Framingham State University

Program Assessment Plan for Master in Healthcare Administration (MHA) 2016-2021

Assessment Co-Coordinators: Edward Burke, PhD Capstone Seminar Instructor Linn Morrill, MEd Program Coordinator

Department Chair: Yaser Najjar, PhD

Date Created/Updated: JUNE 14, 2016
April 28, 2016

1) PROGRAM MISSION STATEMENT  (Revised with MHA Faculty 4/2016)

Building on the mission of Framingham State University, the Master in Healthcare Administration Program (MHA) offers enduring learning experiences in strategic, analytical and practical skills to enable students to succeed in leadership and managerial positions in contemporary healthcare organizations and systems in the United States.
1) PROGRAM LEARNING OBJECTIVES  (Revised with MHA Faculty 4/2016)

1) Analyze challenges and business opportunities present in public and private contemporary healthcare systems, policies, laws, Governmental regulations, standards, and ethics;
2) Understand best practices in organizational leadership, strategic planning, budgeting, payment reform, technology advances, and evaluation of operations to enhance the delivery of healthcare services and programs in multiple healthcare settings;
3) Design a strategic plan to market, implement, evaluate and manage high quality healthcare services; and,
4) Communicate effectively in professional situations by applying appropriate written, verbal, interpersonal, and presentation skills.

2) LEARNING OUTCOMES:  (from MHA website)

Upon completion of this program, students will be:

1) Knowledgeable of the healthcare system, policy, laws, regulations and ethics
2) Able to lead and manage healthcare operations, manage personnel and deliver healthcare services
3) Knowledgeable of healthcare financing and the budgeting of healthcare services
4) Able to develop a healthcare strategic plan and market healthcare services
5) Able to work effectively in teams and collaborate with healthcare providers
6) Able to communicate effectively and professionally
3) LEARNING OPPORTUNITIES:

MHA CURRICULUM MAP

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>HCAD 909</th>
<th>HCAD 917</th>
<th>HCAD 920</th>
<th>HCAD 924</th>
<th>HCAD 930</th>
<th>HCAD 940</th>
<th>HCAD 950</th>
<th>HCAD 955</th>
<th>MGMT 904</th>
<th>QUAN 908</th>
<th>HCAD 984</th>
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<tbody>
<tr>
<td></td>
<td>X1</td>
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<td>X2</td>
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<td>Learning Objective 2</td>
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<tr>
<td>Learning Objective 3</td>
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<td>X1</td>
<td>X2</td>
<td>X2</td>
<td>X2</td>
<td>X2</td>
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<tr>
<td>Learning Objective 4</td>
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<td>X2</td>
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<td>X2</td>
<td>X2</td>
<td>X3</td>
<td>X3</td>
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</tbody>
</table>

Note: Levels of Proficiency are X1, X2, and X3 for ‘Introduced’, ‘Reinforced and ‘Expert’. For Academic Year (2016-2017), faculty will submit for each course, a ‘non-graded’ learning activity to assess student’s ‘cumulative and integrated’ learning and skill-building (i.e., oral and written communications throughout the program). A non-graded activity has no impact on student’s grade.

Learning Opportunities supporting the Program Learning Objectives are found in the 11 graduate courses in the MHA Program. All courses are taught once a year per the “Course Cycle” published on the University’s website. The course descriptions are as follows:
COURSE DESCRIPTIONS  (Source: FSU Graduate Catalog)

HCAD 909 Health Care Delivery System Policy and Reform - An overview of American health care services since their inception to the present. Emphasis is on public and private hospital, clinics, and HMOs; health care insurance, Medicare and Medicaid; and health care policy, legislation and reform.

HCAD 917 Health Law, Regulations and Ethics - Provides an examination of the laws, administrative regulations, and ethical issues of health care services. Topics include laws regarding patient access, fraud, public and private funding; liability and risk management; licensing and accreditation; legal issues concerning patient safety and rights, HIPPA, and medical error; and ethical issues related to health care services.

