# 3-Year Academic Assessment Plan Cover Sheet

Assessment plans are due February 16, 2015

Email to: assessment@unlv.edu

## Program Information:

<table>
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<tr>
<th>Program Assessed</th>
<th>Health Care Administration MHA</th>
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<tr>
<td>Department</td>
<td>Health Care Administration</td>
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<tr>
<td>College</td>
<td>Community Health</td>
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<tr>
<td>Department Chair</td>
<td>Chris Cochran</td>
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<td>Assessment Coordinator</td>
<td>Chris Cochran</td>
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<th>Contact Person for This Plan</th>
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<tr>
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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.
The Department of Health Care Administration and Policy submitted its pre-application for accreditation to the Commission of Accredited Commission on Accreditation Healthcare Management Education (CAHME) in October 2014. In preparation for the self-study year, the Department has made numerous changes in its instructional and competencies process.

MHA Student Learning Outcomes

The Department has adopted the following competencies in Fall 2014. As a result, the department is also undergoing considerable updates in the way courses are delivered, competency assessment tools and implementing new content to assure addressing the competencies.

MHA Competencies

The competencies are grouped into 5 domains: Knowledge of the healthcare environment; Business knowledge and skills; Communication and Relationship Management; Professionalism; and, Leadership.

Knowledge of healthcare environment

1. Health care Issues and Trends (Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care)
2. Standards, Regulations and policy making (Identify standards, laws, regulatory and accreditation criteria applicable to health care organizations)
3. Populations’ health and status assessment (Identify basic theory, concepts and models of health promotion, disease causation and prevention; analyze trends using primary and/or secondary community and health status data)
4. Health care workforce (Define and assess clinical and nonclinical roles and practice)

Business knowledge and skills

1. Health Economics (Analysis and application of economic theory and concepts to business decisions)
2. Organizational Dynamics and Governance (Apply organizational theory and behavior to develop, assess, design or redesign health care organizations)
3. Problem-solving and Decision-making (Formulate questions and apply models to address issues and problems)
4. Time Management (Ability to balance multiple tasks and responsibilities; set and meet deadlines)
5. Financial Management (Ability to compile and analyze financial data; develop capital, operating and cash flow budgets; analyze investment data; pro forma development)
6. Strategic Planning (Ability to perform environmental analysis; discern competitive strategy; formulate business strategy based on evidence)
7. Information Management/Understanding and Using Technology Skills (Apply techniques and methods to plan, design, implement and assess information flow and communication)
8. Risk Management (Assessment of risk exposure; apply methods to ensure patient and staff safety; resolution of ethical and legal issues)
9. Quantitative Skills (Analyze data and interpret quantitative information)
10. Legal principles development, application and assessment (Analyze managerial issues related to the law governing health care; compliance; fiduciary responsibility)
11. Marketing (Analysis and assessment of markets, market segmentation, strategy, change and innovation)
12. Quality Improvement/Performance Improvement (Define and assess quality and performance)
13. Planning and Managing Projects (Able to design, plan, implement and assess projects related to performance, structure and outcomes of health services)
14. Health policy formulation, implementation and evaluation (Identify policy issues and key stakeholders; design and evaluate policy strategies)
15. Human Resources (Apply methods and techniques related to the management of health care organization employees and professional staff.)

Communication and Relationship Management

1. Interpersonal Communication (Build collaborative relationships)
2. Presentation Skills (Demonstrate effective oral communication and presentation skills)
3. Working in Teams (Create, participate in, and lead teams)
4. Writing Skills (Prepare effective written and business communications)

Professionalism

1. Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors)
2. Professional & Community Contribution (Participate in community service; balance professional and personal pursuits)
3. Continuing Education & Lifelong Learning (Participate in continuing education and career planning)"

Leadership

1. Leading and Managing Others (Hold self and others accountable for Organizational goal attainment)
2. Ability for Honest Self-assessment (Demonstrate reflection through self-assessment)
3. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations)
4. Planning and Implementing Change (Promote and manage change) – Ability to assess needs of communities and have a visionary perspective for the own organization
Which Learning outcomes were assessed?

Business knowledge and skills – Financial management, information management, risk management and quality Improvement/Performance Improvement

Communication and Relationship management – all

Professionalism – Personal and Professional Ethics

Leadership – Leading and managing others, Honest self-assessment;

How were learning outcomes assessed?

1. Faculty meetings and workshops. Based on requirements from CAHME to have documentation for each of its competencies, the department faculty held two winter break workshops to review the accreditation process, participated in three online training events with CAHME during the Spring of 2014, participated in one meeting per month for April, September, October and November dedicated specifically to accreditation, and held a two day retreat for faculty during summer 2014.

2. Advisory Board participation. The Department’s advisory board met in January 2015 to review the program’s move towards accreditation. A follow-up mail distribution of potential learning competencies was sent to the board for their recommendations to assure desired skill sets are incorporated into the program.

3. Student participation.
   a. A focus groups. Two culminating experience classes during the fall of 2014 (HCA 793 Health Care Administration Internship and HCA 779 Health Care Administration capstone) conducted focus group meetings for student feedback to address measure student perceptions as to how well the program met the new competencies and what can be done to improve those learning expectations.
   b. Revised exit survey. For students graduating from the MHA in Fall 2014, a revised exit survey was implemented to get student feedback regarding learning competencies, their overall learning experience, and recommendations for improving the program. The exit survey has been adopted for ongoing use to be included in future accreditation and academic assessment reports.

4. Preceptor participation. Preceptors for the health care administration internship were issued a new student evaluation form that included measures related to the student competencies. The preceptor survey has been adopted for ongoing use to be included in future accreditation and academic assessment reports.
## 2. Curriculum Alignment of Student Learning Outcomes

Where is the information covered in the courses required in the program?

At what developmental stage is it covered (Beginning, Middle, or End)?

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B = **Beginning**, M = **Middle**, E = **End**

B = outcome introduced in beginning of development, such as in introductory course
M = outcome covered in middle stages of development
E = outcome fully developed at the end of career, such as in a capstone course