Consistency Across the Program: Aligning Competency Development of On-line/On-Campus MHA Courses

Introduction to C.A.P.
CAHME Program Requirements (III.D.1 and III.D.2) call for ongoing program evaluation to assess student competency attainment and ensure continuous quality improvement of the teaching and learning environment. As Learning Management Systems (LMS) evolve, Master of Healthcare Administration (MHA) programs which include both online and on-campus platforms, faculty must review the opportunities presented by this evolution while at the same time strive for consistency across both learning platforms. The Consistency Across the Program (CAP) provides a platform for faculty to align course content and evaluate outcomes across both online and on-campus platforms, utilizing dashboard data to inform and measure that intervention.

Seton Hall Univ. – MHA Degree

C.A.P. Goals
- Provide a platform for our One Program across Two Delivery Platforms strategic initiative
- Ensure coordinated competency assessment across Online and On-campus course offerings
- Provide actionable data on competency attainment for students
- Address continuous quality improvement across both learning platforms through evaluation of course content, course evaluations, and student learning outcomes
- Maintaining compliance with MHA competencies

C.A.P. & C.A.R.D.

As part of the Competency Assessment and Resiliency utilizingDashboards (C.A.R.D.) initiative in the Seton Hall University MHA program, rubrics are used for assignments to provide feedback to students in addition to competency attainment. Across all students, competency attainment on each assignment is available to instructors.

In addition to individual student assessment the C.A.R.D. data can be used to assess class and program competency attainment, which can be cross referenced with the standard grading assessment to compare competency attainment with student learning outcomes.

Course Evaluation Selection
For the purpose of C.A.P. evaluation, courses that are offered online and on-campus should be selected. Faculty work together under the guidance of the program director to assure consistency in quality and content across both learning platforms. This is accomplished through alignment of course objectives and Competencies/Domains.

21st Century Healthcare Systems (7521)
Provides a systematic overview of the structures and organizations in US healthcare delivery systems with emphasis on interactions of governmental policies, authorities, delivery systems, financing of healthcare, regulation, competition, organizational innovations in healthcare services and alternate delivery strategies.

Further, the C.A.P. initiative provides the opportunity to compare the effectiveness of faculty interventions across both learning platforms to assure consistency in online and on-campus courses.

Implications & Conclusions
For the MHA program, the C.A.R.D. data provides average levels of competency attainment across multiple assignments and courses.

For individual students, the dashboards provide the level of attainment for each MHA competency attempted thus far. This dashboard is available to faculty advisors to use for student advisement about competency attainment and progression in the MHA program.

Building off the Yes we C.A.R.D! Program, which uses dashboards to provide data to assess MHA competency attainment, the objective of C.A.P. is continuous quality improvement across platforms through evaluation of course content, course evaluations, and student learning outcomes, while maintaining compliance with MHA competencies. Obtaining this objective allows the faculty to maintain the consistency of One Program across Two Delivery Platforms.