Department of Public Affairs & Administration, CLASS

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# **ASSESSMENT PLAN: MS-HCA in Health Care Administration**

### Updated Date: Winter, 2013, By Michael Moon

| PROGRAM MISSION |
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| [CSUEB Missions, Commitments, and ILOs, 2012](http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20ILOs,%202012%20June%2019.pdf)  The mission of the MS-HCA program is to be a vibrant community of in-person and virtual learning that provides an academically challenging experience that equips its students with the knowledge base and skill set necessary to be successful, innovative, and socially responsible administrators, managers, and leaders in their local and global health care communities. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with a MS-HCA in Health Care Administration will be able to: | |
| SLO 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. |
| SLO 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. |
| SLO 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. |
| SLO 4 | Demonstrate an understanding of the health care system and the environment in which health care managers and providers function. |
| SLO 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. |

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| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | 1-5 | |
| 1. Assessment indicators | | 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. | |
| 1. Sample (courses/# of students) | | 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. The external supervisor for the capstone experience submits an evaluation of the student’s work with the organization. Approximately 35 students. | |
| 1. Time (which quarter(s)) | | Spring | |
| 1. Responsible person(s) | | n/a | |
| 1. Ways of reporting (how, to who) | | Annual reports, annual faculty retreat | |
| 1. Ways of closing the loop | | Faculty meeting | |

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| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | 1-5 | |
| 1. Assessment indicators | | 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. | |
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| 1. Time (which quarter(s)) | | TBD | |
| 1. Responsible person(s) | | n/a | |
| 1. Ways of reporting (how, to who) | | Annual reports, annual faculty retreat | |
| 1. Ways of closing the loop | | Faculty meeting | |

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| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | 1-5 | |
| 1. Assessment indicators | | 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. | |
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| 1. Time (which quarter(s)) | | TBD | |
| 1. Responsible person(s) | | n/a | |
| 1. Ways of reporting (how, to who) | | Annual reports, annual faculty retreat | |
| 1. Ways of closing the loop | | Faculty meeting | |

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| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | 1-5 | |
| 1. Assessment indicators | | 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. | |
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| 1. Time (which quarter(s)) | | TBD | |
| 1. Responsible person(s) | | n/a | |
| 1. Ways of reporting (how, to who) | | Annual reports, annual faculty retreat | |
| 1. Ways of closing the loop | | Faculty meeting | |

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| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | 1-5 | |
| 1. Assessment indicators | | 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. | |
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| 1. Time (which quarter(s)) | | TBD | |
| 1. Responsible person(s) | | n/a | |
| 1. Ways of reporting (how, to who) | | Annual reports, annual faculty retreat | |
| 1. Ways of closing the loop | | Faculty meeting | |