Program Information:

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<th>Program Assessed</th>
<th>Health Care Administration MHA</th>
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<td>Department</td>
<td>Health Care Administration</td>
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<td>College</td>
<td>Community Health</td>
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<td>Date Submitted</td>
<td>3/4/15</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
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.

What was learned from the assessment results?

From workshop meetings it was determined that the program needed to develop a hierarchical teaching and learning process. This applies the cognitive and affective learning process and the importance of sequential application within courses. We also learned the importance of redesigning assessment
strategies for studies to improve and reinforce their learning process. We determined that greater use of applied skills in groups and teams is important for the degree. The program sponsored a workshop for working with case studies, the Harvard Case Study Method, in May 2014. As a result, there has been broader adoption of case studies in courses.

We also redesigned the capstone course from an exam format to a competitive team project using case studies. This is a work in progress with more redesign planned for upcoming academic year.

With regard to specific competencies identified above, we are working on improving several sections including those below.

**Business knowledge and skills** – 4 main areas were identified for improvement in an ongoing manner

- Financial management – redesigned and implemented advanced health care finance course;
- Information management – redesigned assignments to include group projects and incorporating community assessment
- Risk management and quality Improvement/performance improvement – incorporated a portion of this into existing course, but recognized that more needs to be done including developing new course

**Communication and Relationship management** – all

- Incorporated more group projects into curricula.
- Redesigned capstone course from exam to group case studies. Continue to work on improving capstone to develop local provider input.

**Professionalism** – Personal and Professional Ethics

- Determined to be lacking in program. Added introductory section in US Health Care System (HCA 701). Incorporated section into capstone course. Added individual and group projects in course work.

**Leadership** – Leading and managing others, Honest self-assessment; What was program response to the outcomes assessment?

- Identified the need for new course, “readings in health care administration”, to include section on leadership.
- Added group and individual projects to capstone course.

**Conclusion**

The program will enter its self-study year in AY 15-16. More course re-design and new course development is expected to better meet the competencies. We will also examine the extent to which we are able to adequately meet all of the competencies listed above through a hierarchical level.