

**STUDENT LEARNING ASSESSMENT REPORT**
**SUBMITTED BY: ALY EISENHARDT**
**DATE: 29SEP2016**
**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)*

Learning Outcome	Year of Last Assessment	Year of Next Planned Assessment
1. Students will be able to articulate, diagnose, and formulate strategies to enhance the financial health of an organization.	13-14	14-15
2. Students will evaluate, analyze and interpret health outcomes, disparities, and risks to conduct and support a community needs assessment.	N/A	14-15
3. Students will demonstrate the ability to analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve organizational problems.	N/A	14-15

*Note: At the time of the 13-14 report, the older template was used. The program review was submitted the next AY Year and therefore, the Program Director did not have the updated template. Using the previous submission, all issues and recommendations were made to this report. See highlights.*

Due to accreditation standards, program competencies were changed prior to the 13-14 report submission. The relevant program competencies assessed in the report are listed below:

Outcome 1 corresponds to the program competency of financial skills, defined as: The ability to understand and explain financial and accounting information, prepare, manage and evaluate financial needs, and make sound investment decisions for the organization.

Outcome 2 corresponds to the program competency of population health and status assessment, defined as: The ability to analyze and interpret health outcomes, disparities, and risks as well as conduct a community needs assessment.

**Describe how the program's outcomes support Marymount's Mission, Strategic Plan, and relevant school plan:**

Marymount’s mission emphasizes a focus on the career preparedness of its graduates. The outcomes assessed above: ability to analyze and apply data and evidence, analyze and interpret health outcomes and risks, and the ability to evaluate organizational strategies to enhance financial health, align with the MSHCM’s ability to prepare early careerists in the field of healthcare management to be successful entrants into the field. Through market and stakeholder assessment, these outcomes have been highlighted as key indicators of success for healthcare administrators. Additionally, the School of Business Administration has a focus on several core competencies, to include critical thinking. The outcomes assessed all align directly with critical thinking skills.

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements:**

The assessment methods outlined below

**Describe how the program implemented its planned improvements from last year:**

The program has revised its competency model to include specific definitions and targeted program goals. All learning objectives and assessments are mapped to the program competencies to ensure that: the competencies, objectives and outcomes are being assessed through individual courses appropriately, all outcomes and objectives are assessed at the appropriate graduate level (in accordance with Bloom’s taxonomy and rules regarding higher and lower level assessment), and that process improvements can be made to enhance courses, curriculum, and assessment methods based on the outcomes assessment results. One strength of this assessment report is that it is a product of the competency mapping.

Recent identified gaps in skills around financial analysis and assessment of these skills, has lead to the addition of a 3-credit prerequisite financial and accounting foundational skills course. The course is now a requirement, as of fall 2016. The program also plans to expand its focus on career preparedness and the assessment of career preparedness. As such, we have developed a competency self-assessment process. Students will now submit a self-assessment report/survey upon entrants, at the mid-point, and at the conclusion of their program of study. As part of the mid-point assessment, students will submit a plan for competency development, which will be reviewed by our faculty panel, who will provide input to ensure the student’s success in mastering the MSHCM competencies and aligning the student’s competency strengths with their aspired career goals. As previously mentioned, the competencies are mapped to each course objective and outcomes assessment, the process of self-assessment adds an “across curriculum” layer of assessment, as recommended by the program’s accrediting body.

**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).**

Listed below are the UAC recommendations:

1	Provide an introductory overview of the assessment process.
2	Respond explicitly to the previous UAC review.
3	Provide a fuller analysis of data.

- 1.) The report provides an introductory overview of the assessment process.

- 2.) It responds to the UAC review.
- 3.) The assessment report appropriately describes the analysis used to assess each outcome.

