STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Health Care Management (M.S.)
SUBMITTED BY: Uma Kelekar, PhD.
DATE: 24ᵗʰ September, 2018.
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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.

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.

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 formulate strategies to enhance the financial health of an organization.	X		
Students will analyze and interpret health outcomes, disparities, and risks while performing a community needs assessment.	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		
Students will be able to demonstrate oral and written communication skills as well as financial skills;			X
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	X
Students will be able to engage in critical and analytical thinking and problem solving.		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;			X
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		X	
Students will be able to develop effective strategies that promote improvement in various processes of an organization.			

Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan *(generally not more than two paragraphs, may use bullet points)*:

One of the main goals of the program is to engage the students in analyzing and applying policy, performing financial analyses, critical and analytical thinking through the abilities of problem solving that intersect business and healthcare. At an advanced stage of the program, students develop business and strategic plans for organizations using project planning, 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.

Given the university's location in the national capital region, one of the focuses of our program is in preparing students to work in the health policy domain. The department has faculty and other resources (specifically its location) to provide students the exposure to understanding policy at the organizational and government levels.

Provide a <u>brief</u> description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment *(generally not more than two paragraphs, may use bullet points)***:**
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 information helps us track the progress of our students periodically. 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.

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.	In HCM-520, the assignment where the students have to determine the charges for three scenarios has been turned into a graded assignment. This assignment carries 1/10th of the course grade. It is among 6 other assignments. In HCM-560, there is an opportunity to improve the students' understanding of the detail included in the rubric. In preparation for this assignment, the Instructor will dedicate in-class time to review and discussion of the components of each section of the project. Expectations for detail in the Organization Background, capacity analysis for several room categories and format for financial analysis are examples. Additionally, SP18 students are required to create a Lucid Chart account to support creation of the process flow map.	In HCM 520, the charge determination has been turned into a graded assignment. In HCM 560, the instructor reviewed the detail of each assignment and the associated rubric in class to ensure understanding. Student team projects included some in-class work time to allow for instructor support in problem solving. LucidChart was added as a required tool in the course. This tool led to significant improvement in the quality of the process flow maps produced for student projects. Student evaluation of the course improvements was very positive.
Students will evaluate, analyze and interpret health outcomes, disparities, and risks to conduct and support a community needs assessment.	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.	In HCM 555, revisions were the final strategic plan rubric were made to strengthen the linkage between the short "building block" written assignments and the final plan. Based on FA17 evaluations, there is still more opportunity to provide additional student resources and to strengthen the linkage between strategy and financial planning. In FA 18, select lectures will be audio-recorded and posted on Canvas to serve as a reference. The

Outcome	Planned Improvement	**Update** *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
	In HCM 555, the course includes a series of written assignments that serve as building blocks for the final Strategic Plan. There is an opportunity to clarify and strengthen the linkage between the written assignments and the final Strategic Plan rubric. Additionally, based on student evaluation, there also is a desire for more detailed lecture examples of each section of the strategic plan, and linkage between strategy and finance.	final strategic plan rubric will be revised to mirror the building block assignment requirements. In FA 17 HCM 555, the community health assessment portion of the strategic plan was completed as a team project. The students' analysis was thorough and student feedback indicated that the team approach made the volume and depth of analysis more manageable. The final work product was an individual assignment and required students to apply the findings and implications of the community assessment to an individual organization's strategy.
	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.	There was sufficient time allocated to this assignment.
Students will analyze and apply data as well as evidence from research studies using quantitative or qualitative methods to solve organizational problems.	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. The final project in NU-590 will be assessed individually instead of a group.	Two assignments that require students to work in EXCEL were integrated into this course. In addition, an EXCEL course from the Harvard Courses was provided as an extra credit completion to students in this class. The final project continues to be assessed as a group project because the students prefer to work in a group although parts of this project are handled individually.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
Comment:

Response:

Outcomes Assessment 2017-2018

Learning Outcome 1: Students will be able to apply information technology to health care settings, effectively manage human resources, engage in process management, project planning and implementation;
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 how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Process Management is assessed directly in HCM 560 Healthcare Operations Management in Team Project #3, Clear Eyes Clinic case study.	At least 75% of students perform at an acceptable level (B or higher)	The project rubric evaluates process management competency in two sections—development of the process improvement approach using PDSA or DMAIC, and in the application of a process flow map to describe the business process.\n\nThe student population is in the final stage of completing the graduate degree program.	HCM 560 was offered once during AY17-18. Because the class size was small (6 students), there was a single team working to prepare the assignment. Team members demonstrated strong competency in process management. The grading reflects a score of 9.5 for the development of the process improvement approach and a score of 10 for the business process flow map.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results)***:**
Atleast 75% of students performed at an acceptable level on the outcome of process management.

