STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY:

DATE:

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

PRIMARILY BB AND PAPER DOCUMENTS IN DIRECTOR’S OFFICE

EXECUTIVE SUMMARY

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Year of Next Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ability to analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve, conceptual problems.</td>
<td>13-14</td>
<td>14-15</td>
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<tr>
<td>2. Students will design and/or improve an organizational process using tools and techniques for efficiency and quality outcomes.</td>
<td>13-14</td>
<td>14-15</td>
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<tr>
<td>3. Students will demonstrate ethical and professional behavior consistent with the organization’s culture and code of conduct.</td>
<td>13-14</td>
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Describe how the program’s outcomes support Marymount’s Mission, Strategic Plan, and relevant school plan:

The MSHCM learning outcomes are derived from the mission and goals of the program – “The mission of Marymount University’s Graduate Health Care Management program is to prepare students to compete in the current health care management marketplace. The program aims to develop students’ managerial and leadership skills, while sharpening their policy perspectives on health care issues. Graduates of the program are prepared to deliver the highest professional standards in formulating, evaluating, and implementing effective and efficient health care delivery systems and policies for diverse populations. Given the University’s location in the national capital region, these skills are critical in preparing students for successful careers in varied health care settings, such as hospitals, managed care organizations, government agencies, associations, and health care consulting firms.

The program also cultivates health care leaders with a strong dedication to Catholic values, with an emphasis on ethical and moral standards as well as community service. These values are advanced through service projects and internships. Study abroad programs enable students to develop a global perspective on health care issues.
These learning objectives directly support the overall MU SBA Mission – “The MU SBA educates and prepares students to become ethical business professionals who think critically and communicate effectively in a diverse, dynamic and global environment.” The learning objectives also support the following components of the SBA commitments:

1. A quality graduate education that through an advanced program of study add to their knowledge base, hones their analytical skills, reinforces ethical values and augments their academic and professional development.
2. A student focused learning environment where the curriculum is set in both the scholarly world and the real world of business activities.
3. A respect for ethical responsibilities in how we teach, what we teach, and how we work.

There is a direct alignment with SBA’s mission and the MSHCM mission, curriculum, and competencies. Both aim to draw on participatory learning to optimize educational and professional success for its students. The MSHCM program prides itself of being able to connect students with healthcare organization within the metro DC location and around the world. The MSHCM Program is devoted to the University’s mission of professional and personal development and preparation within a student-centered learning environment. In alignment with a changing business world, both the MSHCM and the SBA have recognized the importance of educating students to become global citizens. The MSHCM strives to connect students with local and international communities through real-world scenarios and experiential learning. We strive to bring an inquiry based, student-centered approach to teaching and learning.

The learning objectives directly support the University Mission by emphasizing academic excellence, promoting the intellectual and moral growth of each individual where scholarship, leadership, service, and ethics are hallmarks.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:
The outcomes measured directly align to the program competencies. As one challenge in striving for continuous process in improvement, the competency definitions are currently under review. Overall, the program outcomes are strong learning objectives. The assessment methods used for this report include: preceptor evaluations in HCM 565, Cases and Projects, competency assessment mapping and evaluations conducted by faculty for each course, and alumni and graduating student survey reports. All of this information is reviewed both aggregately and individually by the MSHCM Program Director and the HCM faculty team.

Describe how the program implemented its planned improvements from last year:
The MSHCM has taken a more programmatic approach to outcomes assessment as suggested from the previous report. This also was echoed during a recent accreditation site visit. As recommended, we seek to align the learning outcomes assessment with the program competency assessment.

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report: (List each recommendation and provide a specific response to each).
The recommendation was made that the learning outcomes assessment process link directly to the accreditation standard of program competency evaluation. Rather than being solely focused on the individual course learning objectives, the program will focus on overall competency mastery assessment, as consistent with both accreditation and UAC guidance.
**Learning Outcome 1:** The ability to analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve, conceptual problems  

*Is this outcome being reexamined?* ☑ Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

### Assessment Activity

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
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</table>
| Explain how student learning will be measured and indicate whether it is direct or indirect. | Define and explain acceptable level of student performance. | Discuss the data collected and student population | 1) Describe the analysis process.  
2) Present the findings of the analysis including the numbers participating and deemed acceptable. |

**Graduating Student Survey question regarding the ability to conduct quantitative or qualitative research.**  
Students responded with a mean of 3.571 (On a scale of 1-5, 5 being excellent and 1 being poor) when asked how well prepared they felt to do quantitative or qualitative research (indirect)

- A mean response of 4 out of 5
- Spring ‘14 survey; 7 responses
- Students responded with a mean of 3.571 (On a scale of 1-5, 5 being excellent and 1 being poor) when asked how well prepared they felt to do quantitative or qualitative research

**Assessment of capstone integrative graduate management project.**  
This is a direct measure

- All students will demonstrate satisfactory or better research competency mastery.
- Students conduct a graduate management research project Students in HCM 565, Cases and Project are required to complete a Graduate Management Project. In a written research paper students demonstrate the ability to: design and develop both qualitative and quantitative methods of data analysis, collect and analyze data, and draw conclusion and recommendations based on the research conducted.

- From a total of 21 students, 81% earned a satisfactory score of or better on the research
Interpretation of Results

Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):
The results of the learning outcomes measurements are mixed. The direct measurement results, which are based on the assessment of the graduate management project, demonstrate an acceptable performance standard. However, the self-assessment of our graduates is not acceptable.

