

Healthcare Management Program  
School of Business and Liberal Arts  
Fall 2016 Assessment Report



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Date : January 19, 2016

# What was assessed? HSMB Program Learning Outcomes

## PSLO

## Defined

- 1 Demonstrate effective oral and written communication skills.
- 2 Identify, analyze, and compare theories and practices of ethics and professionalism in the healthcare setting
- 3 Use contemporary developments in healthcare to assess alternative management solutions in healthcare related problems and challenges
- 4 Understand how to apply state and federal healthcare policies
- 5 Describe the various types of managed care organizations and compare governance, executive roles, marketing procedures, and value
- 6 Articulate how to promote population health and identify global health issues affecting the U.S. healthcare system
- 7 Demonstrate an understanding of healthcare financial management
- 8 Understand the framework in which healthcare services are produced, coordinated, consumed, and reimbursed
- 9 Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization
- 10 Demonstrate knowledge of strategic planning and decision making in the healthcare organizations
- 11 Understand the role of organizational and human resource management in the healthcare field



## What Outcomes [PLO] Were Assessed in Fall 2016 Courses:

PLO	Courses	Defined
1	HSMB 101, 200, 307, 301, 308, 410, 408	<b>Demonstrate effective oral and written communication skills.</b>
2	HSMB 101, 302, 410	<b>Identify, analyze, and compare theories and practices of ethics and professionalism in the healthcare setting</b>
3	HSMB 304, 306, 307, 410	<b>Use contemporary developments in healthcare to assess alternative management solutions in healthcare related problems and challenges</b>
4	HSMB 200, 302, 304, 410	<b>Understand how to apply state and federal healthcare policies</b>
5	HSMB 101, 307, 306, 410	<b>Describe the various types of managed care organizations and compare governance, executive roles, marketing procedures, and value</b>
6	HSMB 304, 301, 410	<b>Articulate how to promote population health and identify global health issues affecting the U.S. healthcare system</b>
7	HSMB 200, 306, 410	<b>Demonstrate an understanding of healthcare financial management</b>
8	HSMB 101, 200, 306, 307, 301, 410	<b>Understand the framework in which healthcare services are produced, coordinated, consumed, and reimbursed</b>
9	HSMB 304, 306, 307, 410	<b>Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization</b>
10	HSMB 101, 304, 307, 410	<b>Demonstrate knowledge of strategic planning and decision making in the healthcare organizations</b>
11	HSMB 304, 307, 308, 410	<b>Understand the role of organizational and human resource management in the healthcare field</b>



# How was the assessment accomplished?

## Assessments Utilized:

- Quiz
- Mid-Term and Final Exam
- Written Assignments
- Discussion Boards
- Mentor Evaluations
- Reflective Journal Writing
- Portfolio Submission
- Cumulative Research Project



# How was the assessment accomplished?

## Measurement Strategy:

- Traditional grading rubrics utilized for assessment assignments and discussion boards; AACU Critical Thinking and Written Communication rubrics used for HSMB 306, 307, 301, and 410
- AACU Critical Thinking rubric utilized for the final research paper in HSMB 410
- Questions/Responses on Quiz, Mid-Term, Final Exams that include true/false and multiple choice questions



# PLO Assessment Findings



## PLO 1: Demonstrate effective oral and written communication skills.

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Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	18	1	6%	3	17%	14	78%
HSMB101	2					2	100%
HSMB301	2	1	50%			1	50%
HSMB302	Not assessed Fall 16						
HSMB304	2			1	50%	1	50%
HSMB308	6					6	100%
HSMB408	3					3	100%
HSMB410	1					1	100%
HSMB307	2			2	100%		



PLO 2: Identify, analyze, and compare theories and practices of ethics and professionalism in the healthcare setting.

9

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	2					2	100%
HSMB302		Not assessed in Fall 16					
HSMB308	2					2	100%
HSMB410	Not assessed in Fall 16 based on program LOs, instead, it was assessed using AACU rubric for critical thinking.						