HCAD 920 Strategic Planning of Health Care Services - Covers the development and implementation of strategic plans for health care facilities. Topics include models for health care services and support systems, organizational and service planning; fiscal planning, capital improvements and investments; and assessment of organizational strengths and weaknesses.

HCAD 924 Health Care Economics and Financing - An overview of the economics and financing of health care services that includes consumers, suppliers, insurance companies and HMOs. Topics include Health Care Consumption Demand; Health Care Services Supply; economics of hospital operations, long-term care and cost containment; pre-paid health services and regulatory approaches based on prospective payment systems; strategies to ensure equitable access to health services; and measures to control health care and health insurance cost. The course will compare accounting systems of both non-profit and for-profit health care facilities.

HCAD 930 Managing Operations - Focuses upon improving operations systems and service delivery within health care, public, and non-profit organizations. Topics include service design and development, quality control and assurance systems, technology utilization and application, equipment maintenance, accountability and monitoring issues, and enhancing service delivery in a cost-effective manner.

HCAD 940 Health Care Informatics and Technology - An introduction to the role of health care information and technology in today’s health care industry. Topics include the management and financing of electronic health records; aligning health care information technology with health care reform; the health care claim cycle; the changing patient landscape, rise of retail clinics, and interfacing technology systems; the role of health care information technology in documenting and protecting providers.

HCAD 950 Health Care Marketing - Concentrates on specific health care marketing models to include program development, identification of target populations, internal and external marketing strategies and the evaluation of the marketing plan. Students will participate in the development of a market plan for a health care product and/or service.
HCAD 955 Budgeting in Health Care Facilities - Describes the various budgetary systems and issues affecting the operation of health care facilities. The course focuses upon the development and implementation of an operating budget and annual fiscal plan. Revenue sources for the facility and allocation of resources to facility departments will be analyzed.

MGMT 904 Management and Leadership - Addresses managerial and leadership styles and the dynamics of organizational behavior. Topics include: managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams.

QUAN 908 Quantitative Analysis for Administrators - A quantitative approach to problem-solving and decision-making for administrators. Topics include: hypothesis development and testing; and statistical inferences using multiple regression analysis, covariance analysis, factor analysis, discriminate analysis, and linear models for cross-classified categorical data.

HCAD 984 Seminar in Health Care Administration - Students analyze current and evolving issues in health care service delivery and administration. Students create and present original project in evaluating different types of health care leaders.

4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning outcomes assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>Outcome(s)</th>
<th>Course(s)</th>
<th>Assessment Evidence (direct/indirect)</th>
<th>Assessment Method</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHEN</td>
<td>WHICH outcome(s) will you examine in each period (Use number)?</td>
<td>WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective)</td>
<td>WHAT student work or other evidence will you examine in order to assess each objective?</td>
<td>HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective?</td>
<td>WHO will oversee collecting, analyzing, reporting, results? List names or titles.</td>
</tr>
</tbody>
</table>

5
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Planning Year:</th>
<th>Revised 6/14/2016; 4/28/2016</th>
</tr>
</thead>
</table>
- Demonstrate how each course aligns with Program Learning Objectives (Curriculum Map) |  
|          | Select same activity (verbal presentation & written analysis) throughout the MHA Program | Verbal presentations; Written analysis; and Peer Review on Teamwork | Rubrics to be designed by task force:  
- Teamwork Rubric  
- Inquiry and Analysis Rubric  
- Critical Thinking Rubric  
- Creative Thinking Rubric  
- Written Communication Rubric  
- Oral Communication Rubric  
- Problem Solving Rubric |  
| Co-Coordinators | Prof. Ed Burke  
Linn Morrill |  
| Establish: | Faculty & Alumni Forums (w/Blackboard)  
Recruit 5 forum members for MHA Assessment Task Force to create a plan to discuss, collect and distribute results with MHA Co-Coordinators. |  |

| Year 2  | CAPSTONE Seminar 984  
HCAD Courses to be selected | MHA Assessment Task Force |
<table>
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<tr>
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<tbody>
<tr>
<td>(2017-2018)</td>
<td>LO # 1</td>
<td></td>
</tr>
</tbody>
</table>
|          | Graduate project & Presentation; Peer review & written analysis | Rubrics:  
- Teamwork Rubric  
- Inquiry & Analysis  
- Critical Thinking  
- Creative Writing  
- Written communication  
- Oral communication |  |