**Describe how the program implemented its planned improvements from last year:**

<b>Outcome</b>	<b>Planned Improvement</b>	<b>Update</b> <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<i>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).</i>	Students research day submissions in NU590	The planned improvement was not completed due to the timing of research day and the offering of NU590. As an alternative in fall of 2014, students in NU590 worked with actual data sets from the Professor's research project to analyze and interpret results and make recommendations for project implementation and improvement.
<i>The MSHCM will continue to work with the INOVA quality team to offer the simulations and observation experiences in HCM 560, Healthcare Operations Management.</i>	Continued work with the INOVA Quality Team to offer a quality/operations simulation in HCM 560	This is an ongoing spring semester activity.
<i>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</i>	Professional development survey evaluation and preceptor evaluation	Both changes were implemented in fall of 2014. Currently, the MSHCM holds two professional development sessions per year and uses surveys to ensure content is on-target with what students' needs and professional development goals. Additionally, all students

<i>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.</i>		in HCM 565 work with a preceptor to develop and deliver a graduate management/consulting project. All preceptors are surveyed on students' competency mastery to include professionalism. Surveys are assessed individually and in aggregate.
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Outcome and Past Assessment

Learning Outcome 1: Students will be able to articulate, diagnose, and formulate strategies to enhance the financial health of an organization.  
 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

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process.            2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Using information from Guidestar and Standards and Poor's rating, students will analyze the financial viability of an organization and provide capital budgeting techniques as well as risk assessment to present sound financial strategies through a business case analysis in Healthcare Finance.	80% of students will receive an above satisfactory rating on the ability assess sound financial strategy	The Guidestar assignments were assessed as follows: mastery of financial concepts and terms, feasibility of strategies provided, ability toe assess financial health based on reported data and interpretations, and the ability to articulate results of findings to support recommendations.  MSHCM students were placed conducted team based project to	Based on the professor's assessment, a total of 11 students out of 13, 84% earned a 80% or better.  2 (out of 13) students earned a 70% and demonstrated the need for improvement.

Direct Measure		formulate an analysis and provide strategic recommendation for the financial health of the given organization.	
Students are rated by their consulting clients on their ability to master and synthesize financial skills through a graduate management consulting project. Indirect Measure	80% will receive a rating a good or higher from their clients/preceptors on the ability to master financial skills and economic skills (See Appendix C)	During the final semester of the MSHCM, students are assigned as “consultants” for a healthcare organization with a real world issue or problem. Each student has an assigned preceptor, who monitors the student’s success with the organization and the project and provides a link to the organization. Each student is assessed by the preceptor at the mid-point of the semester and at the conclusion of the semester using the tool in appendix C. Preceptor evaluations are asked to evaluate the student on several competencies and learning outcomes to include: financial and economic skills. The feedback is analyzed individually and in aggregate.	Aggregate analysis was conducted of the preceptor surveys and the following was the result of the assessment of financial and economic skills:  6 out of 6 (100%) students received a 4.0 rating on financial skills and economic skills on the preceptor rating in Appendix C

Interpretation of Results

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

Over 80% of students demonstrated the achievement of the learning outcome as illustrated in the assessment outcomes above.

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

While the assessments above are appropriate, the program has made significant efforts to improve our assessment and emphasis on financial skills. In the Fall of 2016, due to the results of a competency assessment mapping audit and a gap analysis, the program determined that an additional course requirement focused on financial and accounting skills would be added to the MSHCM curriculum. The addition of this course, HCM 500, will add to the rigor and focus on the much-needed financial skills of healthcare managers. Additionally, a revision to the preceptor survey has been made to separate out the focus on financial skills versus economic skills, since these skills should be assessed apart from one another. This revision will give a true read on external stakeholder's assessment of students' financial skills. Additionally, the graduate management capstone project rubric and assignment, now requires students to include financial analysis and planning as part of the required sections of their individual capstone projects.

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

The above-discussed improvements are in place and will be evaluated this academic year.

Outcome and Past Assessment

Learning Outcome 2: Students will evaluate, analyze and interpret health outcomes, disparities, and risks to conduct and support a community needs assessment.

