

STUDENT LEARNING ASSESSMENT REPORT, 2018-2019

PROGRAM: Health Care Management (M.S.)

SUBMITTED BY: Uma Kelekar

DATE: 07/31/2019.

Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: (regardless of whether or not they are being assessed this year)

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	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, through quantitative or qualitative methods, to solve organizational problems.	X		
Students will be able to demonstrate oral and written communication skills ;			X
Students will be able to demonstrate financial skills.			
Students will be able to apply information technology to health care settings.		X	X
Students will be able to effectively manage human resources, and demonstrate process and project planning and management.			
Students will be able to demonstrate 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.			

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (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 revised list of 16 competencies. Our goals are for students to achieve an intermediate level of proficiency on the top 6 competencies identified at the program level. Students self-evaluate themselves at the beginning and end of the program, in addition to the Capstone project assessment of competencies and an external evaluation by preceptors. 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.

Closing the Loop: Progress on Planned Improvements from Prior Year

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

Outcome	Planned Improvement	Update

		<i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Students will be able to apply information technology to health care settings.	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.	
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.	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.	
Students will be able to demonstrate oral and written communication skills	<p>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.</p> <p>In HCM 510, the students will be encouraged to work with the Center for Teaching & Learning Writing Tutor to refine their writing. Students also will have the option of submitting a draft final paper for early feedback.</p> <p>In HCM 565, students will present a "dry run" of their final presentation one week prior to the due date (required rather than optional). This will ensure time for practice and revision of work.</p>	

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

Comment:

Response:

Outcomes Assessment 2018-2019

Learning Outcome 1: Students will be able to apply information technology to health care settings.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define the acceptable level of student performance.</i>	Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	Result <i>Did you meet your target? What was the result?</i>
Students provide their insights on the benefits and challenges of interoperability of health information systems in the United States.	At least 75% of students perform at an acceptable level (B or higher)	Students have to write a short report which is graded.	7 out of 8 students performed at 90% or higher.
Students reflect on current issues of healthcare technology facing the delivery system.	At least 75% of students perform at an acceptable level (B or higher)	Students have to write a short report which is graded. Two topics on which students reflected included: <ul style="list-style-type: none"> • How Health informatics can improve healthcare quality and reduce medical errors. • Ethical issues related to the digital world we live in; particularly informed consent, confidentiality, privacy and disclosure. 	6 out of 8 students performed at 90% or higher. One of the students dropped out of the course after the third assignment.
Students created a healthcare database using Microsoft Office Access or Oracle.	At least 75% of students perform at an acceptable level (B or higher)	This assignment was graded.	Only 1 student performed at 90% or higher. This assignment required technical IT skills which majority of the students lacked.

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Over 80% of our students achieved the desired results on this outcome except for the assignment where students were required to create their own database.

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

We have discussed the relevance of the database assignment in this course and will be discontinuing this assignment from the course in Fall 2019. It requires advanced technical skills that students are not equipped with.

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.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Student apply the knowledge of market insurance plans and basic economic concepts of economic incentives and insurance-related terminologies to help in decision-making of whether to buy health insurance.</p>	<p>At least 75% of students perform at an acceptable level (B or higher)</p>	<p>This assignment is graded. It is comprised of four different real-life scenarios in which the student has to determine if the person should buy health insurance by taking into account factors such as age, health profile and risk. This assignment requires student to synthesize their knowledge of economic concepts such as probability, expected wealth and apply the skills of EXCEL in order to answer specific questions.</p>	<p>Of a class size of 18 students, 2 students did not turn in their assignment and failed.</p> <p>Of those 16 students who completed the assignment, 15 students scored a 90% or higher while 1 student scored 80%.</p>
<p>In HCM-520, teams of two students select two insurance plans, review the organizations' policies of coverage and costs, create a hypothetical scenario of utilization and present the costs and choices in the context of the insurance plans, and demographic information.</p>	<p>At least 75% of students perform at an acceptable level (B or higher)</p>	<p>This assignment is graded. 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.</p>	<p>All students (7/7) obtained 100% on this assignment.</p> <p>All students successfully completed this assignment in Spring 2018. Of 12 students, 11 students performed at A- or higher (90% or higher) while student received 80%.</p>
<p>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.</p>	<p>At least 75% of students perform at an acceptable level. (B or higher).</p>	<p>The assignment is graded. The student population in HCM 510 is in the beginning of their graduate program.</p>	<p>The assignment grades for FA18 and SP19 were analyzed. In academic year 2018-19, all 24 students completed the assignment with 83% performing at an acceptable level.</p> <p><u>Grade Distribution</u></p> <p>A 15 A- 1 B+ 1 B 2 B- 2</p>

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Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*
 Over 80% of our students achieved the desired results on this outcome. Policy continues to remain an integral part of the curriculum.

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

The policy assignments will continue to be a part of each course assessment for Fall 2019. In HCM 510, there will be an in-class discussion of the licensing and credentialing process to create appropriate background knowledge. Students will brainstorm examples of types of licensed health care professions (not medical doctors) to be included in the assignment.

Learning Outcome 3: Students will be able to demonstrate oral and written communication skills

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define the acceptable level of student performance.</i>	Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	Result <i>Did you meet your target? What was the result?</i>
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.	At least 75% of students perform at an acceptable level. (B or higher).	This assignment is graded.	One student did not complete this assignment. Of a total of 17 students who completed the assignment, 2 received 80% while the remaining 15 received 90% or higher.
In HCM 565, capstone students prepare a written business plan that develops analysis and recommendations for a specific management challenge faced by a health care organization.	At least 75% of students perform at an acceptable level (B or higher).	The assignment is graded.	In AY 18-19, 7 students completed HCM 565. 100% of students met the performance standard: <u>Grade</u> A 5 students A- 1 student B+ 1 student
In HCM 565, capstone students prepare an oral presentation of a business plan that develops analysis and recommendations for a specific management challenge faced by a health care organization.	At least 75% of students perform at an acceptable level (B or higher).	The assignment is graded.	In AY 18-19, 7 students completed the course and the assignment. 100% of students met the performance standard: <u>Grade</u> A 5 students A- 2 students
In HCM 510, students write an essay examining a management challenge in the health care industry.	At least 75% of students perform at an acceptable level (B or higher).	The assignment is graded.	In AY 18-19, 23 students completed the assignment and 1 student did not complete it. Of the students completing the

			assignment, 78% met the performance standard. <u>Grade</u> A 10 students A- 3 B+ 2 B 3 C+ 1 C 1 F 3
In HCM 555, students present an oral presentation summarizing a strategic plan for a health care organization (case study).	At least 75% of students perform at an acceptable level (B or higher).	The assignment is graded.	In AY 18-19, 6 students completed the assignment, and 83% performed at an acceptable level. <u>Grade</u> A 3 students A- 2 B- 1

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Over 80% of our students achieved the desired results on this outcome. This is an important skill that we prepare our students. We have integrated rubrics with program competencies in our Capstone project assessment as well as the preceptor assessment which specifically measure how students perform on their written and oral assignments.

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

In HCM 565, students will complete a draft of their oral presentation to support improvement clear and confident delivery in oral communication. In HCM 510, students will be encouraged to work with the Center for Teaching and Learning writing tutor to support development of clear written communication. The HCM 510 students also will critique a published student essay in order to understand methods for developing a clear problem statement and organizing analysis / recommendations.

Appendices *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*