STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Health Care Management
SUBMITTED BY: UMA KELEKAR
DATE: September, 30 2017.
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EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

Healthcare Management Master's Program

The mission of Marymount University's graduate health care management program is to prepare early careerists to lead and manage the health care delivery systems in a competitive, global environment. 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. Our graduates are well prepared for mid-level management positions throughout the healthcare delivery system. Many of our alumni have gone on to be leaders and high-level executives in the field.

Given the university's location in the national capital region, these skills are critical in preparing graduates for successful careers in various sectors of the health care delivery system, such as hospitals, managed care organizations, government agencies, associations, and health care consulting firms.

The vision of Marymount University's M.S. in health care management program is to be the National Capital Area's premier learning environment focused on building student competencies in business, health policy, and leadership integrity that promote excellence in health care delivery.

Table 1. 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	Assessed This Year	Year of Next Planned Assessment
Students will be able to articulate, diagnose, and formulate strategies to enhance the financial health of an organization.	X	X	
Students will evaluate, analyze and interpret health outcomes, disparities, and risks to conduct and support a community needs assessment.	X	X	
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.	X	X	
Students will be able to demonstrate oral and written communication skills as well as financial skills;			
Students will be able to apply information technology to health care settings, effectively manage human resources, engage in process management, project planning and implementation;			X

Outcome			
Students will be able to engage in critical and analytical thinking as demonstrated by their ability to engage in problem solving, analyze data and the economic environment and apply the results, and assess the health and status of the population served by their institution;			X
Students will be able to evaluate specific health care challenges by applying the highest ethical, moral, and professional standards to make decisions that promote quality outcomes;			
Students will be able to analyze and apply policy at both the organizational and government levels using knowledge of current practices and historical policy trends as well as systems thinking while responding effectively to legal, regulatory, and policy directives.			X
Students will be able to develop strategies that promote the success and ongoing improvement of the organization using performance management, effective team participation including interpersonal awareness and innovative thinking and action, a strategic orientation and leadership.			

Describe how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan:

One of the main goals of the program is to engage the students in critical and analytical thinking through the abilities of problem-solving, and data analysis to environments that intersect business and healthcare. At an advanced stage of the program, students develop business and strategic plans for organizations using performance management, financial skills, and effective team participation. Being in the School of Business Administration, this program goal directly aligns with the school strategic plan. In particular, students pursuing a dual degree in Business and Healthcare Management are exposed to additional facets of management such as financial management.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:

Our primary strength is the curriculum based on a competency-framework. All the course curriculum and the assessment is developed, and evaluated based on a list of 24 competencies at three levels – basic, intermediary and advanced. Students are evaluated at the entry, mid-point (completion of 21 credits) and at the completion of their capstone projects. This data gathering enables us to determine and track the progress of our students throughout the program. In addition, these meetings provide students with career guidance going forward.

The annual meeting organized by the Association of University Programs in Health Administration (AUPHA) provides a platform to seek ideas on program and course improvement.

Table 2. Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Students will be able to articulate, diagnose, and formulate strategies to enhance the financial health of an organization.	The above-discussed improvements are in place and will be evaluated this academic year.	In the Spring 2017 HCM 560 Health Care Operations Management course, students analyzed a case study involving an ambulatory eye surgery clinic. The project required student teams

		to evaluate operational processes and develop appropriate options for expansion. The project requires students to complete a financial assessment of the Clinic's historical performance and to recommend investment in strategizes that will strengthen financial outcomes.
Students will evaluate, analyze and interpret health outcomes, disparities, and risks to conduct and support a community needs assessment.	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.	The case study model, utilizing the Middleboro Case Book in HCM 555, was implemented in Fall 2016 and will be continued in Fall 2017.
Students will analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve organizational problems.	One program improvement being evaluated in relation to this outcome assessment is the possibility of having students in HCM 560 and NU 590, Healthcare Data Analysis, 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.	This planned improvement was not completed. Although we encourage students to participate in the research conference held at Marymount, we did not have any students participate in Spring 2017. We are still considering ways of integrating this as a mandatory and assessed participation.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
I have included all the program-level learning outcomes, as they appear in the Catalog of 2016-17 in the Table 1. The outcomes that will be measured in the AY 2017-18 have also been outlined in the table.

	FEEDBACK FROM UNIVERSITY ASSESSMENT COMMITTEE	RESPONSE
Describes how and where report data are stored.	Acceptable	
List all program outcomes and dates last and next assessed; indicates which outcomes to be assessed in current year.	Acceptable	
Describes how outcomes support university mission and strategic plan.	Acceptable	
Describes assessment process including strengths, challenges, and planned improvements.	Acceptable	
Describes how and where report data are stored.	Exemplary	
List all program outcomes and dates last and next assessed; indicates which outcomes to be assessed in current year. Indicates if outcomes have recently changed.	Exemplary	
Demonstrates understanding of and clearly relates outcomes to university and school mission, plan, and goals, using tables as appropriate	Exemplary	
Briefly and succinctly describes assessment process including specific strengths, challenges, and planned improvements. Provides examples of a culture of continuous improvement based on assessment.	Exemplary	
Fails to list all program outcomes or does not indicates dates last, next, or currently assessed.	Developing	All program goals as they appear in the Graduate Catalog have been listed in this report.
Does not clearly relate outcomes to both mission and plan.	Developing	Has been addressed
Fails to adequately describe assessment process, or does not provide a thoughtful discussion of strengths, challenges, and improvements needed.	Developing	Has been addressed
Not all sections completed or not completed in full, or overwhelms reader with too much detail or information not directly tied to question.	Developing	Has been addressed

