an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism.

HCA 612: Health Care Management, Leadership and Strategic Planning (4 units)

Prerequisites: Admission to the MS-HCA or MPA program.
Co-requisites: HCA 611

Course description: Provides an exploration of management principles, roles and responsibilities in health care organizations, including organizational design, motivation, management theories and applications, conflict management, teamwork development, leadership styles and application, and strategic alliance formation.

Student Learning Outcomes (SLOs)
- Compare, contrast and apply different theories of management and leadership.
- Assess, analyze, and articulate one's own leadership abilities, attributes, strengths, and weaknesses.
- Utilize strategic planning tools and methodologies to define organizational vision, assess the internal and external environment to formulate a strategic plan to achieve the vision, implement the plan, evaluate progress, and make adjustments as necessary.
- Apply the principles and tools of management, organizational behavior and design, strategic planning, and change management to achieve organizational goals.
- Demonstrate sensitivity to cultural, ethnic, gender, and sexual orientation characteristics in teamwork development, conflict management, and performance evaluation.
- Create formal class presentations that demonstrate the ability to think critically, take information from different sources and create something new, and work collaboratively in a team with diverse team members.
- Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, display an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism.

HCA 621: Health Care Quality Improvement Tools and Methodologies (4 units)

Prerequisites: HCA 611, HCA 612 and admission to the MS-HCA program
Co-requisites: HCA 622

Course description: Provides the development of quality assessment and improvement skills, a survey of methodologies and tools such as Six Sigma and Lean Thinking, an exploration of emerging trends, and an overview of the principles of instrumentation and measurement of health outcomes.

Student Learning Outcomes (SLOs)
- Compare and contrast various health care quality improvement methodologies, such as Six Sigma, Lean Thinking, and Total Quality Management
- Apply the principles of instrumentation and measurement of health outcomes, including health status, quality of life, patient satisfaction, and disability measures.
- Design, implement, and evaluate quality improvement projects
- Trace the evolution of the quality improvement movement in the U.S. health care system
- Utilize a systems-thinking approach to quality issue identification and problem solving
- Create formal class presentations that demonstrate the ability to think critically, take information from different sources and create something new, and work collaboratively in a team with diverse team members.

- Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, display an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism.

HCA 622: Health Care Technology and Informatics (4 units)

Prerequisites: HCA 612 and admission to the MS-HCA program
Co-requisites: HCA 621

Course description: Provides an introduction to information technology and informatics, a review of the effects of information on health service design and delivery, and an examination of the primary types of health information tools, including electronic health records, telehealth and mobile health.

Student Learning Outcomes (SLOs)
- Analyze the factors that affected the evolution of core health care information systems and technology
- Identify current and emerging challenges in HIS/HIT adoption
- Apply the project management process and principles to create a project plan for an HIS implementation, including a risk mitigation plan
- Describe health informatics and discuss their importance in today's health care organizations
- Identify data analytics models used in health care and discuss the use of data in delivery evidence-based care
- Demonstrate knowledge and understanding of established industry standards as they relate to data exchange, privacy, and information security
- Create formal class presentations that demonstrate the ability to think critically, take information from different sources and create something new, and work collaboratively in a team with diverse team members.
- Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, demonstrate an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism

HCA 631: Health Care Financial Management and Third-Party Reimbursement (4 units)

Prerequisites: HCA 611, University Writing Skills Requirement (UWSR) and admission to the MS-HCA or MPA program
Co-requisites: None

Course description: Provides an introduction to the tools, concepts, and applications of financial management in the health care system, including accounting, financial statement creation and analysis, working capital management, investment strategies, capital needs financing, budgeting, and third-party service reimbursement systems.

Student Learning Outcomes (SLOs)

- Analyze the impact of major 3rd-party payer reimbursement systems on revenues, including public payers such as Medicare and Medicaid
- Construct and interpret the four basic financial statements for different ownership forms of health care organizations
- Employ liquidity ratios, profitability ratios, activity ratios, and capital structure ratios for financial analysis
- Utilize multiple financial techniques to analyze capital investment and production-level decisions
- Demonstrate an understanding of the concepts, terminology, methods, and trends in health care finance and insurance reimbursement
- Outline the financial management implications of SOX and other legislative and regulatory requirements
- Create and analyze the four major budgets – statistics, operating, cash, and capital

HCA 641: Health Care Legal, Diversity and Ethical Issues (4 units)

Prerequisites: HCA 611, University Writing Skills Requirement (UWSR) and admission to the MS-HCA or MPA program
Co-requisites: None

Course description: Provides an examination of the legal, diversity, and ethical issues in service delivery, including the development of laws and regulations, health disparities and equity, patient and human subject rights, contract law, professional ethics, tort law, malpractice, and emerging ethical controversies.

Student Learning Outcomes (SLOs)
- Analyze the legal, ethical and compliance issues associated with the delivery of quality patient care, especially in a cost-reduction or cost-containment environment
- Compare and contrast different philosophies and principles of ethics and apply them in different health care settings
- Summarize the legal responsibilities and legal risks of physicians, nurses, other health professionals and health care organizations
- Outline the ways in which the legal, regulatory and compliance systems influence the delivery, financing, quality and access to services
- Critique different tort reform ideas and plans
- Evaluate contracts for enforceability
- Create formal class presentations that demonstrate the ability to think critically, synthesize information from different sources and create something new, and work collaboratively in a team with diverse team members.
- Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, demonstrate an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism

HCA 642: Health Care Program Development and Grant Writing (4 units)

Prerequisites: HCA 621, HCA 622, HCA 631, University Writing Skills Requirement (UWSR) and admission to the MS-HCA program
Co-requisites: HCA 641

Course description: Provides introduction to the fundamentals of program development and grant proposal writing in the health care sector, including an overview of historical philanthropy, current trends, program development planning, potential funding source identification, and grant application and letter of intent writing.

