

I. ANNUAL REPORT FOR 2016 - 2017

Mission Statement

The mission of the MHA program is to prepare healthcare managers with both the competencies required to manage effectively in a market-driven healthcare system and an understanding of the approaches needed to address the social and population health responsibilities of healthcare organizations.

Goal 1.

The program's goal is to prepare:

- (1) individuals without previous health services management experience for entry level managerial positions and facilitate their advancement into senior management;
- (2) experienced health service professionals for promotion and further career advancement.

Curriculum

The 58-hour curriculum of the Master in Health Administration addresses management (31 hours), accounting and finance (9 hours), biostatistics and quantitative methods (3 hours), public health (3 hours), managerial epidemiology and statistics for healthcare (3 hours), health planning (3 hours), electives (3 hours) and a management residency (3 hours). During the academic year 2013-14 curricula have been mapped to competency areas required by the Commission on Accreditation of Healthcare Management Administration. All instructors have aligned the required measurement of competency mastery into their teaching and assessment plans. See attached MHA Program Competency Model.

Learning Outcome 1.

Students will be able to apply Critical Thinking, Analysis, and Problem-Solving competencies (Domain 1 in MHA Program Competency Model) to health services organizations.

Measures and Criteria

1. > 90% of grades earned by MHA students in the following courses will be B or better: HSPM 712, 716, 718, 731, 732, 733, 768, 770, 774, 775, 776. (See attachment, Rationale for use of course grades and competency levels).
2. Our goal for the mean Student self-assessment of competency level in Domain 1 (Critical Thinking, Analysis, and Problem-Solving) at the end of the program is ≥ 2.88 (See attachment, Rationale for use of course grades and competency levels).
3. Our goal for the mean Residency preceptor assessment of the student's competency level in Domain 1 (Critical Thinking, Analysis, and Problem-Solving) at the end of the program is ≥ 2.88 (See Management Residency Preceptor Evaluation form attached).
4. Our goal for the mean of Preceptors' assessment of students' Knowledge/Planning/Financial Management (Q 2.3 and 2.6) in the MHA Preceptor Evaluation of the Residency form is ≥ 4.0 , using a 5-point scale with 5 being "Excellent".

Methods

1. Monitoring of student grades by MHA Program Director.

2. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
3. Monitoring of MHA Residency (HSPM 797) Preceptor rating of the Residency at end of program by MHA Director.
4. Monitoring of preceptor's assessment of student competency levels at the end of the program utilizing (Q 2.3 and 2.6) in the MHA Preceptor Evaluation of the Residency form.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the program as needed.

Results

1. Monitoring of student grades by MHA Program Director.

Course	% B or Better
HSPM 712	100%
HSPM 716	91.9%
HSPM 718	100%
HSPM 731	100%
HSPM 732	100%
HSPM 733	100%
HSPM 768	100%
HSPM 770	100%
HSPM 774	95.8%
HSPM 775	100%
HSPM 776	100%

2. The mean Student self-assessment of competency level in Domain 1 (Critical Thinking, Analysis & Problem-solving) at the end of the program is 3.2, which exceeds our target of 2.88. Therefore the criterion is met.
3. The mean Residency preceptor assessment of the student's competency level in Domain 1 (Critical Thinking, Analysis & Problem-solving) at the end of the program is 4.5, which exceeds our target of 2.88. Therefore the criterion is met.
4. The mean of Preceptors' assessment of students' Knowledge/Planning/Fin Mgt (Q 2.3, 2.4, 2.5, 2.6, 2.7) in the MHA Preceptor Evaluation of the Residency form is 4.5, using a 5-point scale with 5 being "Excellent." Therefore the criterion is met.

Use of Results

From the 2016 Curriculum retreat, several top competencies for improvement were identified:

- HSPM 716: More focus given to Business Intelligence through use of data mining and analytics (using QlikView and Tableau software).
- HSPM 731 and 732: Finance (focus on reimbursement/payer issues) – incorporated more on revenue cycle and using medical terminology.

