I. SELF-STUDY

A. Five-Year Review Planning Goals

The last five-year review was completed in 2011-12, and PUAD met with CAPR in Spring 12 to discuss the review. In the review, the MS-HCA program proposed to focus on five broad areas – curriculum, networking, program assessment/improvement, grant writing, and faculty resources. Four of these goals continue to be the program’s primary planning goals, and we have made significant progress in curriculum, networking, program assessment/improvement, and faculty resources goals. However, recent faculty events and expected future faculty events in PUAD have negatively affected and will negatively affect the progress we have made in faculty resources. In the five-year review, we discussed that the department would have a retreat or department meeting each academic year to discuss program assessment, the PLO assessment data collected in HCA 6899, and the curriculum. In 2017-18, the department met in Fall 17, Winter 18, and Spring 18 to discuss these items.

B. Progress Toward Five-Year Review Planning Goals

Curriculum: Most of 2017-18 and 2016-17 were focused on the Quarter-to-Semester Conversion, and the creation of a transformed MS-HCA program. We developed new PLOs, new alignment of PLOs with ILOs, a new curriculum map, and new degree completion roadmaps. The transformed MS-HCA program now requires the completion of seven four-unit graduate courses and one six-unit graduate course, for a total of thirty-four semester units. The new curriculum has now been fully implemented. Please see the Appendix for more detailed information on the new curriculum.

Networking: We planned to develop the program’s networking, strengthening our current relationships with health care employers and developing new partnerships. We have strengthened our relationships with the American College of Healthcare Executives (ACHE), California Association of Healthcare Leaders (CAHL), and National...
Association of Health Services Executives (NAHSE), which are the leading professional associations for health care administrators and managers. Representatives from ACHE, CAHL, and NAHSE conducted networking events on campus in Winter 18 and Spring 18 with the MS-HCA students, and some of the MS-HCA students have assumed student leadership positions within these organizations.

We continue to have strong relationships with MGA Healthcare (staffing group for UCSF and Sutter Health), Kaiser Permanente (Greater Southern Alameda Area), and RotaCare Bay Area (provides free medical care to low-income patients and operates 15 medical clinics in the Bay Area).

We recently developed a partnership with Jan Trifiro, Vice President of Workforce & Professional Development with the California Assisted Living Association (CALA) to provide internship and mentoring opportunities in the area of senior living/long-term care. In Spring 2018, PUAD hosted a Senior Living Panel that included 5 senior living professionals who discussed career opportunities in the field. We plan to have this event every year.

We are working with Mariaelena Mancano, Internships Coordinator, to implement the Cal State S4 application for the off-campus learning experience requirement in the capstone course - HCA 693 (semester-based replacement for HCA 6899).

Program assessment/improvement: HCA 693 (Graduate Project) now serves as the capstone experience in the MS-HCA program and all of the PLOs are assessed in that course. In the 2015-16 CAPR Rubric for Annual Program Report Reviews, the reviewer was concerned that the program reported overall PLO data instead of data on the individual PLOs. The data from the PLO Essays, PLO Self-Assessment and Narrative, and the External Supervisor Evaluation are now reported per individual PLOs, instead of as overall PLO data. Due to a concern raised by the CAPR Rubric for Annual Program Report Reviews, we had planned to replace the PLO Essays with the PLO Synthesis Examination. After faculty and student discussion, we have now decided to keep the PLO Essays.

The requirements for HCA 693 are reviewed during the new student orientation for each admission cohort and students are also informed about the requirements via email announcements in their admission quarter.

Faculty resources: PUAD was awarded two tenure-track faculty lines in 2016-17 and 2015-16. We were able to bring Nicole Diggs (2015-16) and Joyce Keyes Williams (2016-17) as Assistant Professors. Both Professors Diggs and Keyes Williams have strong health care expertise and are able to teach several of the MS-HCA courses. We have also increased the size of the part-time lecturer pool by hiring two new lecturers.

Grantwriting: Given the continued lack of adequate administrative support, we have dropped the grant writing goal, and we have instead focused on PUAD’s two special sessions (self-support, University Extension) programs to enhance departmental resources.

C. Program Changes and Needs

Overview: As previously discussed, the primary changes to the program were due to the quarter-to-semester conversion, the dropping of the grant writing goal and the focus on the special sessions programs as a funding source, building new partnerships,
changes in the PLO assessment plan, additional faculty hires and increases in the lecturer pool. The primary program need is for increased administrative support.

