# 3-Year Academic Assessment Plan Cover Sheet

**Assessment plans are due February 16, 2015**

Email to: [assessment@unlv.edu](mailto:assessment@unlv.edu)

## Program Information:

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<th>Program Assessed</th>
<th>Health Care Administration BS</th>
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<td>Department</td>
<td>Health Care Administration</td>
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<tr>
<td>College</td>
<td>Community Health</td>
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<td>Department Chair</td>
<td>Chris Cochran</td>
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<td>Assessment Coordinator</td>
<td>Chris Cochran</td>
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<td>Date Submitted</td>
<td>3/4/15</td>
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Contact Person for This Plan

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<thead>
<tr>
<th>Name</th>
<th>Chris Cochran</th>
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<tbody>
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<td>(702) 895-1400</td>
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Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found here: [http://provost.unlv.edu/Assessment/map.html](http://provost.unlv.edu/Assessment/map.html)
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Academic Assessment Plan

Department of Health Care Administration

School of Community Health Sciences

Undergraduate Program: Bachelor of Science, Health Care Administration

December 15, 2014

Contact: Chris Cochran, Ph.D., Department Chair
TO: Lindsay Couzens, Office of Academic Assessment  
FROM: Chris Cochran, Ph.D., Department Chair HCAP  
SUBJECT: Academic Assessment Report HCA Undergrad  
DATE: December 12, 2014

HCAP Undergraduate Student Learning Outcomes

1. Students are able to describe the nature of health care services, including the demographic, social, political, economic, technological, legal, ethical, professional and historic factors that influence the present and future direction of health care.

2. Students are able to describe the nature and function of health care organizations, including multi-institutional systems and managed care arrangements.

3. Students are able to describe the distribution and determinants of health and disease, including the influences of individual behavior, the environment, and health care technology in the prevention and progression of disease, as well as the restoration of health.

4. Students are able to describe managerial knowledge and skills of health care organization change, design, performance, strategic planning, marketing, problem-solving, decision making and leadership.

5. Students are able to apply basic quantitative abilities in health care financial management, computer literacy, operations analysis, management information systems, statistics and research methods.

6. Students are able to demonstrate the ability to integrate theories and practices of health care administration in the practice setting through a faculty-supervised practicum.

Which Learning outcomes were assessed?

Major focus this year was placed on two outcomes, number 4 describe managerial knowledge and skills of health care organization change, design, performance, strategic planning, marketing, problem-solving, decision making and leadership; and number 6, integrate theories and practices of health care administration in the practice setting through a faculty-supervised practicum.

How were learning outcomes assessed?

During department faculty meetings, faculty identified any shortcomings within the program. Much of the focus on skills students would require during their practicum experience (this was also carried over into analyzing the MHA graduate program).
The department also participated in the UULOs workshops and was active in several meetings with the intention of providing students clearer guidance through their academic program.

Faculty indicated a potential lack of leadership skills needed by students which are essential in motivating organizations through change. We also students in the pre-practicum class which outcomes they felt they were lacking as they prepared for their practicum.

Finally, the practicum instructor met with practicum preceptors to obtain their feedback into essential skills needed by students. We also held a career night activity for undergraduate students and graduate students in which local health care providers from throughout the health care community in southern Nevada discussed their programs, the skill sets they were looking for in students, and what students needed to do to prepare for a career in health care administration.

What was learned from the assessment results?

Faculty discussed a need to better prepare students in the areas of leadership, organizational change and marketing.

During focused discussions with students, we also determined that students needed more exposure to their degree plan earlier in the process. Most HCA undergraduate courses are junior and senior level courses. Only three 100-200 level courses are required of students and one of those, epidemiology, does not give a breadth of exposure to health care as an industry.

The information obtained from preceptors and through the career night activities were similar in findings.

What was program response to the outcomes assessment?

The program proposed several changes to integrating the needed outcomes into the program and at an earlier stage in their academics. Some of this was the results of meeting UULOs for the program as required by the university. Although the program does not provide a first year experience course, it has been involved in teaching a class in health sciences’ first year experience course. Faculty in the school do not believe the learning skills obtained in these courses apply enough to our areas in the school and we are considering developing our own first year experience (it is recognized that this first year experience is optional for students and open across campus).

The program also developed a new course, HCA 299 Developing Leaders in the Changing Healthcare Environment, to be introduced as a second year experience course in Fall 2015. This course will give students broader introduction into the health care field, improve their leadership skills, and give them earlier exposure to the local health care community. Through site visits and guest lectures by local health care professionals, students will learn more about career options and be able to better plan their course schedules, including guided electives, to guide them through their educational career. The intent of this course is that it be a required course for pre-HCA and HCA majors, taken in the second semester. The course will also serve as a third year milestone course because students will have an opportunity to
better prepare for a chosen practicum experience. Students will work in teams in this class as opposed to individual assignments during their practicum.

We previously identified HCA 399, Pre-Practicum in Health Care Administration, as a third year milestone, but have changed that plan given the time frame when the course is taken. HCA 399 is taken the semester before HCA 400, usually during the student’s senior year. We are also considering whether to target HCA 330, Strategic Management as a third year experience, but given that HCA 299 has been identified as both a second year seminar and can meet third year milestones, this may be a better option.

HCA 400 is the fourth year experience course for the program. The instructor and faculty have redesigned the preceptor assessment and the student’s assessment to help determine the ability of the program to meet all of its learning outcomes. In this course, preceptors are surveyed to measure their perception of the student’s ability to meet the program outcomes. Students also indicate which courses best address the learning outcomes and which outcomes they believe are covered in those courses.

Other significant changes made during the year greater use of health care case studies to give students a broader knowledge of strategic management and organizational change. Faculty participated in a one day workshop in May, 2014 to apply the Harvard Case Study Method. Skills and knowledge obtained during this workshop will apply to both the undergraduate and graduate program.

During AY 15-16, the program will be re-applying to the Association of University Programs in Healthcare Administration (AUPHA) which certifies the HCAP undergraduate program. A full assessment of the program and all courses will be implemented during that self study.

Other individual course changes to improve learning outcomes: