Master of Healthcare Administration Program

Assurance of Learning, 2022-2023 AY

The Master of Healthcare Administration (MHA) program's assurance of learning activities are supported by the MHA Faculty Committee led by the Associate Dean for Academic Affairs and Assessment and the Graduate Program Director. The Faculty Committee meets once per semester and is comprised of core course faculty that includes one full-time faculty and six part-time faculty. The collaborative actions include defining program learning goals and outcomes, measure student performance on learning outcomes, and use collected data to continuously improve the MHA program.

PLO

Program Learning Outcome

Rubrics

Adapted from Standard Rubrics such as AACU's VALUE Rubrics

Instrument

Peregrine Healthcare Admin. Test Bank

Individual Course Assignments (mapped to the PLO)
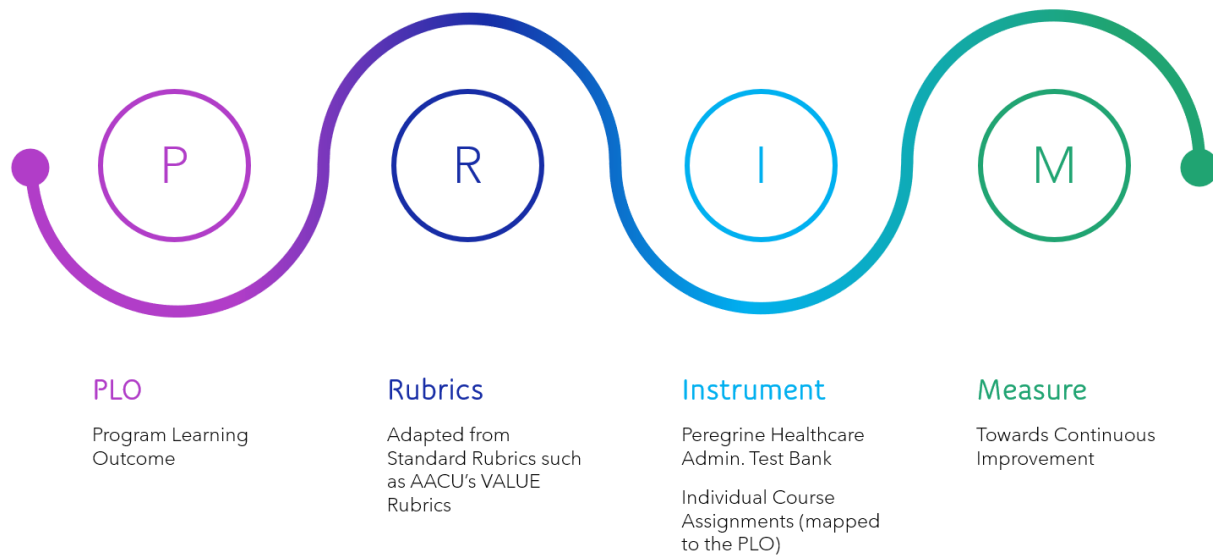
Measure

Towards Continuous Improvement

Figure 1. MHA Assessment Process

The MHA program follows the assessment process outlined above. The process starts with program learning goals and outcomes that are shaped by the University's and MHA's missions.

Program learning goals and outcomes provide the conceptualization that leads to assessment rubrics and operationalized measures (faculty developed as well as those from a standard test bank) to assess student learning. Data are collected in course-embedded or standalone instances. The Associate Dean serves as the archivist and analyst of student learning outcome data. After data are collected and analyzed, the Associate Dean shares the results with faculty. The Faculty Committee will identify areas to improve or maintain for the program. Additional data collection and analysis could lead back to the evaluation of program learning goals and outcomes.

Activities to support assurance of learning during the 2022-2023 academic year include:

- Confirming MHA Program Learning Goals and Outcomes. (See Appendix A)
- Faculty Committee meetings to share information and review and provide inputs on learning outcomes, rubrics, and measures.
- Data collection using standardized exams (Peregrine Healthcare Administration test bank)
- Data collection using course-embedded assessments

Standardized Exams for Program Assessment

All new MHA students are required to take the Program Entry Exam provided by Peregrine upon the completion of their Program Orientation. The Peregrine Healthcare Administration test bank is considered the "golden standard" nationwide for healthcare administration programs to measure learning outcomes related to a common foundation of knowledge expected for graduates. All MHA students will also be required to take the Program Exit Exam before graduation. The MHA program was newly launched and we did not have any graduating students in the 2021-2022 academic year.

For each student taking the exam, a random set of questions are drawn from the 24 subject sectors of the Healthcare Administration test bank. Each of the subject sector can be mapped to one of the MHA program learning outcomes.

From April 2021 to May 2022, there were 10 MHA students who took the Peregrine MHA Program Entry Exam. The average score was 65.48/100, close to the national mean of 65.98/100 for master's programs. Among all master's level test takers from institutions that were Association of University Programs in Health Administration (AUPHA) members, our students on average were at the 52.4 percentile rank. The result gives us evidence that our MHA students have a reasonable academic preparation and knowledge foundation to participate in a master's level healthcare administration degree program.

This year in AY 2022-2023, we had six students who took the Peregrine MHA Program Entry Exam. The average score was 60.29/100, close to the national mean of 61.99/100 for master's programs. The result gives us evidence that our MHA students have a reasonable academic preparation and knowledge foundation to participate in a master's level healthcare administration degree program.

The Peregrine test results provided a measure for all MHA PLOs and showed that, at the very beginning of the program, our students had well exceeded the expectations on MHA PLOs 2.1, 4.1 and 5.1. They had not developed skills that corresponded to PLOs 1.1, 1.2, 2.2, 3.2, and 4.3, though. They had approached or met the expectations on all other PLOs. This provides good information for faculty to identify areas of emphasis when delivering the MHA curriculum. We collected data from the Exit Exam and saw substantial improvement in the Exit Exam data. When benchmarking, we are nearly matched with CAHME- accredited programs and the national program average.

Course-Embedded Program Assessment

A course-embedded program assessment approach was developed and partially implemented across the nine required core courses of the MHA program. The Faculty Committee mapped program learning outcomes across these courses to reflect 1) where the knowledge and skills are introduced, developed, and mastered in various courses, and 2) where the corresponding program learning outcomes can be assessed using natural components (e.g., tests or assignments) of the courses. Please see the table below for the mapping for assessment.

Table 1. PLO to Core Course Mapping for Assessment

PLOs	MHA501	MHA502	MHA503	MHA504	MHA505	MHA506	MHA507
1.1					X		X
1.2			X		X		
1.3				X			
1.4			X				
2.1	X						
2.2	X						
2.3		X					
2.4	X						
3.1						X	
3.2				X			
3.3		X					
4.1							X
4.2						X	
4.3			X				X
4.4					X		
5.1						X	
5.2						X	
5.3		X					

Each faculty members teaching one of the core courses, required for all students to take, is responsible for multiple PLOs and identifies 1) the appropriate rubrics for measuring the PLO and 2) an appropriate measurement instrument for the PLO. Typical measurement instruments include written assignments, oral presentations, case analysis reports, essays, online discussions, and simulation results. Data collection is done jointly with faculty and the Associate Dean as follows:

1. not developed
2. approached expectation on the learning outcome
3. met expectation on the learning outcome
4. exceeded expectation on the learning outcome

The table below shows the average scores collected using submitted student works in the 2022-2023 academic year. The majority of students met or exceeded expectation on all learning outcomes assessed with course-embedded measures.