## PLO 3: Use contemporary developments in healthcare to assess alternative management solutions in healthcare related problems and challenges

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Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	7			2	29%	5	71%
HSMB101	1					1	100%
HSMB301	4			1	25%	3	75%
HSMB302	Not assessed Fall 16						
HSMB306	Not assessed in Fall 16 based on program LOs, instead, it was assessed using AACU rubric for critical thinking.						
HSMB307	1			1	100%		
HSMB410	Not assessed in Fall 16 based on program LOs, instead, it was assessed using AACU rubric for critical thinking.						



## PLO 4: Understand how to apply state and federal healthcare policies

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Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	2					2	100%
HSMB302				Not assessed Fall 16			
HSMB304	1					1	100%
HSMB308	1					1	100%
HSMB410	Not assessed in Fall 16 based on program LOs, instead, it was assessed using AACU rubric for critical thinking.						



PLO 5: Describe the various types of managed care organizations and compare governance, executive roles, marketing procedures, and value

2

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	Not assessed in Fall 16 based on program LOs, instead, it was assessed using AACU rubric for written communication.						
HSMB307							

PLO 6: Articulate how to promote population health and identify global health issues affecting the U.S. healthcare system

2

Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses							
HSMB301	Not assessed in Fall 16 based on program LOs, instead, it was assessed using AACU rubric for written and oral communication.						
HSMB304							



## PLO 7: Demonstrate an understanding of healthcare financial management

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Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	6			5	83%	1	17%
HSMB101	1					1	100%
HSMB306	3			3	100%		
HSMB307	2			2	100%		
HSMB410				Not assessed Fall 16			

## PLO 8: Understand the framework in which healthcare services are produced, coordinated, consumed, and reimbursed

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Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	3			3	100%		
HSMB306	1			1	100%		
HSMB307	2			2	100%		
HSMB410				Not assessed Fall 16			





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PLO 11: Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization

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Results	Measures	Not Met	%	Met	%	Exceeded	%
All Courses	4			2	50%	2	50%
HSMB101	1					1	100%
HSMB307	2			2	100%		
HSMB410	1					1	100%



# PLO Summary

PLO	Total Measures	Measures Not Met	Measures Met or Exceeded	*Identified as Needing Improvement
1	18	1 or 6%	22 or 95%	Yes, even though only measure was not met
2	2		2 or 100%	No
3	7		7 or 100%	No
4	2		2 or 100%	No
5	Not assessed			
6	Not assessed			
7	6		6 or 100%	No
8	3		3 or 100%	No
9	7		7 or 100%	No
10	8		8 or 100%	No
11	4		4 or 100%	No

# Course Outcome Assessment Findings





# HSMB101: Introduction Health Services Management

[PLO 1, 2, 5, 8, 10]

Course SLOs assessed	Target / Measure Utilized	Actual %	Outcome
1: Management and Leadership	80% of students will score 80% or higher on discussion post preparation and research; analysis and reflection; demonstrate information knowledge, and promote discussion - at least 3 responses to peers' post. Define management and differentiate from leadership. The student will explain why interpersonal skills, ethical behavior, and motivational leadership skills are important in healthcare. They have to provide an initial discussion post and respond to at least of their peers' posts. Grading rubric used to assess students' learning outcomes along with the grammar and usage of APA guidelines	96%	Exceeded
4: Teams and effective communication	70% of the students will score 80% or higher on content and development, relate reading to the assignment, and provide sufficient analysis and reflection. The student will identify stakeholders in healthcare organizations, describe the role of physicians and physician communications as well as management communications in a healthcare organization. Grading rubric used to assess students' learning outcomes along with the grammar and usage of APA guidelines.	88% scored 91% and above	Exceeded
5: Quality and outcome measures in healthcare	80% of students will score 80% or higher on overall preparation and research; analysis and reflection; demonstrate information knowledge, and promote discussion - at least 3 responses to peers' post. The student will discuss six sigma approaches, vs. CQI and describe how outcomes are measured in healthcare. They have to provide an initial discussion post and respond to at least of their peers' posts. Grading rubric used to assess students' learning outcomes along with the grammar and usage of APA guidelines.	86% scored 94% and above	Exceeded