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

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process.                      2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>As part of a comprehensive strategic plan, students will assess and evaluate a specific community's needs and will apply the information and analysis from the community needs assessment into the overall strategic direction of the organization.</p> <p>Direct Measure</p>	<p>80% of students will receive a minimum of a (B) or satisfactory rating on section 5a of the rubric contained in Appendix A</p>	<p>All students in HCM 555, Strategic Planning and Marketing in Healthcare, developed a comprehensive strategic plan for a chosen healthcare organization. As part of the assignment, students were asked to evaluate the community health needs assessment and provide sound organizational strategies based on this assessment. Below is the area addressed.</p> <p>Macro Environment:</p> <p>Describe current and future demographics of the patient population or potential population to be served (consider the facility location and area, discuss the service is needed in this area for this population, what are the</p>	<p>Aggregate analysis was conducted using the rubric in Appendix A. Results are as follows: Out of 14 students, 71%, or 10 students scored a satisfactory or better on the community needs assessment portion of the rubric.</p> <p>The remaining, 4 students, scored a C, or unsatisfactory on this assessment.</p>

		<p>population health trends and risks, who are you targeting)</p> <p>What are the health needs and health indicators of the community?</p> <p>Identify other relevant care trends such as consumer preferences, use of new technologies, development of newer and less costly alternative treatments</p>	
<p>Students review a case study on the Metz Clinic and participate in a team-based in-class discussion analyzing the health needs of the community and recommend an organizational response. Indirect Measure</p>	<p>80% of students will properly assess the community needs</p>	<p>In HCM 555, Strategic Planning and Marketing in Healthcare, all students conducted a case analysis meant to assess their ability to provide analysis and recommendations based on community health needs assessment. In teams, students participated in an in-class case analysis of community health needs assessment. Each team presented its finding and proposed organizational strategies based on the findings and results. Students' assessments and recommendations were debriefed and evaluated by their professors and peers. Students were scored on depth of analysis, understanding and capture of community health risks, and the ability to make sound strategic recommendations based on analysis findings.</p>	<p>Of the critical areas assessed all students, 100% or 13 out of 13 students (1 student was absent for this class session) performed the learning objective at a satisfactory or above level. All teams and individuals provided feedback on this assessment exercise. As noted by students, this was beneficially, however, they would have preferred working on the assessment for their individual chosen organizations, instead of using a case analysis.</p>

Interpretation of Results

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

Students fell below the goal of 80% overall on the achievement of this assessment as demonstrated in the direct assessment measure. However, students performed above the assessment goal as evaluated through the indirect measure.

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

As noted in the indirect assessment analysis, students will now conduct in the in-class community needs assessment activity based on their individually chosen organization. This improvement ties directly with student's individual work and skills and allows them to build on these skills, such that it may enhance the synthesis of their community needs assessment knowledge and application.

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

It was determined based on this assessment; as well as additional learning outcomes assessments related to the ability to apply and synthesize community needs assessment analysis and data, that students in HCM 555, will no longer use a chosen organization for the related strategic planning assignment. Instead, as of fall 2016, the program has adopted the Middleboro Case Book. Students are now assigned Case Organizations from the "Middleboro Community." Students assess their communities and apply health assessment and risk data and analysis to their strategic initiatives. This change allows for a robust collection of community health data to be analyzed, as the casebook provides excel spreadsheets with appropriate data sets for analysis related to each case/organization.

Outcome and Past Assessment

Learning Outcome 3: Students will analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve organizational problems.

