CALIFORNIA STATE UNIVERSITY EAST BAY

ACADEMIC SENATE

Committee on Academic Planning and Review

ANNUAL PROGRAM REPORT

College	CLASS
Department	PUAD
Program	MS-HCA
Reporting for Academic Year	2016-17
Last 5-Year Review	2011-12
Next 5-Year Review	2018-19
Department Chair	Jay Umeh
Date Submitted	October 20, 2017

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 in 2016-17. 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 2016-17, the department met in Fall 16, Winter 17, and Spring 17 to discuss these items.

B. Progress Toward Five-Year Review Planning Goals

Curriculum: Most of this year and last was 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. Approval of all of the curriculum proposals has been completed with only a few minor required changes. 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. In Winter 17, we developed a new partnership with TMS Health Solutions to offer both employment and internship opportunities to current students. As part of a new partnership with Blue Shield of California (BSC) we conducted an Open House with BSC

in Winter 17 where internship, fellowship, and employment opportunities at BSC were presented.

We developed a partnership with Chaparral House, a skilled nursing facility (SNF) in Berkeley, to provide 480 hours of administrator-in-training (AIT) for MS-HCA students interested in a career in long-term care. Completion of AIT training, coupled with the MS-HCA degree, creates eligibility to sit for the Nursing Home Administrator Examination, which is the avenue to licensure.

We 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 17 and Spring 17 with the MS-HCA students, and some of the MS-HCA students have assumed student leadership positions within these organizations.

This year we placed a number of students at MGA Healthcare (staffing group for UCSF), 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 continue to have a strong relationship with Sherry Higgs, who is the Executive Director of Drivers for Survivors (DFS), and have placed several interns with her. The MS-HCA program and student interns were honored at the DFS 2016 Annual Fundraising Gala as being critical to the success of DFS.

We are now working with Andrea Wells with the CSUEB Center for Community Engagement to use the Cal State S4 application for the capstone course - HCA 6899 (quarter-based course) and HCA 693 (semester-based course).

<u>Program assessment/improvement:</u> HCA 6899 (Project) continues to serve 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 Essay, PLO Self-Assessment and Narrative, and the External Supervisor Evaluation are now reported per individual PLOs, instead of as overall PLO data. The Internship/Work-Based Experience Report is no longer used for PLO assessment, although it will remain a requirement for HCA 6899.

In the 2015-16 CAPR Rubric for Annual Program Report Reviews, the reviewer was concerned that the assessment being done was indirect assessment, not direct. We consider the External Supervisor Evaluation to be direct assessment, and we plan to continue to use it for PLO assessment. The PLO Essay will be replaced with the PLO Synthesis Examination, which will have PLO-related questions that will directly assess the student's level of competency with each PLO.

The requirements for HCA 6899 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. Since students generally begin thinking about and working on the PLO Essay in their first quarter, the PLO Synthesis Examination will not replace the PLO Essay for the students who were admitted prior to Spring 17. For students admitted after Spring 17, the PLOs will be directly assessed through the PLO Synthesis Examination and the External Supervisor Evaluation. The PLO Self-Assessment and Narrative will continue to provide indirect assessment.

Faculty resources: PUAD was awarded two tenure-track faculty lines - one hire in 2015-16 (Nicole Diggs) and the second in 2016-17 (Joyce Keyes Williams). Both of the hires have strong health care expertise and are able to teach several of the MS-HCA courses. Professor Diggs taught MS-HCA courses in both 2015-16 and 2016-17. Professor Keyes Williams will begin teaching MS-HCA courses in Spring 18. We have also increased the size of the part-time lecturer pool and were able to bring on four new lecturers for 2016-17.

Grantwriting: Due to the amount of work that required for the Quarter-to-Semester Conversion and the implementation of a transformed MS-HCA program, we decided to drop this goal for 2016-17. Given the expected work for the conversion and our 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: 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 Fall 16, we received 115 applications and admitted 62 applicants (54% admission). In Spring 17, we received 90 applications and admitted 63 applicants (70% admission).

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 to bring on four new lecturers for 2016-17.

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: The primary need continues to be for increased administrative support.

Assessment: As previously discussed, we will replace the PLO Essay with the PLO Synthesis Examination so that it will provide direct assessment. 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 (PLO)

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. (ILOs 2, 3, 4, 6)
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. (ILOs 1, 4, 6)
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. (ILOs 3, 5, 6)
4. Demonstrate an understanding of the health care system and the environment in which health care managers and providers function. (ILO 6)
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. (ILOs 1, 5, 6)

B. Program Learning Outcome(s) Assessed

We have used a variety of different methods to assess SLOs and PLOs, including pre- and post-tests in all courses and student exit surveys. For the last several years, we have used the capstone experience (HCA 6899) to assess all five of the PLO. HCA 6899 is offered in the next-to-last quarter in the program and students have four quarters to complete their work. HCA 6899 is offered twice per year, in the Fall and Spring.