# ° HSMB200: Medical Terminology

[PLO 1, 4, 7, 8]

Course SLOs assessed	Target / Measure Utilized	Actual %	Outcome
1: ICD-9 and ICD-10 classification system.	During the Integumentary Chapter week, the student will complete a 50-question quiz within BB related to the content of this body system. 80% of the students will score a 75% or higher on this quiz demonstrating competence of the subject matter.	89%	Exceeded
2: Medical Coding Classification	ICD 9 transition to ICD 10 Coding Classification. 80% of the student will score an 75% of higher on discussion board week 2 demonstrating competence of the subject matter.	81%	Met
3: Legal and ethical requirements in medical coding and billing	During week 13, the students will participate in a discussion forum, demonstrating competence of the professional, legal and regulatory requirements related to medical coding and billing. 80% of the students will score a 78% or higher on this DF demonstrating competence of the subject matter.	88%	Exceeded
4: Education, role and scope of practice of the medical coder and as a healthcare leader	Describe the education, role and scope of practice of the medical coder and as a healthcare leader overseeing a clinical department within healthcare organization. 80% of the students will score a 78% or higher this DF demonstrating competence of the subject matter.	88%	Exceeded



# <sup>2</sup> **HSMB301: Public Health (AACU Written Communication rubric used to assess – percentages assigned to capstone, milestone, and benchmark ratings)**

[PLO 1, 6, 8]

Course SLOs assessed	Target / Measure Utilized	Actual %	Outcome
1: PERI approach.	<p>Assignment. 80% of students will score a 70% or higher on this essay assignment demonstrating and understanding of the PERI approach utilized.</p> <p>Students assigned to go to HealthMap: <a href="http://www.healthmap.org/en/">http://www.healthmap.org/en/</a> and review all the current outbreaks for NY State. Discuss your findings and what the implications are and seriousness of the outbreaks. 80% of students will score a 90% or higher on this discussion forum correlating the context of current public health system issues in the context of the total U.S. health care system.</p>	83%	Met
2: Context of US health care system	<p>Assignment. Visit CDC website (<a href="http://www.cdc.gov/obesity/data/adult.html">http://www.cdc.gov/obesity/data/adult.html</a>) and read adult and childhood obesity facts. What is the annual medical cost of obesity? Report your findings. 80% of students will score a 70% or higher on the first four elements of the course rubric related to the competency of epidemiology of obesity.</p>	79%	Not Met
3: Epidemiology	<p><b>Target:</b> Assignment: Of #1-5, questions 4 &amp; 5 to be measure to this outcome. 80% of the students will score a 80% of higher on this assignment with 40% of this assignment having questions 4 &amp; 5 scored correctly.</p>	90%	Exceeded
4: Disease prevention and promotion	<p>Assignment. <b>Target:</b> 70% of students will score a 80% or higher on this assignment with 20% of the final score having #5 answered correctly.</p>	83%	Exceeded
5: Global Health		94% & 90%	Exceeded



# HSMB304: US Healthcare System

[PLO 3, 4,6, 9,10, 11]

Course SLOs assessed	Target / Measure Utilized	Actual %	Outcome
1: Healthcare System /Interrelationships	<p>Assignment: Week 4: Visit the following websites, name the organization, locate their mission statement, provide a brief overview of the activities of the organization, and explain how each participates in the U.S. healthcare system: <a href="http://hrsa.org">hrsa.org</a>, <a href="http://ihs.gov">ihs.gov</a>, <a href="http://fda.org">fda.org</a> <b>Target:</b> 80% of the students will score an 80% or higher on this assignment demonstrating the competence of the government programs influence on healthcare.</p> <p>Assignment: Week 3: Visit the Association of Academic Health Centers at <a href="http://www.aahcdc.org">www.aahcdc.org</a>. Search and identify at least three academic medical centers. Discuss each center's type, organization, and sponsorship. <b>Target:</b> 80% of the students will score an 80% or higher on this assignment demonstrating competence of the academic medical centers type, organization and sponsorship</p> <p>Discussion: <a href="http://hospitalcompare.hhs.gov">Hospitalcompare.hhs.gov</a>: <a href="http://www.hospitalcompare.hhs.gov">http://www.hospitalcompare.hhs.gov</a> and compare three of your local hospitals. Explain the type of hospital, emergency services each provides, availability of electronic lab results and referrals between visits. <b>Target:</b> 70% of the students will score an 80% or higher on the discussion board related to the identified issues within the quality reporting as demonstrated through <a href="http://Hospitalcompare.hhs.gov">Hospitalcompare.hhs.gov</a>.</p> <p>Explain the role of the Joint Commission. Search for your local hospital, review the Accreditation Quality Report for the chosen hospital, and explain at least one of the measures in the report. <b>Target:</b> 70 % of the students will score an 80% or higher on this discussion board and demonstrate competence in the standards they would be expected to implement as a healthcare manager.</p>	81%	Met
2: Roles of the varying facilities in Healthcare		96%	Exceeded
3: Current system dilemmas/issues		72%	Met
4: Role of the Health Service Manager		80%	Exceeded