> *All objective criteria were met, requiring no need for additional changes.*

Learning Outcome 2.

Students will be able to apply knowledge and skills of Management and Leadership (Domain 2 in MHA

Program Competency Model) to health services/organizations.

Measures and Criteria

1. > 90% of grades earned by MHA students in the following courses will be B or better: HSPM 713, 765, 766, 769, 770. (See attachment, Rationale for use of course grades and competency levels).
2. Our goal for the mean Student self-assessment of level of competencies in Domain 2 (Management and Leadership) at the end of the program is ≥ 2.96 .
3. Our goal for the mean Residency preceptor assessment of the student's competency level in Domain 2 (Management and Leadership) at the end of the program is ≥ 2.96 .

Methods

1. Monitoring of student grades by MHA Program Director.
2. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
3. Monitoring of MHA Residency (HSPM 797) Preceptor rating of the Residency at end of program by MHA Director.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the program as needed.

Results

1. Monitoring of student grades by MHA Program Director.

Course	% B or Better
HSPM 713	100%
HSPM 765	100%
HSPM 766	100%
HSPM 769	100%
HSPM 770	100%

2. The mean Student self-assessment of competency level in Domain 2 (Management & Leadership) at the end of the program is 3.4, which exceeds our target of 2.96. Therefore the criterion is met.

3. The mean Residency preceptor assessment of the student's competency level in Domain 2 (Management & Leadership) at the end of the program is 4.5, which exceeds our target of 2.96. Therefore the criterion is met.

Use of Results

Leadership HSPM 765: Leadership instructor working with Organizational Behavior (HSPM 769) instructor (Dr. Beck) to address the content overlap in Org Behavior. Suggested that it might be possible to lengthen the HSPM 765 from the current 4 weeks to 8. This change is being considered for Fall.

> All objective criteria were met, requiring no need for additional changes.

Learning Outcome 3.

Students will be able to apply Communications and Interpersonal Effectiveness competencies (Domain 3 in MHA Program Competency Model) to health services organizations.

Measures and Criteria

1. > 90% of grades earned by MHA students in the following courses will be B or better: HSPM 718, 765, 766, 769, 770, 776. (See attachment, Rationale for use of course grades and competency levels).
2. Our goal for the mean Student self-assessment of competency level in Domain 3 (Communications and Interpersonal Effectiveness) at the end of the program is ≥ 3.2 .
3. Our goal for the mean Residency preceptor assessment of the student's competency level in Domain 3 (Communications and Interpersonal Effectiveness) at the end of the program is ≥ 3.2 .
4. Our goal for the mean of Preceptors' assessment of students' Communication and Interpersonal skills (Q 2.2, 2.8, 2.9) in the MHA Preceptor Evaluation of the Residency form is ≥ 4.0 , using a 5-point scale with 5 being "Excellent."
5. Our goal for the mean of Faculty advisor and Preceptor Evaluations of the Residency Presentation (mean of all questions) is ≥ 3.2 . This is the program target for the sub-competency, Personal Communication and Presentation skills (item 3.1 of MHA Competency Model).

Methods

1. Monitoring of student grades by MHA Program Director.
2. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
3. Monitoring of preceptor's assessment of student competency levels at the end of the program.
4. Monitoring of Preceptor rating of the Residency at end of program by MHA Director utilizing (Q 2.2, 2.8, 2.9) in the MHA Preceptor Evaluation of the Residency form.
5. Monitoring of Preceptor and Faculty Advisor rating of the Residency Presentation Rubric at end of program.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the program as needed.

Results

1. Monitoring of student grades by MHA Program Director.

Course	% B or Better
HSPM 718	100%
HSPM 765	100%
HSPM 766	100%
HSPM 769	100%
HSPM 770	100%
HSPM 776	100%

2. The mean Student self-assessment of competency level in Domain 3 (Communication & Interpersonal Effectiveness) at the end of the program is 3.8, which exceeds our target of 3.2. Therefore the criterion is met.
3. The mean Residency preceptor assessment of the student's competency level in Domain 3 (Communication & Interpersonal Effectiveness) at the end of the program is 4.6. Therefore the criterion is met.