Table 2. Course-Embedded Assessment of PLOs, 2022-2023 AY

PLOs	MHA501	MHA502	MHA503	MHA504	MHA505	MHA506	MHA507
1.1					3.5		3.33
1.2			3.86		3.5		
1.3				3.50			
1.4			4.0				
2.1	4.00						
2.2	3.67						
2.3		3.4					
2.4	3.4						
3.1						4.00	
3.2				3.67			
3.3		3.4					
4.1							3.67
4.2						3.50	
4.3			4.0				4.00
4.4					4.0		
5.1						3.75	
5.2						3.50	
5.3		3.4					

Indirect Measures of Program Assessment

The MHA curriculum was developed based on a series of field studies with focus groups consisting of executive leaders from the local healthcare industry. Many of them sit on the MHA advisory board. Employers had indicated that the competencies in the learning outcomes were important for incoming employees. In future, we plan to collect employer survey to

measure our graduates' use of the competencies in the practical world. In addition, we are happy to report that, among the graduating students in our first cohort, who graduated the end of Fall 2022, 50% of them successfully secured Administrative Fellowship positions at major hospitals as of Oct 31, 2022, and the rest were in the interview process as finalists.

Since the 21-22AY we graduated 5 students. Students took the Peregrine Outbound exit exam concluding a mean percentage change of +15.72% from their inbound exam. This is very positive as it is just slightly below peer programs across the nation and leaves some room for continued improvement. Faculty are taking these results into consideration for improvement in the curriculum. An area noted in the faculty retreat was the lack of questions being utilized by CAHME accredited programs versus ours. Faculty are considering using less sections in the test bank as a result.

Exit Surveys from students indicated the following in the open-ended question section:

Q.1 What did you like best about your academic experience?
- Learning from real professionals.
- The academic experience had a well verse faculty with years of experience and mentorship. Furthermore, their connections and teachings made the whole program exceptional.
- I like the pace of the courses designed. The vast array of resources provided with the lessons by all the course professors was very useful.

Q.2 What did you like least about your academic experience?
- Nothing.
- N/A. Thoroughly enjoyed the program.
- It would have been great to have the option to choose an individually preferred concentration instead of the whole cohort having to choose the same concentration.
- None
- N/A, I attended multiple colleges during my undergrad and have no poor points about this particular program.

Q.3 Please share with us any other comments regarding your academic experience.
- I loved the program and the course structures, the professors, and the classes.
- I fully stand behind this program and what it is striving for.

Since graduating from the program, one student went on to secure 1 of 2 Administrative Fellowships from the very competitive pool of candidates in Northern CA at CommonSpirit Health; there are only 12 fellowships available nationwide. Another student was accepted into a Doctoral (DBA) program at Drexel University. A third student was able to obtain a top Nursing Home Administrator position in the Central Valley after sitting for the board exam to obtain the NHA License. A fourth student is working on starting a dental clinic using advanced technology in Elk Grove. The last graduate is pursuing work in the military forces.

Table 3. Course Evaluations (scale 1-5, 5 highest score), 2022-2023 AY

	MHA501	MHA502	MHA503	MHA504	MHA505	MHA506	MHA507
Knowledge of the Subject.	5.0	4.67	4.67	5.0	5.0	5.0	4.5
Preparation for the course.	5.0	4.67	4.67	5.0	5.0	5.0	4.0
Structure and pace of the course.	4.5	4.67	3.67	4.8	5.0	5.0	5.0
Ability to make subject matter understandable.	5.0	4.67	4.33	4.8	5.0	5.0	5.0
Mutual respect (Instructor's respect for students and visa-versa)	5.0	5.0	4.67	5.0	5.0	5.0	5.0
Effective use of class time and/or course resources.	5.0	4.67	4.33	5.0	5.0	5.0	5.0
Effective use of instructional technology and online tools/resources/platforms.	4.75	4.67	4.0	5.0	5.0	5.0	5.0
Ability to enhance learning through intellectual stimulation.	4.5	4.0	4.33	5.0	5.0	5.0	4.5
Relevance of assignments to the course.	4.75	4.67	4.33	5.0	5.0	5.0	5.0
Fairness and impartiality in grading.	4.75	5.0	4.67	5.0	5.0	5.0	5.0
Which rating best describes this instructor?	5.0	4.67	4.33	5.0	5.0	5.0	5.0
Average:	**4.84**	**4.67**	**4.36**	**4.96**	**5.0**	**5.0**	**4.82**

Student feedback on course evaluations over the last AY is very positive. All instructors scored at a 4 or above on a scale of 1-5.