# HSMB 306: Health Care Finance – AACU Critical Thinking Value

[PLO 3, 5, 7, 8, 9]

Course SLO's	Target / Measure Utilized	Actual %	Outcome
1: Strategic role of financial management	<p>Reasons why consolidation, mergers, and acquisitions occur in he health care setting.  <b>Target:</b> 80% of the students will score 22.5 out of 30 points on this discussion post.</p> <p>Calculate a hospital's:</p> <ul style="list-style-type: none"> <li>- operating margin</li> <li>- days cash on hand</li> <li>- days in accounts receivable</li> <li>- long term debt to net assets ratio</li> <li>- fixed asset turnover ratio</li> <li>- age of plant</li> </ul>	<p>77% of the students - 21/27 - received 22. /30 points</p>	Met
2: Accounting procedures and financial statements	<p><b>Target:</b> 80% of the students will score 30 out of 40 points on this assignment.</p> <p>explain the main difference between the fee-for service and capitation reimbursement methods and describe the primary distinction between prospective payment and retrospective payment.</p>	<p>92% of the students - 26/28 - received 30 /40 points</p>	Met
3: Budgetary planning and financial decision making	<p><b>Target:</b> 80% of the students will score 30 out of 40 points on this assignment.</p>	<p>86% of the students - 25/29 - received 30 /40 points</p>	Met



# HSMB 307: Health Care Facility Administration – AACU

## Written Communication Value

[PLO 1, 3, 5, 8, 9, 10, 11]

Program LOs	Target / Measure Utilized	Actual %	Outcome
1: Framework for coordination, reimbursement, and evaluation of healthcare services	3 page research paper and discuss the general concepts of insurance and its general principles. The student will describe the various types of private health insurance options, pointing out the differences among them. 80% of the students will score 23 out of 40 or 76%	81%31/38 - received 23 /30 points	Met
2: Delivery and finance of services in healthcare facilities	3 page research paper to discuss 3 main forces that have been responsible for hospital downsizing: changes in reimbursement, growth in managed care, and hospital closures. 80% of the students will score 23 out of 40 or 76%	84% of the students - 31/37 - received 23/30	Met
3: Interactions among medical staff, employees, authorities, and managers	Discussion Post: describe the critical policy issues related to access to care, cost of care, and quality of care. 80% of the students will score 23 out of 40 or 76%	80% of the students - 33/41 - received 23/30	Met





# HSMB 308: Internship Orientation

[PLO: 1, 11]

Course SLO's	Target / Measure Utilized	Actual %	Outcome
1: Purpose of an internship	90% of the students will score a 80% or higher articulating one component of the internship purpose from the HSMB Internship and Culminating Policy.	100%	Exceeded
2: Roles and responsibilities	80% of the students will score an 80% of higher on the discussion board related to their role and responsibilities for admission into an internship site	100%	Exceeded
3: Legal, ethical, and regulatory requirements	80% of the students will score an 80% or higher on this discussion forum identifying the Department of Labor requirements related to student interns.	100%	Exceeded
4: Institutional requirements	80% of the students will score an 80% or higher on this cover letter assignment demonstrating the knowledge of the institution they are applying for internship placement.	93%	Exceeded
5: Internship site research	80% of the students will score a 90% or higher on research and an essay describing the agency/organization you have established for your internship.	93%	Exceeded
6: Relationships and network	80% of the students will score and 80% of higher on this discussion forum identifying various ways to communicate and network.	100%	Exceeded