**Curriculum:** As previously discussed, the MS-HCA curriculum has been completely transformed, with new PLOs. The curriculum now consists of 7 4-unit courses and 1 6-unit course, for a total of 34 units.

**Students:** Due to the cap on the number of courses we can offer each semester, we continue to limit admission to the state-side MS-HCA program to 55-65 students per admission quarter. We admit in the Fall and Spring terms only. In the self-support MS-HCA, we only admit in the Fall terms and only admit between 25-33 applicants.

**Faculty:** As discussed previously, PUAD was recently awarded two tenure-track faculty lines - one hire in 2015-16 (Nicole Diggs) and the second in 2016-17 (Joyce Keyes Williams). We have also increased the size of the part-time lecturer pool and were able hire two new lecturers. Sadly, Professor Joyce Keyes Williams became seriously ill at the beginning of the Fall 18 semester and unexpectedly died at the end of September 2018. Two senior PUAD faculty members have discussed their intent to retire, one at the end of Spring 19 and the other at the end of Spring 20. At this time, both plan to FERP, but the faculty member planning to retire at the end of Spring 20 may decide not to FERP at all. The faculty member who plans to retire at the end of Spring 20 has had the coordination and management of the MS-HCA program as one of her primary responsibilities. With the death of Professor Keyes Williams and the expected retirement of the two senior faculty members, the need for additional faculty has become critical.

**Staff:** PUAD runs two full-time graduate programs (MS-HCA and MPA) with roughly 350 students and a number of part-time adjunct faculty, but we continue to have inadequate administrative support. We have one 75% 12/12 ASC I position, which means that each program has a 37.5% 12/12 ASC I position. We have repeatedly requested that the 75% position be converted to a 100% position, but these requests have unfortunately been denied by CLASS.

**Resources:** As discussed previously, with the death of Professor Keyes Williams and the expected retirement of the two senior faculty members, the need for additional faculty has become critical. In addition, the need for increased administrative support continues.

**Assessment:** As previously discussed, we will not replace the PLO Essays with a PLO Synthesis Examination. How the PLO assessment data is presented has also been changed so that data is reported for each individual PLO.

**Other:** In spite of inadequate administrative support, the MS-HCA program continues to gain in reputation as a quality program. In 2017, TheBestColleges.org ranked the Online MS-HCA program as 34th in the 50 best online graduate programs in health care management. In 2016, OnlineColleges.net ranked the Online MS-HCA program 17th out of the best 50 online health care administration programs. In 2015, TopManagementDegrees.com ranked the program as 43rd out of the best 50 online programs in health care management. Bay Area health care employers have signaled their satisfaction with the quality of the program by their willingness to both hire program
graduates and to participate in partnerships to provide internship opportunities to students.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLOs)

B. Summary of Assessment Process

C. Summary of Assessment Results

D. Assessment Plans for Next Year

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

B. Request for Resources

**Request for Tenure-Track Hires:** Professor Joyce Keyes Williams became seriously ill at the beginning of the Fall 18 semester and unexpectedly died at the end of September 2018. Two senior PUAD faculty members have discussed their intent to retire, one at the end of Spring 19 and the other at the end of Spring 20. At this time, both plan to FERP, but the faculty member planning to retire at the end of Spring 20 may decide not to FERP at all. The faculty member who plans to retire at the end of Spring 20 has had the coordination and management of the MS-HCA program as one of her primary responsibilities for the last 15 years. With the recent and unexpected death of Professor Keyes Williams and the expected retirement of the two senior faculty members, the need for additional faculty has become critical. We are thus requesting a tenure-track hire for a faculty member who can teach in both the MS-HCA program and the MPA program with Health Care Administration concentration, as well as assume the role of MS-HCA Graduate Coordinator.