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

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>Students will conduct a problem based consulting project for an assigned organization. Students will develop strategies and recommendations for their assigned client based on analysis and research using quantitative and qualitative approaches. Student will act as consultants to recommend solutions to their clients based on the research and data collected and analyzed.</p> <p>Direct measure</p>	<p>80% of students will receive a satisfactory (B) on the analysis and recommendations sections of the consulting project using the rubric in Appendix B as a tool for evaluation.</p>	<p>Using the below component from the rubric provided in Appendix A, students in HCM 565, Cases and Projects, a capstone HCM course, were assessed and scored.</p> <p>Analysis Provide an in-depth analysis of the issue(s) facing the organization Include a situational assessment; evaluate the current environmental issues affecting this topic (policy, economic, regulatory, market trends, etc.) Discuss what is working well internally: what limitations and challenges is the organization facing in regard to the issue presented What might the competition be doing in response to this issue? (Competitive analysis may or may not be applicable)</p>	<p>The student results from the rubric were analyzed individually and in aggregate. Aggregate results are as follows: 5 out of 6, or 83% of students achieved a satisfactory of better or the ability to analyze and apply data as well as evidence from research studies using quantitative and qualitative methods to solve organizational problems. 1 student scored an unsatisfactory on the related rubric.</p>

		<p>Identify best business practices and solutions found in the current literature          Include data and statistical analysis from: organizational metrics, performance measures, survey, interviews, fieldwork and/or direct observation          Include both qualitative and quantitative qualitative analysis and measures          Your analysis should incorporate methods and theories addressed throughout the program</p>	
<p>Students will use statistical analysis tools and qualitative methods to successfully complete an operational simulation during an in-class exercise. Students will provide feedback to the Instructor about what went well during the simulation and what could have been enhanced to improve organizational efficiency. Students will analyze the data using statistical and LEAN approaches to analyze and change the operations/simulation.          Indirect</p>	<p>80% of students will successfully complete the operational simulation and analyze the data.</p>	<p>In HCM 560, Healthcare Operations Management, students participate in an in-class simulation. The simulation is lead by the INOVA Hospital Quality Team. The simulation provides and opportunity for the instructor to use an industry tool to assess student performance on: quantitative and qualitative analysis and the of analysis application to operational decision-making. Students are asked to conduct an analysis of the following: rates of medical errors, que time, staffing ratios, throughput stats, and quality metrics based on their teams’ performance and ability to receive and attend to several “patients” in an emergency department.</p>	<p>Using the INOVA Hospital assessment methods of critiquing team performance based on: throughput, analysis, error rate analysis, que time analysis, decision-making, and the suggested operational improvements based on the analyses, the instructor, and the quality expert evaluate and assess student performance throughout the simulation. Feedback is provided to the class, so that they can revise their operational approach based on the data driven decisions that the students choose to execute. Feedback is also provided on the data analysis portion of the simulation. Students run through the simulation a minimum of three times and apply analyses and changes each time. Based on the results of the simulation and the critique, all students (9 out of 9) performed successfully on this exercise. Students also provided input on the simulation exercise debrief. During the debrief all students self-reported</p>

			<p>that they were successful in their ability to apply to use statistical and LEAN approaches to analyze and change the operations/simulation, s well as provide analysis of quantitative and qualitative data. Students noted the benefit of this simulation and the benefit of using an industry tool to develop their skills.</p>
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Interpretation of Results

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

The above assessment results illustrate that the at least 80% of students successfully meet assessment outcome of: analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve organizational problems. The goal was achieved at 83% on the direct measure and 100% on the indirect measure.

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

The simulation is program strength in the ability to assess this outcome. Having a best practice and industry tool adapted for our classroom, in addition to the faculty compliment of the quality expert from INOVA provides an enormous benefit to teaching and assessing this skill. There is an opportunity to enhance the way this outcome is assessed directly in HCM 560, Healthcare Operations.

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



**Academic Year : 15-16      MSHCM**

One program improvement being evaluated in relation to this outcome assessment is the possibility of having students in HCM 560 and NU 590, Healthcare Statistics, work together to construct a quality poster. The quality poster would display students' quantitative and qualitative methodology and provide discussion of their analysis as it pertains to a process improvement issue.