A. Program Student Learning Outcomes

We have adopted the five competences identified by the Health Care Leadership Alliance (HLA) as the MS-HCA program learning outcomes (PLOs). Students who graduate with a MS-HCA should 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.
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.
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.
4. Demonstrate an understanding of the health care system and the environment in which health care managers and providers function.
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.

B. Program Student Learning Outcome(s) Assessed

We evaluate all 5 of the PLOs each academic year as part of HCA 6899, the capstone course.

C. Summary of Assessment Process

We directly and indirectly assess PLOs in four ways:
1. As part of the requirements for HCA 6899, the students wrote a 25-page PLO Essay discussing their
level of achievement with each of the five PLOs.

2. As part of the requirements for HCA 6899, students completed a PLO self-assessment where they rate 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. As part of the self-assessment, students write a five-sentence justification of their self-ranking.

3. As part of the requirements for HCA 6899, students participate in either a 200-hour internship or a work-based experience and write a 25-page report. As part of the report, students discuss the skill sets and knowledge base that the student acquired from the program that helped them be successful in either the internship or the work-based experience.

4. As part of the requirements for HCA 6899, each student has an external supervisor for the internship or the work-based experience. The external supervisor submits an evaluation of the student’s work with the organization.

The themes and concerns that emerged from the project reports, the external supervisor’s evaluation of the work completed in HCA 6899, and the PLO essays and self-assessments were discussed by faculty at our annual retreat, which was completed in Spring 15 this year.

D. Summary of Assessment Results

Originally, we had an exit survey as part of assessment. However, the students did not think that the survey had any value for them so it was replaced with the PLO essay and self-assessment in Winter 15.

The external supervisors’ evaluations of students were generally highly satisfactory. For Summer 14, Fall 14, and Winter 15, the average evaluation scores respectively were 36.7, 37.2, and 38.3 on a 40-point scale. The majority of the supervisors’ comments were positive, such as “self-starter, professional, and will be successful;” “personable and dependable;” “committed, courteous and knowledgeable;” and “passionate, excellent, and strong work ethic.”

Based on feedback from the students in the HCA 6899 reports, we added completion of the Institute on Healthcare Improvement (IHI) Quality Improvement Certificate as part of HCA 6290 (Health Care Quality Assessment and Improvement) in 2013-2014. In 2014-15, all of the students enrolled in HCA 6290 successfully completed the IHI Quality Improvement Certificate. Students report that having the certificate, along with the MS-HCA degree, on their resumes has been beneficial during job searches.

The PLO essays and self-assessments were generally satisfactory. In Winter 15 (when we instituted the PLO essays and self-assessment), “strongly agree” or “agree” was the answer in 94% of the assessments.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future

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**Curriculum Map for Program Learning Outcomes Assessment, CSU East Bay**

**Degree:** Masters of Science in Health Care Administration

**Dept:** PUAD

**Levels:**
- I=Introduced; P=Practiced; M=Mastered (terms adopted from WASC recommendations)

**Indicators**
- A=Assignments; E=Essays; R=Research Project/Papers; T=Objective Tests;
- X=Exams of Mixed Types (tests, short answers, essays); O=Other Types of Work

**T50**=The indicator is an Objective Test, which constitutes 50% of the course evaluation;

**NOTE:** Indicators are expected to vary with instructor

**Instructions:**
1) Enter the courses ONLY if that course is part of the requirement of the relevant major (either core, option requirement, or elective). Enter the course according to the course number, from smallest to the largest numbers).
2) For each course, for the course line (see example 01), use the pull down list (click the cell, and the downward arrow will show) to indicate the level of materials for each SLO. For the Indicators line, enter the symbols, such as T50, O35, etc., to indicate the type of work and the % of its weight of the course evaluation (Round to every 5%, e.g., 15, 20, 25, etc.)
3) If the SLO maps to any ILO, enter the same values under that ILO for the same course (see example 01). Map ALL relevant ILOs when appropriate.

**Reveal PLO/ILO text:** Mouse over each PLO or ILO, the full text of that PLO/ILO will show on the screen.