Student Learning Outcomes (SLOs)
- Utilize the principles and tools of program development in the health care sector
- Analyze the criteria funders use for grant proposal evaluation
- Research potential corporate, foundation and government funders and target the best funder for a grant
- Assemble, write, and submit a compelling grant proposal
- Discuss historical, current, and emerging trends in philanthropy
- Write persuasive letters of intent

HCA 693: Capstone Project (6 units)

Prerequisites: HCA 621, HCA 622, University Writing Skills Requirement (UWSR) and admission to the MS-HCA program
Co-requisites: HCA 631

Course description: Provides a culminating set of personal, academic and professional experiences where students synthesize, integrate and apply knowledge and skill sets developed in the program in order to develop an original field-based project and demonstrate competency in the program learning outcomes.

Student learning outcomes:
- Analyze and think critically about current and emerging issues in the health care system and the policy environment in which the system operates.
- Communicate effectively with internal and external organizational stakeholders, both in written and oral form.
- Form collaborative relationships and interact appropriately with diverse client groups, workplace supervisors and colleagues, and other organizational stakeholders.
- Create effective and creative approaches for fostering teamwork and encouraging others to align their priorities with organizational excellence.
- Align personal and organizational conduct with ethical, legal, and professional standards.
- Apply business principles to the health care environment, including financial management, human resource management, organizational dynamics and governance, strategic planning, information management, risk management, and quality improvement.

MS-HCA DEGREE-COMPLETION ROADMAP
Fall and Spring Admissions – Semester

Program Overview: The MS-HCA program requires the completion of eight four-unit graduate courses, for a total of thirty-four semester units. We generally do not accept transfer or substitution courses for any of these eight courses. You must maintain an overall GPA of 3.00 (B average) or better in the program, and earn a grade of C or better in all courses.

Course # and (Units)	Course Title
HCA 611 (4)	Evolution of the U.S. Health Care System, Health Disparities and Policy
HCA 612 (4)	Health Care Management, Leadership and Strategic Planning
HCA 621 (4)	Health Care Quality Improvement Tools and Methodologies
HCA 622 (4)	Health Care Technology and Informatics
HCA 631 (4)	Health Care Financial Management and Third-Party Reimbursement
HCA 641 (4)	Health Care Legal, Diversity and Ethical Issues
HCA 642 (4)	Health Care Program Development and Grant Writing
HCA 693 (6)	Capstone Project

University Writing Skills Requirement (UWSR): The University Writing Skills Requirement (UWSR) must be met by all CSUEB students, including graduate students. If you do not meet the UWSR by the end of your first year in the program, you will not be able to enroll in additional courses. Please contact the CSUEB Testing Center for information regarding the UWSR: http://testing.csueastbay.edu/. If your undergraduate degree was awarded by any of the CSU Universities within the CSU system, you may have already met the UWSR.

Roadmaps: All students should enroll in two courses per semester. Two courses per enrollment period is full-time status. If for some reason you are unable to complete two courses per semester, please contact the MS-HCA Graduate Coordinator – Professor Toni Fogarty (toni.fogarty@csueastbay.edu) as soon as possible.

Fall admissions

Year 1	Fall 1 HCA 611 HCA 612	Spring 1 HCA 621 HCA 622
Year 2	Fall 2 HCA 631 HCA 693	Spring 2 HCA 641 HCA 642

Spring admissions

Year 1	Spring 1 HCA 611 HCA 612	Fall 1 HCA 621 HCA 622
Year 2	Spring 2 HCA 631 HCA 693	Fall 2 HCA 641 HCA 642

Curriculum Map #1: PLOs Aligned to Required and Elective Courses

PLOs	R/E	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Course title and new number							
HCA 611 Evolution of the U.S. Health Care System, Health Disparities and Policy	R	I	I	I	I	I	I
HCA 612 Health Care Management, Leadership and Strategic Planning	R	I, D	I, D	I, D	I, D	I, D	I, D
HCA 621 Health Care Quality Improvement Tools and Methodologies	R		D	D	D		D
HCA 622 Health Care Technology and Informatics	R	D	D	D	D		D
HCA 631 Health Care Financial Management and Third-Party Reimbursement	R	D	D	D		D	D
HCA 641 Health Care Legal, Diversity and Ethical Issues	R	D	D	D	D	D	D
HCA 642 Health Care Program Development and Grant Writing	R	D	D	D			D
HCA 693 Capstone	R	M, A	M, A	M, A	M, A	M, A	M, A

Project							

Curriculum Map #2: PLOs Aligned to ILOs

Institutional Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.	X					
Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.						
Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.						
Collaboration*:* work collaboratively and respectfully as members and leaders of diverse teams and communities.		X				
Sustainability*:* act responsibly and sustainably at local, national, and global levels.						