4. The mean of Preceptors' assessment of students' Communication and Interpersonal skills (Q 2.2, 2.8, 2.9) in the MHA Preceptor Evaluation of the Residency form is 4.6. Therefore the criterion is met.

5. The mean of Faculty advisor and Preceptor Evaluations of the Residency Presentation (mean of all questions) is 3.8. Therefore the criterion is met.

Use of Results

Meeting of the program Advisory Board identified the following areas to address across coursework in this competency domain:

- Discussed 'executive presence' and the program's opportunities to teach this and presentation skills. Institute 'coaching' on presentations within instructors classes.
- Will integrate a case study across all courses as an individual comprehensive exam into HSPM 770, which could represent up to 20% of the grade.

> All objective criteria were met, requiring no need for additional changes.

Learning Outcome 4.

Students will be able to apply Professionalism and Ethics competencies (Domain 4 in MHA Program Competency Model) to health services organizations.

Measures and Criteria

1. > 90% of grades earned by MHA students in the following courses will be B or better: HSPM 724, 765, 769, 776. (See attachment, Rationale for use of course grades and competency levels).
2. Our goal for the mean Student self-assessment of competency level in Domain 4 (Professionalism and Ethics) at the end of the program is ≥ 2.96 .
3. Our goal for the mean Residency preceptor assessment of the student's competency level in Domain 4 (Professionalism and Ethics) at the end of the program is ≥ 2.96 .
4. Our goal for the mean of Preceptors' assessment of students' Professionalism (Q 2.1, 2.10, 2.11) in the MHA Preceptor Evaluation of the Residency form is ≥ 4.0 , using a 5-point scale with 5 being "Excellent."

Methods

1. Monitoring of student grades by MHA Program Director.
2. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
3. Monitoring of MHA Residency (HSPM 797) Preceptor rating of the Residency at end of program by MHA Director.
4. Monitoring of preceptor's assessment of student competency levels at the end of the program by MHA Director utilizing (Q 2.1, 2.10, 2.11) in the MHA Preceptor Evaluation of the Residency form.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the program as needed.

Results

1. Monitoring of student grades by MHA Program Director.

Course	% B or Better
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HSPM 724	100%
HSPM 765	100%
HSPM 769	100%
HSPM 776	100%

2. The mean Student self-assessment of competency level in Domain 4 (Professionalism & Ethics) at the end of the program is 3.8, which exceeds our target of 2.96. Therefore the criterion is met.

3. The mean Residency preceptor assessment of the student's competency level in Domain 4 (Professionalism and Ethics) at the end of the program is 4.9. Therefore the criterion is met.

4. The mean Preceptors' assessment of students' Professionalism (Q 2.1, 2.10, 2.11) in the MHA Preceptor Evaluation of the Residency form is 4.9. Therefore the criterion is met.

Use of Results

Along with 'executive presence' addressed in Learning Outcome #3, the program Advisory Board recommended that behavioral issues/standards of behavior be incorporated into syllabi. Action taken by Curriculum Committee at Jan 2017 meeting.

Learning Outcome 5.

Students will be able to apply population health management competencies (Domain 5 in the MHA Program Competency Model) to health services planning and management, including social determinants of health.

Measures and Criteria

1. > 90% of grades earned by MHA students in the following courses will be B or better: HSPM 712, 714, 718. (See attachment, Rationale for use of course grades and competency levels).
2. Our goal for the mean Student self-assessment of competency level in Domain 5 (Population Health) at the end of the program is ≥ 2.64 .
3. Our goal for the mean Residency preceptor assessment of the student's competency level in Domain 5 (Population Health) at the end of the program is ≥ 2.64 .

Methods

1. Monitoring of student grades by MHA Program Director.
2. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
3. Monitoring of MHA Residency (HSPM 797) Preceptor rating of the Residency at end of program by MHA Director.