**Request for Other Resources:** PUAD runs two full-time graduate programs (MS-HCA and MPA) with roughly 350 students and a number of part-time adjunct faculty, but we continue to have inadequate administrative support. We have one 75% 12/12 ASC I position, which means that each program has a 37.5% 12/12 ASC I position. We have repeatedly requested that the 75% position be converted to a 100% position, but this request has unfortunately been repeatedly denied by CLASS. This is somewhat surprising, given that other departments in CLASS who appear to have a significantly lower number of students have a 100% 12/12 administrative support position.
Semester-Based MS-HCA Program - 34 Semester Units

Program Learning Outcomes (PLOs)

The Health Care Leadership Alliance (HLA), a consortium of the major health care professional associations, has identified five competency domains in which all health care administrators and managers should have proficiency for workplace effectiveness: communication and relationship management, leadership, professionalism, knowledge of the health care environment, and business skills and knowledge. These competency domains serve as the basis of the MS-HCA program’s six program learning outcomes.

Students graduating with a M.S. in Health Care Administration from California State University will be able to:

- Analyze and think critically about current and emerging issues in the health care system and the policy environment in which the system operates. (PLO 1)
- Communicate effectively with internal and external organizational stakeholders, both in written and oral form. (PLO 2)
- Form collaborative relationships and interact appropriately with diverse client groups, workplace supervisors and colleagues, and other organizational stakeholders. (PLO 3)
- Create effective and creative approaches for fostering teamwork and encouraging others to align their priorities with organizational excellence. (PLO 4)
- Align personal and organizational conduct with ethical, legal, and professional standards. (PLO 5)
- Apply business principles to the health care environment, including financial management, human resource management, organizational dynamics and governance, strategic planning, information management, risk management, and quality improvement. (PLO 6)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>HCA 611 (4)</td>
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<td>Health Care Program Development and Grant Writing</td>
</tr>
<tr>
<td>HCA 693 (6)</td>
<td>Capstone Project</td>
</tr>
</tbody>
</table>
HCA 611: Evolution of the U.S. Health Care System, Health Disparities and Policy (4 units)

Prerequisites: Admission to the MS-HCA or MPA program.
Co-requisites: None

Course description: Provides critical examination of the U.S. health care system, including definitions of health and health determinants, key policies, diversity issues, health disparities, the role of insurance, reform efforts, and the influence of different system stakeholders, including patients, providers, and payors.

Student Learning Outcomes (SLOs)
- Analyze the U.S. health care system in terms the major health care system components, including third-party payors, providers, patients, medical device manufacturers, pharmaceutical organizations, regulators, and educational facilities.
- Evaluate the effects of various political, economic, social, health, environmental, and resource factors on the health care system and health care policy.
- Compare and contrast the U.S. health care system with other health care systems in developed countries.
- Evaluate the performance of the U.S. health care system in terms of mortality, morbidity, patient satisfaction, costs, and quality of life indicators.
- Dissect the major public third-party payers, such as Medicare, Medicaid, and CHIP, in terms of benefits, funding, major policy decisions, and policy influencers.
- Evaluate health care disparities in the U.S. in terms of race and ethnicity, gender, SES, geography, and sexual orientation.
- Assess the roles and influence of different system stakeholders such as providers, patients, policymakers, and public and private third-party payers, especially in terms of health care reform efforts.
- Discuss the health care policy making process in the U.S. and the various methods used to influence it.
- Demonstrate sensitivity to cultural, ethnic, gender, and sexual orientation characteristics in the design and delivery of health services.
- Create formal class presentations that demonstrate the ability to think critically, take information from different sources and create something new, and work collaboratively in a team with diverse team members.
- Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, display an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism.

HCA 612: Health Care Management, Leadership and Strategic Planning (4 units)

Prerequisites: Admission to the MS-HCA or MPA program.
Co-requisites: HCA 611
Course description: Provides an exploration of management principles, roles and responsibilities in health care organizations, including organizational design, motivation, management theories and applications, conflict management, teamwork development, leadership styles and application, and strategic alliance formation.

Student Learning Outcomes (SLOs)
- Compare, contrast and apply different theories of management and leadership.
- Assess, analyze, and articulate one’s own leadership abilities, attributes, strengths, and weaknesses.
- Utilize strategic planning tools and methodologies to define organizational vision, assess the internal and external environment to formulate a strategic plan to achieve the vision, implement the plan, evaluate progress, and make adjustments as necessary.
- Apply the principles and tools of management, organizational behavior and design, strategic planning, and change management to achieve organizational goals.
- Demonstrate sensitivity to cultural, ethnic, gender, and sexual orientation characteristics in teamwork development, conflict management, and performance evaluation.
- Create formal class presentations that demonstrate the ability to think critically, take information from different sources and create something new, and work collaboratively in a team with diverse team members.
- Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, display an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism.

