Evaluating Key Factors for Developing Strong Educational Programs

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Background

- The health and aging services administration education field currently has an inadequate portfolio of educational programs across the country.
- The United States has a growing senior population, and senior care organizations are under increasing pressure to transform, which requires good leadership (Dana and Olson, 2007).
- There is also evidence that strong leadership has a significant impact on the quality of care and service provided to seniors (Castle et al., 2014).
- All of these factors are occurring against a backdrop of a supply concern due to the number of leaders leaving and entering the profession (NAB Testimony, 2000).
- The long-term care (LTC) administration profession is facing a labor and talent crisis that needs to be addressed with a coordinated, well thought-out plan targeted at enhancing and expanding the quality and availability of robust senior care administration education programs across the country.

Rationale

- Since there are few strong senior care administration educational programs in existence, the identification of key attributes, factors, and requirements for strong academic programs needs to look both inside and outside the health care administration field (NAB Testimony, 2000).
- A sabbatical project was put forward by Dr. Douglas Olson to develop a national strategy for enhancing existing and developing new university programs in health care and aging services administration (Olson, 2015).

Methodology

- An initial literature review was conducted to identify key attributes, factors, and requirements of strong academic programs within and outside the health administration field.
- Various accreditation standards were explored for commonalities that may inform the project related to the senior care administration education field.
- Important identified factors were ranked among an advisory panel and will also be assessed by ACHCA members.
- An initial plan and summarized results are being shared with an advisory group of experts for feedback and guidance.

Results

Figure 1. Key Factors for Strong Educational Programs

Figure 1. Factors were found through literature search regarding strong academic programs. Larger fonts represent factors found more often that influence educational programs, while smaller fonts were highlighted less often but still contribute to successful, solid educational programs.

Figure 2. Criteria* were evaluated from the National Association of Long Term Care Administrator Boards (NAB), Higher Learning Commission (HLC), Council for Education on Public Health (CEPH), Association to Advance Collegiate Schools of Business (AACSB), and Commission on the Accreditation of Healthcare Management Education (CAHME). * Not agreed upon by all of these accreditation organizations.

Figure 2. Key Accreditation Criteria

<table>
<thead>
<tr>
<th>Mission, Vision, &amp; Goals</th>
<th>Ethics/Values*</th>
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<tbody>
<tr>
<td>Quality Curriculum</td>
<td>Quality Faculty</td>
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<tr>
<td>Current Technologies*</td>
<td>Fiscal/Physical Resources</td>
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<tr>
<td>Qualified Students</td>
<td>Diversity*</td>
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<td>Field Experience</td>
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Figure 3. Areas of Importance for Strong Health Care and Aging Services Administration Programs from Survey Results

Figure 3. Based upon a survey of the CHAASE (Center for Health Administration and Aging Services Excellence) Board of Advisors, several key areas for strong academic programs were identified as primary to success, although all were identified as important. Factors on the survey reflected items found through the literature review and accreditation criteria analysis.

Discussion and Conclusions

- Based on the literature review, some core factors that drive the success of educational programs were found, including a focus on students, faculty, and skills.
- When reviewing a variety of accreditation standards, several criteria were generally universal across accreditation bodies. The following are criteria found to be similar across bodies:
  - Curriculum, students, faculty, and resources.
  - Feedback from the CHAASE Board of Advisors has yielded the following primary core set of strategic areas including:
    - Curriculum, faculty, student placement, and connections with field.
- An initial conclusion is there are a primary set of drivers for success, although the advisory stakeholders will influence the project’s ongoing and future scope and efforts.

Next Steps

- Gather feedback from ACHCA members at 2016 Convocation
- Summarize information and convene expert advisory panel
- Develop applied research needs, including examining past NAB accreditation reports, and study the demand and supply of long-term care administrators across the country
- Convene stakeholder sessions across the country, including identifying and addressing other stakeholders
- Prepare an initial report and solicit additional comments/feed back from all stakeholders
- Prepare final white paper with key recommendations to advance strong academic programs across the country

Initial Steering Committee

The initial advisory group and expert council below will guide the efforts of a sabbatical project award to Dr. Olson for the 2016-17 academic year:

- David Gifford, Senior VP of Quality and Regulatory Affairs, AHCA and Chris Mason, AHCA/NCAL Board
- Robert Stone, Executive Director, LeadingAge Center for Applied Research
- Anne Montgomery, Senior Policy Analyst, Alliant Institute
- Randy Lindner, CEO, NAB Foundation
- Dr. Nicholas Castle, Professor, University of Pittsburgh
- Dr. Robert Burke, Professor, The George Washington University
- Steve Chies, Care Paradigms
- Julianne Williams, CEO, Golden Living
- Dr. Jennifer John-Artisemi, Associate Professor, and Dean Diane Hoadley, College of Business, UW-Eau Claire
- Robert Kramer, CEO, National Investment Center
- Leadership representative for ACHCA

Other key stakeholders, experts, and representatives are being solicited for feedback and interest.