In addition to the above measures, student key informant interviews in a group format are conducted at the end of every semester with first year and second year students separately to discuss required MHA courses of that semester. The structured key informant interviews are conducted with a small group of students following each semester focused on the following key questions: the adequacy of content of each course of the previous semester, teaching and assessment methods that worked and did not work, overlaps in content across courses, and gaps in knowledge that needed to be addressed in the subsequent year. All syllabi of the courses are reviewed at this meeting. Because all of the students work as graduate assistants to healthcare managers in healthcare organizations, they are well positioned to collectively recognize the missing content needed to function effectively in the industry. The resulting feedback is used for discussion with instructors to improve course content and is used in conjunction with the quantitative results for all learning outcomes to make recommendations for programmatic improvements.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time

and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the program as needed.

Results

1. Monitoring of student grades by MHA Program Director.

Course	% B or Better
HSPM 712	100%
HSPM 714	95%
HSPM 718	100%

2. The mean Student self-assessment of competency level in Domain 5 (Population Health) at the end of the program is 3.5, which exceeds our target of 2.64. Therefore the criterion is met.

3. The mean Residency preceptor assessment of the student's competency level in Domain 5 (Population Health) at the end of the program is 4.9, which exceeds our target of 2.64. Therefore the criterion is met.

Use of Results

> Gaps in student knowledge regarding Disaster & Emergency Preparedness issues were determined; Discussed possibility of including content in program Professional Development Series (PDS) before including in coursework through guest lecturers. Program Director met with representatives from the South Carolina Hospital Association (SCHA) about disaster and emergency preparedness as well as student participation in healthcare advocacy and supporting the SCHA. The result was that program content was added to the PDS session held in Spring. Going forward, this will continue in PDS sessions and be refined as new legislative/healthcare issues arise or as directed by the program Advisory Board.

> All objective criteria were met, requiring no need for additional changes.

II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018

Mission Statement

The mission of the MHA program is to prepare healthcare managers with both the competencies required to manage effectively in a market-driven healthcare system and understand the approaches needed to address the social and population health responsibilities of healthcare organizations.

Goal 1.

The program's goal is to prepare:

(1) individuals without previous health services management experience for entry level managerial positions and facilitate their career advancement;

(2) health service professionals for promotion and further career advancement.

[Curriculum Map](#)

[MHA Competency Model](#)

Curriculum

The 58-hour curriculum of the Master in Health Administration addresses management (31 hours), accounting and finance (9 hours), biostatistics and quantitative methods (3 hours), public health (3 hours), managerial epidemiology and statistics for healthcare (3 hours), health planning (3 hours), electives (3 hours) and a management residency (3 hours). During the academic year 2013-14 curricula have been mapped to competency areas required by the Commission on Accreditation of Healthcare Management Administration.

All instructors have aligned the required measurement of competency mastery into their teaching and assessment plans. See attached MHA Program Competency Model.

Learning Outcome 1.

Students will be able to apply Critical Thinking, Analysis, and Problem-Solving competencies to health services organizations.

Measures and Criteria

1. Our goal for the mean student self-assessment of competency level in Domain 1 (Critical Thinking, Analysis, and Problem-Solving) at the end of the program is ≥ 2.88 .
2. Our goal for the mean preceptors' competency assessment of students' Knowledge/Planning/Financial Management (Q 2.3 and 2.6) in the MHA Preceptor Evaluation of the Residency form is ≥ 4.0 , using a 5-point scale with 5 being "Excellent".

Methods

1. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
2. Monitoring of preceptor's assessment of student competency levels at the end of the program utilizing (Q 2.3 and 2.6) on the MHA Preceptor Evaluation of the Residency form.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the curriculum and program as needed.

Learning Outcome 2.

Students will be able to apply Management and Leadership competencies to health services/organizations.

Measures and Criteria

1. Our goal for the mean student self-assessment of competency level in Domain 2 (Management and Leadership) at the end of the program is ≥ 2.96 .
2. Our goal for the mean preceptors' competency assessment of students' Knowledge/Planning/Financial Management competencies (Q 2.4, 2.5, and 2.7) in the MHA Preceptor Evaluation of the Residency form is ≥ 4.0 , using a 5-point scale with 5 being "Excellent".

Methods

1. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
2. Monitoring of MHA Residency (HSPM 797) preceptor's assessment of student competency levels at the end of the program focusing on items Q 2.4, 2.5, and 2.6 on the MHA preceptor evaluation of the residency form by the MHA Director.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the curriculum and program as needed.

Learning Outcome 3.

Students will be able to apply Communications and Interpersonal Effectiveness competencies to health services organizations.

Measures and Criteria

1. Our goal for the mean student self-assessment of competency level in Domain 3 (Communications and Interpersonal Effectiveness) at the end of the program is ≥ 3.2 .
2. Our goal for the mean preceptors' assessment of students' Communication and Interpersonal skills (Q 2.2, 2.8, 2.9) on the MHA preceptor evaluation of the residency form is ≥ 4.0 , using a 5-point scale with 5 being "Excellent."
3. Our goal for the mean faculty advisor and preceptor evaluations on the Residency Presentation Rubric (mean of all questions) is ≥ 3.2 . This is the program target for the sub-competency, Personal Communication and Presentation skills (item 3.1 of MHA Competency Model).

Methods

1. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
2. Monitoring of Preceptor rating of the residency at end of program by MHA Director utilizing (Q 2.2, 2.8, 2.9) in the MHA preceptor evaluation of the residency form.
3. Monitoring of preceptor and faculty advisor rating of the residency Presentation Rubric at end of program.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the curriculum and program as needed.

Learning Outcome 4.

Students will be able to apply Professionalism and Ethics competencies to health services organizations.

Measures and Criteria

1. Our goal for the mean student self-assessment of competency level in Domain 4 (Professionalism and Ethics) at the end of the program is ≥ 2.96 .
2. Our goal for the mean preceptors' assessment of students' Professionalism (Q 2.1, 2.10, 2.11) in the MHA preceptor evaluation of the residency form is ≥ 4.0 , using a 5-point scale with 5 being "Excellent."

Methods

1. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
2. Monitoring of preceptor's assessment of student competency levels at the end of the program by MHA Director utilizing (Q 2.1, 2.10, 2.11) in the MHA preceptor evaluation of the residency form.

The program director will conduct a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the curriculum and program as needed.

Learning Outcome 5.

Students will be able to apply Population Health Management competencies to health services planning and management, including social determinants of health.

Measures and Criteria

1. Our goal for the mean student self-assessment of competency level in Domain 5 (Population Health) at the end of the program is ≥ 2.64 .
2. Our goal for the mean residency preceptor assessment of the student's competency level in Domain 5 (Population Health) at the end of the program is ≥ 4.0 using a 5-point scale with 5 being "Excellent".

Methods

1. Monitoring of student competency self-assessment ratings at the end of the program by the MHA Director.
2. Monitoring of MHA Residency (HSPM 797) Preceptor rating of the Residency at end of program by MHA Director.

In addition to the above measures, at the end of every semester, student key informant interviews in a group format are conducted separately with first year and second year students to discuss/review required MHA courses offered during the semester. The structured key informant interviews are conducted using questions that focus on the following key concepts: adequacy of content of each course, teaching and assessment methods that worked or did not work, overlaps/redundancy in content across courses, and gaps in knowledge that need to be addressed in the subsequent year. All course syllabi are reviewed during this meeting. Because all students work as graduate assistants with healthcare managers in healthcare organizations, they are well positioned to recognize the missing content needed to function effectively in the industry. The resulting feedback is used for discussion with instructors to improve course content and is used in conjunction with the quantitative results for all learning outcomes to make recommendations for programmatic improvements.

The program director conducts a half-day MHA annual curriculum retreat including all full-time and adjunct faculty to review all the above measures of student performance, curriculum content and global issues affecting the MHA program and make recommendations for changes to the curriculum and program as needed.