C. Summary of Assessment Process

Instrument(s): In 2016-17, we assessed the PLOs in three ways:
1. As part of the requirements for HCA 6899, the students wrote a 25-page PLO Essay discussing the skill sets and knowledge base acquired in the program, the relationship of the skill sets and knowledge base to each of the PLOs, and their level of achievement with each of the five PLOs. In pages 1-5, students discussed PLO 1; in pages 5-10, students discussed PLO 2; in pages 11-15, students discussed PLO 3; in pages 16-20,

students discussed PLO 4; in pages 21-25, students discussed PLO 5. Each PLO section has its own grading rubric so data for each PLO is collected.

2. As part of the requirements for HCA 6899, students completed a PLO Self-assessment and Narrative where they rated 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 narrative section, students write a five-sentence justification of each of their five self-ratings.

3. 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.

Sampling Procedure: All students in the program are required to complete HCA 6899**.**

Sample Characteristics: Students have up to one year to complete their work in HCA 6899. For the students who enrolled in HCA 6899in Spring 17, there are data for 9 of the 49 students enrolled. Forty of the students have not yet completed their work. Students enrolled in Spring 17 have until the end of Winter 18 to submit their work. For the students who were enrolled in HCA 6899 in Fall 16, there are data for all 81 of the enrolled students. The deadline for those students to submit their work was Summer 17.

Data Collection: The instructor for HCA 6899 collects the PLO Essay, PLO Self-Assessment and Narrative, and External Supervisor Evaluation from each student enrolled in HCA 6899. The PLO Essay and the PLO Self-Assessment and Narrative are graded using grading rubrics designed for each assignment. The average rating provided in the External Supervisor Evaluation is the grade for that assignment.

Data Analysis**:**

Fall 16 & Spring 17 HCA 6899 PLO Essay

SCORE	0	1	2	3	4	5	6	7	8
PLO 1									
N	0	0	0	1	1	3	26	17	42
Percent	0%	0%	0%	1%	1%	3%	29%	19%	47%
PLO 2									
N	0	0	0	0	3	21	23	12	31
Percent	0%	0%	0%	0%	3%	23%	26%	13%	34%
PLO 3									
N	0	0	1	2	0	21	23	12	31
Percent	0%	0%	1%	2%	0%	23%	26%	13%	34%
PLO 4									
N	0	0	0	0	0	0	2	10	78
Percent	0%	0%	0%	0%	0%	0%	2%	11%	87%
PLO 5									
N	0	0	0	0	2	1	18	11	34
Percent	0%	0%	0%	0%	2%	1%	20%	12%	38%

Fall 16 & 17 HCA 6899 External Supervisor Evaluation

Rating 1-5	1	2	3	4	5
PLO 1					
N	1	0	3	5	81
Percent	1%	0%	3%	6%	90%
PLO 2					
N	2	0	1	9	78
Percent	2%	0%	1%	10%	87%
PLO 3					
N	1	0	0	1	88
Percent	1%	0%	0%	1%	98%
PLO 4					
N	1	0	0	3	86
Percent	1%	0%	0%	3%	96%
PLO 5					
N	1	1	5	3	80
Percent	1%	1%	6%	3%	89%

Fall 16 & Spring 17 HCA 6899 PLO Self-Assessment and Narrative

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
PLO 1					
N	87	3	0	0	0
Percent	97%	3%	0%	0%	0%
PLO 2					
N	86	3	1	0	0
Percent	96%	3%	1%	0%	0%
PLO 3					
N	89	1	0	0	0
Percent	99%	1%	0%	0%	0%
PLO 4					
N	85	2	2	0	0
Percent	94%	2%	2%	0%	0%
PLO 5					
N	81	2	5	1	0
Percent	90%	2%	6%	1%	0%

D. **Summary of Assessment Results**

Main Findings: Overall, the PLO assessments are positive. The students achieved good scores in all of the PLOs in the PLO Essay and the External Supervisor Evaluation.

In the External Supervisor Evaluation, most of the ratings were either 4 or 5, ranging from 96% to 97%. In the PLO Essay, the instructor ratings were either a 6, 7, or 8, ranging from 70% to 100%. In the PLO Self-Assessment and Narrative, the percentage of students either strongly agreeing or agreeing with the "I can" statements was very high, ranging from 92% to 100%. In the narrative portion of the PLO Self-Assessment and Narrative, some students expressed concern about instructor response time to emails, disorganized content in Blackboard, and slow grading times.

Recommendations for Program Improvement: Reinforce the departmental policies regarding a maximum 48-hour response time for emails and a one-week turnaround on grading. Strengthen the departmental policy on hybrid and online courses to include content organizational strategies.

Next Step(s) for Closing the Loop: Reminder emails will be sent out to all faculty who teach in the program regarding departmental policies.