Program strengths and opportunities for improvement relative to assessment of outcome:
The program has a strong assessment and research component in HCM 565, Cases and Projects. Additionally, all students take NU 590, Data Analysis. The infrastructure for improving this competency is present in the current curriculum.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
The MSHCM is seeking opportunities to improve students’ ability to conduct quantitative and qualitative research through: engagement in faculty research in NU 590, Data Analysis, student mandatory participation in submitting a proposal for Student Research Day, and encouragement for student research to be submitted and presented at Innovations (in partnership with faculty). Student outcomes were accessed based on the authorship guidelines presented in Appendix A. The Program is currently piloting a competency-based rubric that is linked to a revised set of guidelines. The rubric will serve as a means of evaluating student success in the ability to analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve, conceptual problems as demonstrated through their Graduate Management Projects.
Learning Outcome 2: Students will design and/or improve an organizational process using tools and techniques for efficiency and quality outcomes

Is this outcome being reexamined?  

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

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<tr>
<td><strong>In-Class “Lean Six Sigma Simulation feedback session (Indirect)</strong>**</td>
<td>100% of students report an improvement the ability to evaluate and choose appropriate techniques for improving in a variety of healthcare settings. Students will report that they are successful at this skill.</td>
<td>Spring’14 : 11 respondents</td>
<td>A quality improvement expert from INOVA health systems, lead an in-class simulation project addressing emergency department flow. Students participated in modeling workflow and discussing and recommending process barriers and solutions. Students went through several versions of the simulation and presented best practice solutions. Upon exercise conclusion, students provided self-assessment feedback to the instructor. 100% students self-reported an improvement in the area of evaluating and choosing appropriate techniques for improving in a variety of healthcare settings. All students stated that they were successful at this skill.</td>
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<tr>
<td><strong>Team Project Evaluation and Rubric (Direct)</strong></td>
<td>90% of students will score a satisfactory or better on the team projects.</td>
<td>Team Project assessment and evaluation</td>
<td>In a team project, student reviewed the “Physician practice Case Study” and prepared a charter and a process improvement project based on the case study analysis. Students are assessed based on a project rubric.</td>
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Academic Year: ’13-’14  Program: MSHCM

11 out of 11 students received an outstanding based on the performance improvement operations rubric provided in Appendix C.

Interpretation of Results

Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):
The learning outcome is being accomplished through as demonstrated by both the indirect an director measurement results.

Program strengths and opportunities for improvement relative to assessment of outcome:
The MSHCM has also incorporated an “INOVA Dome Experience” in which students watch a live surgery and discuss operational efficiency and accuracy with a nurse educator and their professor.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
The MSHCM will continue to work with the INOVA quality team to offer the simulations and observation experiences in HCM 560, Healthcare Operations Management. As this was the first time the professor taught this course, the plan for next year’s assessment will be to have a panel evaluate the team’s based on the rubric provided in Appendix C.
Outcome and Past Assessment

Learning Outcome 3: Students will demonstrate ethical and professional standards consistent with the organization’s culture and code of conduct.

Is this outcome being reexamined? □ Yes  x □ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

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Responses from Preceptor Evaluations (Direct)

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| 100% of students will demonstrate ethical and professional behavior | AY 13-14 | Student preceptors, who are experts in the field, were assigned as individual preceptors during semester long student internships. At the conclusion of the internship, the preceptor on several core competencies, to include, rated each student: ethical and professional behavior. The preceptor evaluations were analyzed both individually and cumulatively.  
11 out of 11 students scored a 4 out of 4 on the ability to demonstrate and maintain ethical and professional behavior as noted from the preceptors evaluation surveys (Appendix B). This was consistent with the overall preceptor evaluation data. |
### Academic Year: ’13-’14

#### Program: MSHCM

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<th>Responses during focus group feedback session of a professional mandatory professional development seminar. (The focus group feedback is an indirect measure)</th>
<th>Over 80% of students participating in the professional development seminar will conclude that the session improved their professional and ethical competencies.</th>
<th>Spring 2014 Feedback Session with 15 attendees</th>
<th>The MSHCM requires all students to participate in at least one professional development seminar prior to graduation. After the spring 14 seminar, students were asked for input on how and if the seminar addressed their professional development needs and if the session was effective in improving their professional and ethical competencies. During the focus group, 15 out of 15 attendees reported that the seminar was successful in improving their professional and ethical competencies.</th>
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### Interpretation of Results

**Extent this Learning Outcome has been achieved by students** *(Use both direct and indirect measure results):*

As reported, the learning outcome was achieved successfully.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

The MSHCM Professional Development seminars were established based on alumni and student input and are a very effective tool.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

The MSHCM plans to establish a survey process for evaluating the professional development seminars that will assess the program competencies and development. Since, not all MSHCM students conduct an internship, the preceptor evaluation tool will be used for all students in HCM 565, Cases and Projects. Those students who are not conducting internships, will have the survey filled out by a practitioner in the field, with whom they are working with to enhance their graduate management project. Next academic year, the professional development seminars will be followed by an online survey to gain participants feedback as opposed to a face-to-face focus group. The intent is to gain data on the effectiveness and contributions of the seminars through anonymous feedback.