<table>
<thead>
<tr>
<th>Year 3</th>
<th>CAPSTONE Seminar 984</th>
<th>MHA Assessment Task Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2018-2019)</td>
<td>LO #2 and #3</td>
<td></td>
</tr>
</tbody>
</table>
|          | Graduate Project & Presentation; Peer review & written analysis | Rubrics:  
- Teamwork Rubric  
- Inquiry & Analysis  
- Written communication  
- Oral communication  
- Problem Solving |  |
<table>
<thead>
<tr>
<th>Year</th>
<th>(Start-End)</th>
<th>LO #</th>
<th>Seminar</th>
<th>Project &amp; Presentation; Peer review &amp; written analysis</th>
<th>Rubrics:</th>
<th>MHA Assessment Task Force</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>2019-2020</td>
<td>4</td>
<td>984</td>
<td>Graduate Project &amp; Presentation; Peer review &amp; written analysis</td>
<td>Teamwork Rubric, Inquiry &amp; Analysis, Problem Solving, Critical Thinking, Creative Writing</td>
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<tr>
<td>5</td>
<td>2020-2021</td>
<td>1-4</td>
<td>984</td>
<td>Graduate Project &amp; Presentation; Peer Review &amp; written analysis</td>
<td>Teamwork Rubric, Inquiry and Analysis Rubric, Critical Thinking Rubric, Creative Thinking Rubric, Written Communication Rubric, Oral Communication Rubric, Problem Solving Rubric</td>
<td></td>
</tr>
</tbody>
</table>


Program Size and Sampling Technique: Approximately ten students in the program graduate each year. All students are required to take the Seminar, as it is a required Capstone course.

4) PLAN FOR ANALYZING RESULTS

MHA Program Assessment Plan will be shared with members of the faculty and alumni forums. MHA Program Assessment Co-Coordinators will establish the MHA Program Assessment Task Force, consisting of a total of five members from the Faculty and Alumni Forums. Coordinators will discuss, collect and distribute results. Results will be communicated to the Dean of Graduate Studies.

Discussion will take place at Faculty and Alumni Forums, MHA Assessment Task Force, Meetings with Graduate Dean.
5) DISTRIBUTION. The program will distribute or publish these items in the following ways:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Distribution Method</th>
<th>Website</th>
<th>Annual Reports</th>
<th>Brochures</th>
<th>Course Syllabi</th>
<th>Other (please describe, e.g. department meeting, advising session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Mission</td>
<td>MHA Program Description</td>
<td><a href="https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-healthcare-administration/master-of-healthcare-administration">https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-healthcare-administration/master-of-healthcare-administration</a></td>
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<td>X</td>
<td>Dean Najjar; MHA Faculty; Program Coordinator Sessions; Departmental Meetings, Communications to Students, MHA Student Advising Sessions;</td>
</tr>
<tr>
<td>Program Learning Objectives</td>
<td>MHA Program Description</td>
<td><a href="https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-healthcare-administration/master-of-healthcare-administration">https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-healthcare-administration/master-of-healthcare-administration</a></td>
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<td>X</td>
<td>Dean Najjar; MHA Faculty; Program Coordinator Sessions; Departmental Meetings, Communications to Students, MHA Student Advising Sessions;</td>
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<tr>
<td>Learning Opportunities (Curriculum Map)</td>
<td>MHA Program Description</td>
<td><a href="https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-healthcare-administration/master-of-healthcare-administration">https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-healthcare-administration/master-of-healthcare-administration</a></td>
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<tr>
<td>Assessment Plan</td>
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<td>Dean Najjar; MHA Faculty; Program Coordinator Sessions;</td>
</tr>
</tbody>
</table>

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Objectives

1 If you have questions or need assistance, please contact Dr. Mark Nicholas, Director of Assessment at mnicholas1@framingham.edu or 508-626-4670
2 Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.

Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa