



SAINT LOUIS
UNIVERSITY
Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): MHA

Department: Health Management and Policy

Person(s) Responsible for Implementing the Plan: Jason Turner/Mike Counte/Darcy Scharff

Date Submitted: 12/21/15

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>

<p>Program Learning Outcomes: The Master of Health Administration (MHA) works to transform talented, service-motivated students into knowledgeable, ethical professionals prepared for a range of management careers across the U.S. health sector (adapted from MHA mission statement). To achieve this goal the program relies on competency-based education. In fact, the MHA program has a long history of competency-based education (CBE). In 2002 the program developed one of the three nationally recognized competency models that has since been adopted and adapted by health management and health administration programs throughout the country.</p>	<p>Competency Learning: Every required course in the MHA program has objectives that are tied to competencies, levels of competency mastery (beginning, intermediate, advanced), and competency assessment methods clearly articulated in the syllabi. Course competencies are then mapped onto the program curriculum to guarantee competency coverage for the program. The competency to class mapping matrix can be seen in Attachment II.</p>	<p>Assessment: The program attempts to triangulate competency attainment through a number of mechanisms: 1) All students complete a self-assessment of program competencies at the beginning of their 1st and 2nd year in the program, 2) Faculty report student progress on the course-relevant competencies for each student in their class at the completion of every semester (MHA Table III), 3) Summer internship preceptors provide feedback to faculty visitors and students at the conclusion of their internship experience, and 4) All students must complete a comprehensive exam as their culminating experience in the program. Students have a limited time to prepare a case for presentation to a panel of faculty. Faculty then use directed questions to probe student understanding and competency attainment.</p>	<p>Assessment Use: 1) Self-assessments and course-level evaluations of competencies are aggregated, blinded and shared with students. The sharing of information allows the student to benchmark their progress relative to their peers. 2) As part of the course-level competency assessment, faculty are asked to speak to both the competency attainment of students in their class as well as how they plan on improving the class moving forward. 3) Comprehensive performance by domain is also shared with program faculty to identify strengths and opportunities to improve.</p>
<p>In keeping with CBE, classes and the corresponding learning objectives are organized to meet sixty core competencies necessary for success in health administration across the broad health sector (Attachment I). Similar types of knowledge, skills, and abilities are grouped into six competency domains (Leadership, Critical Thinking, Science/Analysis, Management, Political and Community Development, and Communication).</p>	<p>In addition to cases, class projects for external vendors and other, more traditional didactic instruction, students are required to complete an industry-relevant internship between their 1st and 2nd year.</p>	<p>Indirectly students are assessed via course grades, job and fellowship placement, and surveys and questionnaires directed to alumni and relevant stakeholders.</p>	<p>Validation of the competencies and assessments is a continual process and is based on work from the Department of Health Management and Policy's Curriculum Committee, the program's advisory board, internship site interviews, as well as general faculty meetings. Information is shared freely with all appropriate parties. Course grades and teaching are overseen by the department chair and program director and post graduate placement and the results of comprehensive exams are shared with faculty members as soon as the information is available.</p>

It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Responsibility	Timeline	Process
Program Directors / Associate Dean for Academic Affairs are ultimately responsible for programmatic assessments.		
Curriculum committee	Fall Semester (annually)	Student self-assessment (1 st & 2 nd year)
Teaching faculty	Conclusion of every semester	Course assessments (Attachment III)
Internship preceptors	Conclusion of summer	Internship assessment
All HMP department faculty	Final Spring Semester in the program	Comprehensive examination
Curriculum committee & program directors	Post-graduation on an ongoing & intermittent basis	Alumni/stakeholder surveys

1. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

The program does not currently offer classes in Madrid.

2. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The program assessment is driven by both best practice and CAHME (Commission on the Administration of Health Management Education). Information is shared with faculty and the curriculum committee on an ongoing basis. Changes are made as needed and processes are revised in line with accreditation standards.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Students serve on the Department of Health Management & Policy’s Curriculum Committee which oversees curricular and competency changes.

c. What external sources were consulted in the development of this assessment plan?