Other Reflections: None

E. **Assessment Plans for Next Year**

In 2017-18, we will continue to assess all of the PLOs in HCA 6899, the capstone experience. HCA 6899 will be offered in Fall 17 and Spring 18. However, instead of writing a PLO Essay, in Spring 18 students will complete a PLO Synthesis Examination that will directly assess each of the five PLOs separately. We will continue to use the External Supervisor Evaluation as an assessment method, but the form will be revised to make it clearer to the evaluator that s/he is evaluating the student on each of the five PLOs. The PLO Self- Assessment and Narrative will be used as an indirect assessment of the PLOs. Although the Internship/Work-Based Report will still be required for HCA 6899, we will no longer use it to assess the PLOs.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends: The primary notable trend reflected in the CAPR data is the decrease in the number of MS-HCA students in the program. In 2012, the headcount was 174; in 2016, the head count is 147 – a decrease of 27 students. That this is the case is not a surprise to the department. Based on the number of courses that we are allowed to offer each quarter, we have capped the number of admissions to 55-65 students per admission quarter (Fall and Spring). The program is run in a cohort model and we only admit the number of students that we can accommodate with our restricted course offerings. We currently offer 12 courses per quarter, with enrollment roughly ranging between 25 to 30 students.

The data show a slight decrease in the percentage of female students from 2015, and

a slight increase in the percentage of white students in the program from 2015, but over the five years there have been an average of 16% white students in the program and 78.84% female students in the program. There is not a lot of deviation from those averages. The percentage of students who are part-time, the average units enrolled, and the average age of students only show very minor differences across the five years. The faculty and course data provided is at the department-level, not program-level. It is thus difficult to use that data to discuss any MS-HCA program-specific trends or concerns.

Reflections on Trends and Program Statistics: Other than the decrease in the number of students in the program, there have been very little changes in the student body. As discussed, the decrease in the number of students is not due to a decrease in demand. The decrease is due to the constraints on the number of courses that the program can offer in any given quarter. We currently are restricted to 12 courses per quarter so our admissions are limited to the number where 12 courses will be sufficient to meet each admission cohort's enrollment requirements. It is difficult to comment on the faculty and course data as it is at the departmental level. Since there are two program within the department, this data would only be informative if it were reported on a program basis.

B. Request for Resources

1. Request for Tenure-Track Hires: None requested at this time

2. 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.

APPENDIX

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)

Course # and (Units)	**Course Title**
HCA 611 (4)	Evolution of the U.S. Health Care System, Health Disparities and Policy
HCA 612 (4)	Health Care Management, Leadership and Strategic Planning
HCA 621 (4)	Health Care Quality Improvement Tools and Methodologies
HCA 622 (4)	Health Care Technology and Informatics
HCA 631 (4)	Health Care Financial Management and Third-Party Reimbursement
HCA 641 (4)	Health Care Legal, Diversity and Ethical Issues
HCA 642 (4)	Health Care Program Development and Grant Writing
HCA 693 (6)	Capstone Project

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.

MS-HCA DEGREE-COMPLETION ROADMAP
Fall and Spring Admissions – Semester

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.

Course # and (Units)	**Course Title**
HCA 611 (4)	Evolution of the U.S. Health Care System, Health Disparities and Policy
HCA 612 (4)	Health Care Management, Leadership and Strategic Planning
HCA 621 (4)	Health Care Quality Improvement Tools and Methodologies
HCA 622 (4)	Health Care Technology and Informatics
HCA 631 (4)	Health Care Financial Management and Third-Party Reimbursement
HCA 641 (4)	Health Care Legal, Diversity and Ethical Issues
HCA 642 (4)	Health Care Program Development and Grant Writing
HCA 693 (6)	Capstone Project

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/. 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) as soon as possible.

Fall admissions

Year 1	Fall 1 HCA 611 HCA 612	Spring 1 HCA 621 HCA 622
Year 2	Fall 2 HCA 631 HCA 693	Spring 2 HCA 641 HCA 642

Spring admissions

Year 1	Spring 1 HCA 611 HCA 612	Fall 1 HCA 621 HCA 622
Year 2	Spring 2 HCA 631 HCA 693	Fall 2 HCA 641 HCA 642

Curriculum Map #1: PLOs Aligned to Required and Elective Courses

PLOs	R/E	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Course title and new number							
HCA 611 Evolution of the U.S. Health Care System, Health Disparities and Policy	R	I	I	I	I	I	I
HCA 612 Health Care Management, Leadership and Strategic Planning	R	I, D	I, D	I, D	I, D	I, D	I, D
HCA 621 Health Care Quality Improvement Tools and Methodologies	R		D	D	D		D
HCA 622 Health Care Technology and Informatics	R	D	D	D	D		D
HCA 631 Health Care Financial Management and Third-Party Reimbursement	R	D	D	D		D	D
HCA 641 Health Care Legal, Diversity and Ethical Issues	R	D	D	D	D	D	D
HCA 642 Health Care Program Development and Grant Writing	R	D	D	D			D
HCA 693 Capstone Project	R	M, A	M, A	M, A	M, A	M, A	M, A

Curriculum Map #2: PLOs Aligned to ILOs

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