HCAD Major Learning Goals

1. HCAD students will possess the knowledge and skills necessary to be successful health and aging services administrators. Licensure boards have dictated minimal levels of competency necessary for administrators in the following 5 domains, and thus HCAD students will have met the following learning goals:
   - **Resident Centered Care and Quality of Life:** Students will possess the knowledge and skills necessary to ensure that resident rights, quality of care, and quality of life can be maximized by assessing, planning, implementing and evaluating resident services.
   - **Human Resources:** Students will possess the knowledge and skills necessary to ensure they can facilitate a comprehensive human resources program that recognizes the need for effective engaged employees to successfully deliver resident centered care.
   - **Finance:** Students will possess the knowledge and skills necessary to ensure they can facilitate a comprehensive fiscal management program to achieve the organization’s financial performance objectives and to provide ongoing resident services.
   - **Environment:** Students will possess the knowledge and skills necessary to ensure they are providing an environment and atmosphere that promotes, protects, and provides resident centered care and quality of life.
   - **Leadership and Management:** Students will possess the knowledge and skills necessary to ensure innovation and strategic direction in alignment with organizational mission, vision, values, and purpose; effectively managing resources to ensure maximum performance and impact; integrating skills needed for daily management of the facility; implementing systems and nurturing relationships to ensure success in a complex and dynamic industry.

The NAB practice exam, which students take 1-2 months prior to graduation, will be used as an external, direct assessment of these five learning goals.

2. In addition to the COB, University, and Domain-specific goals mentioned above, there are other important learning goals we’d like our students to achieve. These include Coaching and Ethical Practice.
   - **Coaching:** Students will possess a greater awareness and the skills necessary to effectively provide coaching to other peers and staff within organizational settings. This learning goal will be assessed using both self and preceptor evaluations of their performance by using an assessment tool, which is an embedded assignment in the HCAD 422 Health Care Leadership course.
   - **Ethical Practice:** Students will be able to describe common ethical challenges and apply professional ethics codes to guide behavior and decision-making. This learning goal will be assessed using embedded questions regarding integrity and the ACHCA Professional Code of Ethics in the comprehensive self & preceptor evaluations occurring at the end of the 50 week practicum, along with an embedded assignment where they are asked to consider their preceptor’s perspective as they reflect on their skills and identify their level of awareness and development progress in this area. In addition, we also have incorporated the American College of Health Care Administrators Code of Ethics into the HCAD 302 course and assessed students’ understanding of it with questions on the final exam.

3. A preceptor evaluation of practicum students’ skills in each of the learning goals was also developed and administered. This will be an external, indirect assessment. The format is very simple and uses a 1 to 5 Likert scale with questions for proficiency with regard to each of five leadership/management areas including: strategic leadership, operational, people skills, caring/resident service and professional development. An overall measure of performance along with an opportunity to provide additional comments was also provided in the tool. The preceptor evaluation is administered in July of each year. This tool was crafted to be parallel with the practicum student assessment, and will allow for future analysis of trends and potential gaps in perception.