HCA 621: Health Care Quality Improvement Tools and Methodologies (4 units)

Prerequisites: HCA 611, HCA 612 and admission to the MS-HCA program
Co-requisites: HCA 622

Course description: Provides the development of quality assessment and improvement skills, a survey of methodologies and tools such as Six Sigma and Lean Thinking, an exploration of emerging trends, and an overview of the principles of instrumentation and measurement of health outcomes.

Student Learning Outcomes (SLOs)
- Compare and contrast various health care quality improvement methodologies, such as Six Sigma, Lean Thinking, and Total Quality Management
- Apply the principles of instrumentation and measurement of health outcomes, including health status, quality of life, patient satisfaction, and disability measures.
- Design, implement, and evaluate quality improvement projects
- Trace the evolution of the quality improvement movement in the U.S. health care system
- Utilize a systems-thinking approach to quality issue identification and problem solving
- Create formal class presentations that demonstrate the ability to think critically, take information from different sources and create something new, and work collaboratively in a team with diverse team members.
Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, display an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism.

**HCA 622: Health Care Technology and Informatics (4 units)**

Prerequisites: HCA 612 and admission to the MS-HCA program

Co-requisites: HCA 621

Course description: Provides an introduction to information technology and informatics, a review of the effects of information on health service design and delivery, and an examination of the primary types of health information tools, including electronic health records, telehealth and mobile health.

Student Learning Outcomes (SLOs)

- Analyze the factors that affected the evolution of core health care information systems and technology
- Identify current and emerging challenges in HIS/HIT adoption
- Apply the project management process and principles to create a project plan for an HIS implementation, including a risk mitigation plan
- Describe health informatics and discuss their importance in today's health care organizations
- Identify data analytics models used in health care and discuss the use of data in delivery evidence-based care
- Demonstrate knowledge and understanding of established industry standards as they relate to data exchange, privacy, and information security
- Create formal class presentations that demonstrate the ability to think critically, take information from different sources and create something new, and work collaboratively in a team with diverse team members.
- Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, demonstrate an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism

**HCA 631: Health Care Financial Management and Third-Party Reimbursement (4 units)**

Prerequisites: HCA 611, University Writing Skills Requirement (UWSR) and admission to the MS-HCA or MPA program

Co-requisites: None

Course description: Provides an introduction to the tools, concepts, and applications of financial management in the health care system, including accounting, financial statement creation and analysis, working capital management, investment strategies, capital needs financing, budgeting, and third-party service reimbursement systems.

Student Learning Outcomes (SLOs)
• Analyze the impact of major 3rd-party payer reimbursement systems on revenues, including public payers such as Medicare and Medicaid
• Construct and interpret the four basic financial statements for different ownership forms of health care organizations
• Employ liquidity ratios, profitability ratios, activity ratios, and capital structure ratios for financial analysis
• Utilize multiple financial techniques to analyze capital investment and production-level decisions
• Demonstrate an understanding of the concepts, terminology, methods, and trends in health care finance and insurance reimbursement
• Outline the financial management implications of SOX and other legislative and regulatory requirements
• Create and analyze the four major budgets – statistics, operating, cash, and capital

HCA 641: Health Care Legal, Diversity and Ethical Issues (4 units)

Prerequisites: HCA 611, University Writing Skills Requirement (UWSR) and admission to the MS-HCA or MPA program
Co-requisites: None

Course description: Provides an examination of the legal, diversity, and ethical issues in service delivery, including the development of laws and regulations, health disparities and equity, patient and human subject rights, contract law, professional ethics, tort law, malpractice, and emerging ethical controversies.