Briefly describe program strengths and opportunities for improvement <u>relative to assessment of outcome</u>:
The program would like to measure the ability of students to perform on other parameters of this outcome including application of IT to healthcare settings and management of human resources.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>
The focus of the program for this year is on assessments in the IT-545 course to ensure that students' performance is assessed specifically on the application of Health IT.

Learning Outcome 2: 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

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 how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Compare the congressional repeal and replace plan to the Affordable Health Care Act	At least 75% performed at an acceptable level	In HCM 535 teams of three Reviewed the legislation passed in the US House and the two Senate Plans and determined how the plans would repeal, replace or modify the provisions of the Affordable Health Care Law.	The student teams then presented their findings on each major provision of the proposed legislation and the impact it would have on the existing law, including projections of loss of coverage, increase costs and the strength and weaknesses of each provision against the existing law.\n\nAll students successfully completed the assignment in the Spring semester of 2018. Of the 12 students, 11 performed at 90% or higher.

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 how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Comparison of two insurance plans	At least 75% of students perform at an acceptable level	In HCM-520, teams of two students selected two insurance plans, reviewed the organizations' policies of coverage and costs, created a hypothetical scenario of utilization and presented the costs and choices in the context of the insurance plans, and demographic information.	All students selected two insurance plans. In teams of two students, they compared and contrasted those plans for a given hypothetical scenario of utilization and made a recommendation of one plan for the specific scenario. All students successfully completed this assignment in Spring 2018. Of 15 students, 13 students performed at 90% or higher.
In another class activity, students have to complete a class activity where they review the Government exchange website.	At least 75% of students perform at an acceptable level	Students have to determine the eligibility for five family scenarios to participate in the exchange, eligibility for a tax subsidy, amount of monthly premium that a person will receive if he were to select the bronze plan.	All students have to participate in completing this exercise. All students successfully completed this class activity in Spring 2018.
In a written assignment for HCM 510, students identify the scope of practice regulations for 3 licensed health care professions, in a given State, and compare the scope to that of a physician.	At least 75% of students perform at an acceptable level. (B or higher).	The assignment is graded. The student population in HCM 510 is in the beginning of their graduate program.	The assignment grades for FA17 and SP18 were analyzed. In academic year 2017-2018, 23 students completed the course and 21 students completed the assignment. The 2 "F" grades noted below reflect 2 students who did not complete the assignment. Grade Distribution A 17 A- 1 B 3 F 2

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results)***:**
Over 75% of our students in the program have performed at an acceptable level or higher.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:
This outcome is measured at both, organizational and government levels adequately in the program. Assignments that measure the understanding of policy at the organizational and governments levels are integrated across three of the courses offered in this program. The exercise of comparing the government exchange website is not a formal assignment although is counted towards the grade of class participation and discussion. The assignment where students are required to compare two insurance plans are offered for credit.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
The application of market insurance plans will be integrated in ECO-590 to provide students a better understanding of economic incentives and insurance terminologies using actual plans.

Learning Outcome 3: Students will be able to engage in critical and analytical thinking and problem solving.

<div align="center">Assessment Activity</div>

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 how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
HCM 565, Health Care Cases and Projects is a program capstone course. Critical thinking and problem solving are required competencies for all student projects, and are evaluated as part of the written project rubric.	At least 75% of students perform at an acceptable level.	The students in HCM 565 are completing their program with a capstone course that involves an individual project. Critical thinking and problem solving competencies are required in all projects, and are identified in various sections of each student project rubric for AY17-18. The grade for the sections in which these competencies are evaluated have been identified and summarized in the Analysis section.	In AY17-18, twelve students completed HCM 565. Critical thinking and problem solving were evaluated in at least three sections of the individual student project rubric. The analysis summarizes the score for each section in which the competency was used. An average score was calculated for each student. The distribution follows: A 5 A- 3 B 1 B- 2 C 1
In ECO 590 (Healthcare Economics), students complete four assignments that involve problem solving using economic concepts and theories.	At least 75% students perform at an acceptable level (B or higher).	11 students took this course in Fall 2017. They completed four assignments.	In Fall 2017, 11 students took this course. An average of the four assignments was calculated. Below is an average score of students. A 6 A- 3 B+ 1 F 1

<div align="center">Interpretation of Results</div>

Describe the extent to which this learning outcomes has been achieved by students *(Use both direct and indirect measure results)***:**
Over 75% of our students perform at an acceptable level, while more than half of them perform at an A- or higher.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:
The critical thinking competency is integrated throughout the program in several courses. It is measured in different assignments (problem solving, group projects, proposals) throughout the program. As a program we would like to continue the practice but integrate more higher-level critical thinking projects in the curriculum. For instance, instead of direct problem solving incorporate a case study.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
For this year, in ECO 590, the students will perform a synthesis of literature on a selected topic. Using various library resources, they will critically analyze the literature, select 10-15 articles and write a short report summarizing and reviewing the articles.