Outcomes Assessment 2016-2017

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

Assessment Activity

| Outcome Measures
Explain how student learning will be measured and indicate whether it is direct or indirect. | Performance Standard
Define and explain acceptable level of student performance. | Data Collection
Discuss the data collected and student population | Analysis
1) Describe the analysis process.
2) Present the findings of the analysis including the numbers participating and deemed acceptable. |
|---|---|---|---|
| Students will be able to articulate, diagnose, and formulate strategies to enhance the financial health of an organization. | In the Spring 2017 HCM 560 Health Care Operations Management course, students analyzed a case study involving an ambulatory eye surgery clinic. The project required student teams to evaluate operational processes and develop appropriate options for expansion. The project requires students to complete a financial assessment of the Clinic's historical performance and to recommend investment in strategies that will strengthen financial outcomes. | HCM graduate student teams utilized the facts presented in the case study to complete a presentation of their findings for the assignment. Each team was composed of 3-4 students. The total class size was 13. | The following table describes the distribution of assessment for the assignment. All students received an acceptable grade for this assignment.

{{TABLE}} |

Analysis sub-table:

A or A-	10
B+	3

Interpretation of Results

Extent this learning outcome has been achieved by students *(Use both direct and indirect measure results)***:**
All students achieved the learning outcome, a grade of B+ and higher, as indicated by the grades.

Program strengths and opportunities for improvement <u>relative to assessment of outcome</u>**:**
This assignment has strengthened the financial skills competency of students. In addition to integrating assignments in courses, the program has started offering an additional course (3-credit) course in Basic Healthcare Accounting.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u> There will be no change in any of the assignments assessing this outcome for this year.

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

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Students will evaluate, analyze and interpret health outcomes, disparities, and risks to conduct and support a community needs assessment.	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.	13 of the 14 students enrolled in this capstone class in Fall 2016 completed the Strategic Plan for an assigned health care organization in the Middleboro community. Students were assessed based on the completeness of their strategic plan, including the linkage of recommended strategies to defined community health needs.	The following tables describes the distribution of grades for the strategic plan assignment. 8 of 13 received an acceptable grade (above C+), while 5 received a grade of C or lower. {| } | A or A-	3
B+, B, B-	5
C+ or C	3
F	2

In HCM-590, students have to gather, analyze and interpret data related to health outcomes, disparities, and risks in the Arlington county. Using that information, they have to prepare a community needs assessment and recommend their top three health priorities for a hospital to focus on.	80% of the students will receive an A- or A.	11 out of 13 students who took this class in Spring 2017 completed this assignment. Students were assessed on their ability to successfully gather and evaluate the relevant information and make their top three recommendations to the community.	6 out of 13 (46%) students performed up to the expected standard. 3 students scored B or B+. One student scored a C and 3 students failed the assignment. A table of scores: A or A- : 6 B+ : 1 B : 2 C : 1 F : 3

The score breakdown table:

A or A-	6
B+	1
B	2
C	1
F	3

Interpretation of Results

Extent this learning outcome has been achieved by students *(Use both direct and indirect measure results)*:
The majority of students achieved the learning outcome, as indicated by the assignment grading.

Program strengths and opportunities for improvement relative to assessment of outcome:
The program has been strengthened by the incorporation of a case with robust community data to support the students' analysis. There is an opportunity to improve assessment of the outcome by spending more in-class time discussing how to analyze the available data prior to the assignment.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
The community health assessment portion of the strategic plan will be assessed as a team project, in a distinct assignment, in Fall 2017. This will enable teams to complete a deeper analysis of the many factors that influence health status in a community. Students will incorporate the key findings from this assignment in the external assessment section of their strategic plan (an individual assignment), and will interpret the results that are most relevant to their assigned health care organization. The Community Needs assessment in HCM-590 plan will be assigned sooner in the program so that students have more time to work on collecting their data.

Learning Outcome 3:

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Students will analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve organizational problems.	This planned improvement was not completed. Although we encourage students to participate in the research conference held at Marymount, we did not have any students participate in Spring 2017. We are still considering ways of integrating this as a mandatory and assessed participation.	Although students did not present their paper at the Student Research Conference, they completed their paper. The paper required students to analyze a dataset of their choice: select hypotheses as well as test those using data analyses tools and interpret their results.	The following tables describes the distribution of grades for the Data Analysis project. 5 out of 6 received an A- while one student received an A. A or A- 6 B+, B, B- 0 C+ or C 0 F 0

Grade distribution table:

A or A-	6
B+, B, B-	0
C+ or C	0
F	0

Interpretation of Results

Extent this learning outcome has been achieved by students *(Use both direct and indirect measure results)***:**
All students completed this assignment and received a grade of A- or A. They were assessed based on the number of statistical tools they used to conduct the analyses and interpret them accurately.