Student Learning Outcomes (SLOs)
• Analyze the legal, ethical and compliance issues associated with the delivery of quality patient care, especially in a cost-reduction or cost-containment environment
• Compare and contrast different philosophies and principles of ethics and apply them in different health care settings
• Summarize the legal responsibilities and legal risks of physicians, nurses, other health professionals and health care organizations
• Outline the ways in which the legal, regulatory and compliance systems influence the delivery, financing, quality and access to services
• Critique different tort reform ideas and plans
• Evaluate contracts for enforceability
• Create formal class presentations that demonstrate the ability to think critically, synthesize information from different sources and create something new, and work collaboratively in a team with diverse team members.
• Utilize APA publishing guidelines for writing research papers, discussion papers, and critical essays that demonstrate an integration of knowledge, are well-organized and well-written, demonstrate an understanding of the relationship among material obtained from all sources, reflect critical thinking, and are free of plagiarism

HCA 642: Health Care Program Development and Grant Writing (4 units)
Prerequisites: HCA 621, HCA 622, HCA 631, University Writing Skills Requirement (UWSR) and admission to the MS-HCA program
Co-requisites: HCA 641

Course description: Provides introduction to the fundamentals of program development and grant proposal writing in the health care sector, including an overview of historical philanthropy, current trends, program development planning, potential funding source identification, and grant application and letter of intent writing.

Student Learning Outcomes (SLOs)
- Utilize the principles and tools of program development in the health care sector
- Analyze the criteria funders use for grant proposal evaluation
- Research potential corporate, foundation and government funders and target the best funder for a grant
- Assemble, write, and submit a compelling grant proposal
- Discuss historical, current, and emerging trends in philanthropy
- Write persuasive letters of intent

HCA 693: Capstone Project (6 units)

Prerequisites: HCA 621, HCA 622, University Writing Skills Requirement (UWSR) and admission to the MS-HCA program
Co-requisites: HCA 631

Course description: Provides a culminating set of personal, academic and professional experiences where students synthesize, integrate and apply knowledge and skill sets developed in the program in order to develop an original field-based project and demonstrate competency in the program learning outcomes.

Student learning outcomes:
- Analyze and think critically about current and emerging issues in the health care system and the policy environment in which the system operates.
- Communicate effectively with internal and external organizational stakeholders, both in written and oral form.
- Form collaborative relationships and interact appropriately with diverse client groups, workplace supervisors and colleagues, and other organizational stakeholders.
- Create effective and creative approaches for fostering teamwork and encouraging others to align their priorities with organizational excellence.
- Align personal and organizational conduct with ethical, legal, and professional standards.
- Apply business principles to the health care environment, including financial management, human resource management, organizational dynamics and governance, strategic planning, information management, risk management, and quality improvement.
**Program Overview:** The MS-HCA program requires the completion of eight four-unit graduate courses, for a total of thirty-four semester units. We generally do not accept transfer or substitution courses for any of these eight courses. You must maintain an overall GPA of 3.00 (B average) or better in the program, and earn a grade of C or better in all courses.

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**University Writing Skills Requirement (UWSR):** The University Writing Skills Requirement (UWSR) must be met by all CSUEB students, including graduate students. If you do not meet the UWSR by the end of your first year in the program, you will not be able to enroll in additional courses. Please contact the CSUEB Testing Center for information regarding the UWSR: [http://testing.csueastbay.edu/](http://testing.csueastbay.edu/). If your undergraduate degree was awarded by any of the CSU Universities within the CSU system, you may have already met the UWSR.

**Roadmaps:** All students should enroll in two courses per semester. Two courses per enrollment period is full-time status. If for some reason you are unable to complete two courses per semester, please contact the MS-HCA Graduate Coordinator – Professor Toni Fogarty ([toni.fogarty@csueastbay.edu](mailto:toni.fogarty@csueastbay.edu)) as soon as possible.

**Fall admissions**

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<th>Year 1</th>
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<td>HCA 612 Health Care Management, Leadership and Strategic Planning</td>
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<td>HCA 621 Health Care Quality Improvement Tools and Methodologies</td>
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<tr>
<td>HCA 622 Health Care Technology and Informatics</td>
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<td>HCA 641 Health Care Legal, Diversity and Ethical Issues</td>
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## Curriculum Map #2: PLOs Aligned to ILOs

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
<th>PLO 6</th>
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<tbody>
<tr>
<td><strong>Thinking and Reasoning:</strong> think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</td>
<td>X</td>
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<td><strong>Communication:</strong> communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.</td>
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<td><strong>Diversity:</strong> apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</td>
<td>X</td>
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<td><strong>Collaboration:</strong> work collaboratively and respectfully as members and leaders of diverse teams and communities.</td>
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<td>X</td>
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<td><strong>Sustainability:</strong> act responsibly and sustainably at local, national, and global levels.</td>
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