



## ANNUAL PROGRAM REPORT

### 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 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 that will be discussed later in this document 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:





program has a 37.5% 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. Two individuals who previously held the 75% ASC I position resigned after being told that the position would not be converted to a 100% position (Kathleen King and Veronica Segovia).

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 Essay with a PLO Synthesis Examination. How the PLO assessment data is presented has been changed so that data is reported for each individual PLO. In addition, previously the PLO Essay was graded on a scale of 0-8. That became too cumbersome so the ratings for each PLO in the PLO Essay are now: Non-Performance, Introductory, Proficient, or Distinguished.

Other:



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 were graded using grading rubrics designed for each element. The rating for each PLO provided in the External Supervisor Evaluation was the grade for that element.

Data Analysis:

Fall 17 and Spring 18 HCA 6899 PLO Essay Data

RATING	Non-Performance	Introductory	Proficient	Distinguished
PLO 1				
N	1	7	63	59
Percent	<1%	5.38%	48.46%	45.38%
PLO 2				
N	4	6	56	64
Percent	3.08%	4.62%	43.08%	49.23%



Other Reflections: None.

#### E. Assessment Plans for Next Year

Effective Fall 18, the PLOs are:

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

1. Analyze and think critically about current and emerging issues in the health care system and the policy environment in which the system operates. (ILO 1)
2. Communicate effectively with internal and external organizational stakeholders, both in written and oral form.
3. Form collaborative relationships and interact appropriately with diverse client groups, workplace supervisors and colleagues, and other organizational stakeholders.
4. Create effective and creative approaches for fostering teamwork and encouraging others to align their priorities with organizational excellence.
5. Align personal and organizational conduct with ethical, legal, and professional standards. (ILO 5)
6. 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.

We will continue to assess all PLOs twice per year in HCA 693 (HCA 6899 replacement), in the Fall and Spring semesters. We plan to revise the External Supervisor Evaluation form so that it more clearly aligns with the new PLOs and only students who select the internship or project option in HCA 693 will have an external evaluation. Students with the health care policy white paper or the certification or license options will not have an external evaluation. Instead of writing one PLO Essay where students address all five of the PLOs, each student will write six separate PLO Essays, each that address one of the six PLOs. Each PLO Essay will be assessed using the grading rubrics created for the new PLOs and the essays will be ranked either Non-Performance, Introductory, Proficient, or Distinguished.

### III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

#### A. Discussion of Trends & Reflections

Notable Trends:

In terms of students, the primary changes in the program are in the percentage of students who are first-generation students, the number of female students versus males and the number of Asian-identified, Black, and Hispanic/Latino-identified students.

In In Fall 13 through Fall 17, the percentage of students who identified as first-generation students ranged between 47% and 52%. In Fall 17, the percentage







# APPENDIX



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 proci14(d)-6(e)-6(rs )7(s

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.
- ◁ 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)



- ◁ Analyze the impact of major 3<sup>rd</sup>-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



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.



## 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						

Project							
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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					
Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.						
Diversity: apply knowledge of diversity						