



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Public Affairs and Administration
Program Unit	Master of Science in Health Care Administration (MS-HCA)
Reporting for Academic Year	2012-2013
Department Chair	Toni E. Fogarty
Date Submitted	5/30/2013

1. SELF-STUDY

A. Five-year Review Planning Goals

The last five-year review was completed in 2011-12. PUAD has met with CAPR in Spring 12 to discuss the review but has not yet received any written feedback. In the review, the MS-HCA program proposed to focus on five broad areas – curriculum, networking, program assessment/improvement, fundraising/grantwriting, and faculty resources. These goals continue to be the program’s primary planning goals, and we have made progress in these goals in 2012-13.

B. Five-year Review Planning Goals Progress

In our review we proposed to have at least one department meeting or retreat each academic year devoted to discuss program assessment and to review the data from the pre/post tests, the themes and suggestions that emerge from the project reports in HCA 6899, the external supervisor’s evaluation of student performance in HCA 6899, and the results from the HCA 6899 exit survey. We had a department retreat in Summer 12 where we discussed these data, and another retreat is planned for Summer 13.

We planned to increase program depth by adding at least one more option in the program. Based on industry demand and the recommendation of our external reviewer, we instead focused on developing a 6-course graduate certificate in Health Informatics and plan to add a Health Informatics option to the MS-HCA degree. All internal approvals to implement the graduate certificate have been procured. In its review of the graduate certificate, members of CAPR acknowledged PUAD for the inclusion of a fully developed assessment plan as part of the documentation.

We planned to develop the program’s networking , strengthening our current relationships with health care employers and developing new relationships. This year, we have been able to develop more relationships within Kaiser and have been able to place a number of students in internship positions there. We are working closely with the Director of University Relations at Kaiser to develop the Health Informatics graduate certificate, and hope that it will lead to more internship positions and possible

Kaiser-funded scholarships. Additional new relationships and internship placements include the College of Healthcare Information Management Executives, CalHIPSO, Drivers for Survivors, and Axis Health.

We planned to seek funding, either through grantwriting or fundraising, to develop internship opportunities for students, particularly students from underrepresented groups. We sent a fundraising proposal to the CLASS Dean's Office to seek funds to develop a Center for Diversity and Inclusion in Health Care and Public Administration (Center), but have not yet been able to move forward with it. We did create a private LinkedIn Group for our students, alumni, faculty, and staff, which resulted in the creation of a new scholarship for both MS-HCA and MPA students.

We planned to hire additional tenure-track faculty and increase the number of part-time lecturers for the program. Although we conducted a search for two tenure-track positions this year and had strong recommended candidates, we were unable to fill those positions. The positions have been carried over, and we will conduct another search next year. In regards to additional lecturers, we have recruited three well-qualified lectures who began teaching this year.

C. Program Changes and Needs

We continue to need additional tenure-track faculty and we do not have adequate staffing. We only have a 75%, 10/12 ASC I position in PUAD and since we run two full-time graduate programs – including the summer quarters – and have roughly 325 students, this is not adequate staffing.

2. SUMMARY OF ASSESSMENT

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. 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.
 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.
 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.
 4. Demonstrate an understanding of the health care system and the environment in which health care managers and providers function.
 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.
- See attached curriculum maps.

B. Program Student Learning Outcome(s) Assessed

We evaluate all 5 of the PLOs each academic year.

C. Summary of Assessment Process

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. These discussions will occur at the annual department retreat, held during the summer quarter.

D. Summary of Assessment Results

Three primary themes emerged from the analysis of the HCA 6899 reports: desire for project management content and placing HCA 6240 prior to HCA 6250, and splitting HCA 6280 (Legal and Ethical Aspects) into two separate courses. External supervisors' evaluation of students all highly satisfactory (Fall 12, mean=38.8; Winter 13, mean=37.2) and with positive comments. Exit surveys all satisfactory

(For Fall 12 and Winter 13, “strongly agree” or “agree” was the answer in 91% of the responses. Pre/post tests indicated change in scores, indicating learning. We will discuss course sequence and how to address the recommendation for additional content/courses in our Summer 13 department meeting.

3. STATISTICAL DATA

Student Demographics (Source: CAPR Table 1)

	Black	American Indian or Alaskan	Asian	Pacific Islander	Hispanic	White	Multiple	Unknown	Non-resident	All
Female	10	0	33	0	5	14	1	8	16	87
Male	2	0	8	0	1	13	0	4	5	33
Total	12	0	41	0	6	27	1	12	21	120

Degrees Conferred (Source: The SASS System)

CY 10-11	Black	American Indian or Alaskan	Asian	Pacific Islander	Hispanic	White	Multiple	Unknown	Non-resident	All
Female	1	1	8	0	3	2	0	5	10	30
Male	3	0	3	0	3	2	2	0	4	17
Total	4	1	11	0	6	4	2	5	14	47

CY 11-12 YTD	Black	American Indian or Alaskan	Asian	Pacific Islander	Hispanic	White	Multiple	Unknown	Non-resident	All
Female	4	0	9	0	2	3	0	6	10	34
Male	1	0	1	0	2	4	0	2	1	11
Total	5	0	10	0	4	7	0	8	11	45

SFR's by Discipline (Source: SFRs By Course Level)

	08	09	10	11	12
Tenure-track	12.57	20.59	8.31	40.20	17.10
Lecturer	22.97	.	40.6	23.64	30.06
Lower Division
Upper Division	31.14	35.93	44.11	.	.
Graduate	10.00	15.47	15.27	27.50	24.73
Total	14.24	20.59	20.89	27.50	24.73

Course History Data (Source: Course History Table 10.1b)

	Fall 11	Winter 12	Spring 12
#	7	8	10
Enrollment	207	226	26.5
Average Size	33.2	32.1	28.9

MS-HCA Curriculum Map – Courses to PLOs

Competency Domains/ HCA Courses	Communication and Relationship Management	Leadership	Professionalism	Knowledge of the Healthcare Environment	Business Skills and Knowledge
HCA 6200 Healthcare System	X		X	X	B & C
HCA 6210 Leadership	X	X	X	X	C & B
HCA 6225 Org Theory	X	X	X	X	B, C, & D
HCA 6230 IT			X	X	C & E
HCA 6240 Finance			X	X	A, C, D & F
HCA 6250 Strategic	X	X		X	C & D
HCA 6260 Policy	X	X		X	D
HCA 6270 Management	X	X	X	X	A, C, D, E & F
HCA 6275 Managed Care	X	X		X	A, C, D, & F
HCA 6280 Legal/Ethics	X		X	X	B, E, F & G
HCA 6290 Quality	X	X		X	C, D, F & G
HCA 6899 Project	X	X	X	X	A, B, C, D, E, F & G

MS-HCA Curriculum Map – PLOs to ILOs

ILOs/ PLOs						
	Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others	Work collaboratively and respectfully as members and leaders of diverse teams and communities	Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems	Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study	Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities	Act responsibly and sustainably at local, national, and global levels
Communication and Relationship Management	X	X				
Leadership			X	X		
Professionalism					X	X
Knowledge of the Healthcare Environment				X		
Business Skills & Knowledge			X	X		