Program strengths and opportunities for improvement <u>relative to assessment of outcome</u>: Data analysis using real-life empirical data is one of the key program strengths that is addressed through this learning outcome. More applications of data tools will be discussed through the introduction of journal articles.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u> In addition to analyzing data using the SPSS statistical software, this year the program will focus on honing the EXCEL skills of students. Some of the analyses would be required to be performed using EXCEL.

Appendices
None.

MARYMOUNT
U N I V E R S I T Y
Arlington, Virginia

Curriculum Map
These will be sent for review and feedback to the Liberal Arts Core Committee.

GRADUATE CURRICULUM MAP

Degree Program: Health Care Management (M.S.)   **Year:** 2016-17

Program Outcomes:

Program Outcome	Critical Reading[1]	Written Communication	Oral Communication/Persuasive Argument	Identification, Investigation, and Application of Theory and Principles of the Discipline	Scholarly Presentation and the Use Resource Materials
Students will apply program competencies a graduate Capstone project and the applied internship experience. (HCM-565)	X	X	X	X	X
Students will complete a service learning project in their Capstone course (HCM-565). In Spring 2017, students worked in teams to help undergraduate Healthcare Management students at Hanzehogeschool Groningen understand the US health care system. Marymount HCM students, via Skype, worked with them to help one another understand their respective health systems.	X	X			X
Students will conduct research and write a paper on themes of health economics, policy, and management. Some of the topics include: economic analysis of a health policy, writing a critique of physician reimbursement methodology, writing a grant proposal for a health development project, or analysis of empirical data to answer a research question.	X	X	X	X	X
Students will complete a community needs assessment plan (HCM-590).	X	X		X	X

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[1] Graduate program competencies derived from GSC Committee Requirements for New Graduate Programs: "Achieving this criteria may be demonstrated by, but is not limited to:

1. Course content that is increasingly more complex and rigorous than UG courses (course objectives, learning activities, outcome expectations, etc.)
2. Coursework that produces graduates with advanced skills in reading critically.
3. Coursework that produces graduates with advanced skills in writing clearly.
4. Coursework that produces graduates with advanced skills in arguing persuasively.
5. Coursework that produces graduates competent in identifying, investigating, and applying theory and principles of the discipline to new ideas, problems, and materials.
6. Competence in the scholarly presentation of the results of independent study and in the use of bibliographic and other resource materials with emphasis on primary sources for data.
7. A capstone or final integrative activity that demonstrates achievement of graduate-level knowledge and application of the theory and principles of the discipline"

Curriculum Map:

For each course, indicate which competencies are included using the following key. Please refer to the director of assessment in Planning and Institutional Effectiveness if you need more detailed explanation of the four core competencies.

Level of instruction: F-foundational, A-advanced, M-mastery

Assessment: PR-project, P-paper, E-exam, O-oral presentation, I-internship, OT-other (explain briefly)

Required Course	Critical Reading[1]		Written Communication		Oral Communication/Persuasive Argument		Identification, Investigation, and Application of Theory and Principles of the Discipline		Scholarly Presentation and Use of Resource Materials	
	Level	Assess	Level	Assess	Level	Assess	Level	Assess	Level	Assess
HCM 500	F	PR, P	A	PR, P	M	PR, O	A	PR, P	A	PR, P, O
HCM 510	A	P, OT (In-class Discussion)	A	P	A	PR, O	A	P, PR, O	A	P
ECO 590	A	E, OT (Problem-solving)	A	E	A	E	M	P, O	A	P
NU 590	A	E, OT (Problem-solving)	A	E	A	E	M	P, O	M	P
HCM 530	A	PR, P, O	A	PR, P O	M	O, PR, OT (Executive Interviews)	M	E, PR	A	P, PR
HCM 535	A	PR,P,O	A	PR,P	A	PR,P,O	A	P,O	A	PR,P,O
HCM 520	A	E, OT (Problem-solving)	A	P	M	O	B	P	A	P, OT (Reviewing articles)
IT 545	A	P, OT (Discussion Boards, Case Studies)	M	P, E, OT (Case Studies)	A	E, O	M	P, OT (Case Studies, Discussion Board)	A	P, O, OT (Case Studies)
HCM 550	A	PR, P, OT (Assigned reading of scholarly articles that relate to	A	PR, P	M	PR, O	M	PR, P	A	PR, P, O

		course materials)							
LA 540	A	PR, P, O	A	PR,P	A	PR,P,O	A	P,O	A	PR,P,O
HCM 590	A	E, OT (Problem-solving)	M	PR	A	PR	A	PR	A	E, PR, OT (Community Assessment Plan)
HCM 565	M	P, O	M	P	M	P, PR (Capstone Presentation & Service Project Presentation)	M	P, PR	M	P, O (Capstone Paper & Oral Presentation)
HCM 560	M	P	A	P	M	PR, O	M	PR, O	A	PR, O
HCM 555	M	P, PR	M	P (Strategic Plan)	M	PR (Consulting Project)	M	P	M	P