Key Attributes and Potential Barriers of Long Term Care Administration
Programs: A Ten-Year Analysis of NAB Accreditation Reports
Alyssa Schwaller, Jennifer Johs-Artisensi, Ph.D., M.P.H., and Doug Olson, Ph.D.
Health Care Administration Program, University of Wisconsin - Eau Claire

**Introduction**

- Both federal and state government consider accreditation, a process of external quality review, to be a reliable authority on academic quality (Eaton, 2012)
- Students of NAB-accredited schools score higher than the national average on the NHA Exam and are best-prepared to work as long term care administrators (NAB, 2017)

**Rationale**

- Identifying characteristics of robust NAB accredited academic programs, along with specific barriers and supports can:
  - Assist the education committee in updating accreditation criteria
  - Contribute to a toolbox of best practices for strengthening existing academic programs
  - Create a template for new programs to build a strong foundation.

**Methods**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying information was redacted from 19 NAB Accreditation Reports</td>
</tr>
<tr>
<td>2</td>
<td>Used inductive process to develop a Strengths, Weaknesses, Opportunities, and Threats (SWOT) based rubric</td>
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<tr>
<td>3</td>
<td>Data was extracted from each report and entered into Excel</td>
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<tr>
<td>4</td>
<td>Two researchers and a student assistant, first independently and then collectively, analyzed data for common characteristics.</td>
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</tbody>
</table>

**Results – Strengths**

**Students**
- “Critical mass” of students
- Diversity
- Opportunities for students to interact
- Student advising program

**Curriculum**
- Multidisciplinary education
- Embedded professional development
- NAB exam pass rates higher than average
- Capstone/leadership projects

**Faculty**
- Combination of:
  - Advanced degrees
  - Practitioner experience
  - Passionate
  - Approachable/camaraderie
  - Professional development

**Field Experience**
- Health care experiences prior to internship
- Minimum requirements to begin internship
- Designated supervisor to work with intern and preceptor
- Qualified preceptors/preceptor training
  - Significantly >400 hour internship

**Partnerships**
- Advisory Board with representation from continuum
- Strong linkage to professional groups
- Alumni ambassadors
- Interactions between academic programs

**Other**
- Adequate funding
- NAB references are available
- Nice building/technology
- Support from university leadership

**Results – Opportunities and Threats**

**Other Opportunities**
- Integrate competency evaluation
- Establish student chapter of ACHCA
- Develop student recruitment strategy
- Increase Domains of Practice coverage to ≥ B
- Integrate timely research and industry publications

**Common Threats**
- Few students in LTC program
- Lack of quality field experiences
- Budget cuts
- Lack of understanding leadership

**Conclusions**

- Advising Board represents continuum of care
- Support from college/university leadership
- Connection with the profession
- Qualified faculty with healthcare experience

**Future Opportunities**

- Research opportunity: Explore factors correlated with stronger administrator performances
- Explore how NAB can enhance their role with universities
- Improve relationship between state agencies and students
- Increase consistency in NAB site visitor training

**Research Funded By**

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