# HSMB 408: Internship

[PLO: 1]

Course SLO's	Target / Measure Utilized	Actual %	Outcome
1: Journal of weekly activities	<p>The student is required to complete a weekly progress report for each week of the internship.</p> <p><b>Target:</b> 95% of the students will score an average of 80% on the cumulative grade from the "Progress Report" portion of the course component.</p>	100%	Exceeded
2: Portfolio	<p>The student will create and submit a portfolio of activities and required forms for submission during finals week. Final exam- mandatory submission of Portfolio to successfully complete this course. <b>Target:</b> 90% of the students will score a 80% or higher on the Portfolio score.</p>	100%	Exceeded
3: Collaboration	<p>Discussion Board. 90% of the students will score an 90% or higher on week 1 discussion board to demonstrate successful communication amongst Internship Coordinator, Site Mentor and he/she within the first established week of the program.</p>	96%	Exceeded





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**HSMB 410: Senior Seminar – Critical Thinking Value**  
**AACU rubric**  
[PLO: 1 - 11]

Measure: Final research paper	Target / Measure Utilized	Actual %	Outcome
Advanced issues in healthcare management; Integrate program knowledge and be able to problem solve current health care management issues and challenges through final research paper.	70% of students will score at least 85% or higher on the AACU VALUE Rubric for Critical Thinking.	Out of total of 9 students, one student failed to submit the final research paper. The remaining 8 students scored an average of 87%, which means that the target was exceeded. 70% of students scored at least 85% or higher on the AACU Value Rubric for Critical Thinking.	Exceeded



# HSMB Course Level Assessment

## “Problems” Identified - General

- Assessment is more streamlined for Fall 2016 since all instructors excluded those students who failed to submit work from the calculated findings
- Students were less successful with assignments requiring critical thinking and analysis of scholarly work in all courses. We need to review and rethink the use of AACU rubric for consistency, to reflect our program's student population, and to ensure rubrics are measuring what they are intended to measure.
- Some students continue to struggle with an understanding of plagiarism or using credible sources.
- Students do not utilize, consistently, student support services. For example: Students often do not utilize the Writing Center or other tutoring/library support services.
- Students lack time management skills for submitting written work, specifically papers. For example: When target measures were calculated, instructors identified a number of students who failed to submit work. This pattern is especially noticeable in the second half of the semester.



# Data Driven Decisions

## How will the HSMB Program “Close the Loop”



# Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
- General categories:
  - Enhance teaching methods with Collaborative learning and utilizing AACU CT and WC rubrics to drive the grading/feedback/teaching methods (HSMB 301, 306, 307, 410)
    - majority of measures exceeded and met
  - Overall better quality student – a.) applied learning (integration between senior seminar and internship); b.) greater enrollment of professionals/non-traditional students
  - HSMB 307 and 301 courses utilizing AACU WC rubric – increase feedback, encourage writing lab use, and provide more resources to improve writing



# What resources were used or have been requested to close the loop?

- Potential resources identified:
  - Individual faculty time revising within all courses
  - Department faculty time spent making revisions to assessment artifacts – AACU rubrics – for the future consider increasing targets and including presentations to assess oral part of WC
  - Course specific simulation software requested (\$1000)
    - HSMB 306 utilized funding in Fall 2016 – was extremely successful with positive student comments; faculty created artifacts and simulations for Spring 2017 to continue initiative and will re-assess



# What changes to propose in the assessment process?

- Streamline the assessment:
  - AACU rubrics with individualized PLO measures
  - Missing assignments – omitted for this cycle by all faculty to streamline the findings
- Department discussion on how to better link course SLOs and program LOs with institutional Los (need to map new ISLOs)
- Professional Development (\$2000 or Kirk) – AACU assessment training