Closing the Loop and Continuous Improvement

Closing the Loop actions are initiated after data collection and data analysis of program learning outcomes. Closing the Loop occurs via structured, facilitated discussions among faculty. We plan to follow the standard Six Sigma approach for continuous improvement with a DMAIC model.

- **D**efine: Define the area for improvement based on assessment data
- **M**easure: Identifies how the program is doing for the defined area
- **A**nalysis: Identifies potential improvement approaches
- **I**mprove: Implement the improvement approaches in the curriculum
- **C**ontrol: Collect data to see if the improvement can be obtained and sustained

Appendix A

MHA Program Learning Outcomes (PLOs)

1.0 Summarize foundational business functions and management theories (Healthcare Leadership Alliance (HLA) Domain 1: Business skills and knowledge)

1.1 Organize and manage the human, financial and physical resources of the organization to achieve input, buy-in and optimal performance.

1.2 Determine the efficacy of interrelationships among access, quality, technology, cost, resource allocation, decisions, accountability, and community.

1.3 Use data to inform decision making in regard to documentation, analysis, and design of business and/or clinical processes.

1.4 Assess projects related to performance, structure, and outcomes of health services.

2.0 Evaluate healthcare delivery models and stakeholders. (HLA Domain 2: Knowledge of the Healthcare environment)

2.1 Explain the roles, responsibilities, structures and influence governing bodies hold in health care organizations.

2.2 Identify circumstances causing major changes and reform to the structure of U.S. health care delivery systems and explain the impact on the delivery of health services to populations at a local, regional, and national level.

2.3 Analyze health-related legal principles including standards, regulations, and risk management specific to the funding and payment mechanisms of the healthcare systems as well as private insurance.

2.4 Identify and explain the major factors in health status to health care professionals and the various roles and expectations of stakeholders.

3.0 Explore and evaluate the role of leadership and ethics in Healthcare Management (HLA Domain 3: Leadership)

3.1 Demonstrate reflective leadership and an understanding that all leadership begins from within. Exhibit how to hold self and others accountable for personal and organizational goal attainment. Determine how to establish an organizational climate that encourages teamwork that values and supports diversity.

3.2 Apply evidence-based decision-making techniques to health care questions. Be able to assess the potential impacts and consequences of decisions in a broad variety of situations including internal and external. Synthesize and integrate divergent viewpoints for the good of the organization. Demonstrate how to promote and manage change.

3.3 Cultivates a climate of mutual respect and shared values while applying ethical business principles and exhibiting ethical behaviors.

4.0 Incorporate critical thinking and optimal decision-making skills to produce an integrated analysis that enhances healthcare management. (HLA Domain 4: Communication and Relationship Management)

4.1 Builds collaborative relationship and negotiation skills with sensitivity to diverse cultures while constructively supporting conflict resolution. Recognize and use non-verbal forms of communication.

4.2 Demonstrate effective interpersonal relations by practicing value-shared decision making to build trust among team; including: peers, staff, other disciplines, physicians, vendors, community leaders, legislators, nursing, and other educational programs.

4.3 Prepare business communications and demonstrate effective oral communication and presentation skills to present analytical results to decision makers, and teams.

4.4 Communicate a shared organizational mission, vision, and priorities. Accomplish objectives through persuasion appropriate to each stakeholder/audience.

5.0 Evaluate the role of healthcare delivery as it relates to individual and organizational differences. (HLA Domain 5: Professionalism)

5.1 Professional and community contribution: Lifelong learning through professional societies and memberships to foster professional contributions to the field.

5.2 Working in teams: Demonstrate effective interpersonal relations by practicing value-shared decision making to build trust among team; including: peers, staff, other disciplines, physicians, vendors, community leaders, legislators, nursing, and other educational programs.

5.3 Regulations, values, and ethics: Promotes a climate of mutual respect and shared values. Adheres to legal and regulatory standards while upholding ethical business principles.