Many of the program faculty have been or are currently active participants in the evaluation and accreditation of MHA programs nationally. Reliance on their recognized expertise, information from the Association of University Programs in Health Administration (AUPHA), and guidance from our accrediting body (CAHME), employers, students, and alumni have provided valuable insight into the development our current competencies and assessment methods.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

Compliance with accreditation standards has required the development of processes and reporting tools over the last ten years. Process implementation has been both gradual and incremental and has been undertaken in a way to minimize the impact the majority of faculty and staff. That said, competency development and assessment requires buy-in from all faculty. Thankfully, the culture of program faculty has fostered this competency buy-in.

SAINT LOUIS UNIVERSITY
College for Public Health and Social Justice

DEPARTMENT OF HEALTH MANAGEMENT AND POLICY
Master of Health Administration (MHA) Competencies

Revised April 2009

Competencies by domain

Domain 1: Leadership

1. Articulate, demonstrate and evaluate professional values and ethics.
2. Describe and demonstrate stewardship of organizational resources.
3. Identify, demonstrate and evaluate cultural sensitivity and competence.
4. Identify and articulate community values and needs.
5. Use system and strategic thinking models and methods to make decisions and solve problems.
6. Facilitate and influence the development, implementation and ownership of vision, mission, goals, and strategic objectives and plans.
7. Describe and apply models and methods of organizational change and innovation.
8. Use creative flexible problem-solving methods.
9. Select and use competitive and collaborative strategies appropriately.
10. Identify, explain and resolve critical tension.
11. Identify the bases of power and the political implications and effects of decisions.
12. Identify, explain and utilize effective motivational strategies to elicit desired behavior and inspire others toward a shared vision.
13. Work effectively with other professionals.
14. Identify, value and use team development methods.
15. Demonstrate effective listening and communication skills.
16. Identify effective techniques for working with Boards and governance structures.
17. Demonstrate the ability to make choices.
18. Commit to the execution of organizational strategy.
19. Selects the organizational structure that is appropriate for system functions.

Domain 2: Critical Thinking

1. Able to identify and implement systems and strategic thinking:
 - Identify the subsystems of the health system broadly defined; their relationships and interactions
 - Describe the roles, functions and responsibilities of system components
 - Identify internal/external system structures and social, cultural, economic, financial and political issues/factors
 - Apply models to develop structures and systems to support team functions →

2. Ask the right questions when making decisions.
3. Comprehend cause-and-effect relationships.
4. Evaluate issues from different perspective.
5. Create innovative strategies.
6. Have confidence in the ability to make decisions in the presence of uncertainty.
7. Identify and prioritize managerial alternatives.
8. Able to learn from mistakes.
9. Project future scenarios.

Domain 3: **Science/Analysis**

1. Identify the scientific method and how to apply it to managerial decision-making and problem solving.
2. Identify and describe the structure and conduct of quantitative analytical methods: economic and financial evaluation, survey research, linear regression analysis, forecasting methods, linear programming, project management and bivariate comparison methods.
3. Identify and describe the structure and conduct of selected qualitative methods: focus groups, case studies, participant observation and ethnographies.
4. Examine data both qualitatively and quantitatively to determine patterns and trends.
5. Evaluate testable hypotheses commonly arising in a management setting, selecting and applying the appropriate quantitative methods.
6. Monitor data and identify deviations, whether for internal processes and procedures or for external trends.
7. Use and manage relevant computer technology (e.g. application software and database technology).
8. Be an educated consumer of more complex analytical methods.
9. Identify and describe information systems and knowledge management.

Domain 4: **Management**

1. Identify, describe and apply general management concepts regarding the organization of work, economics, finance and decision theory.
2. Work with and through people to achieve organizational goals.
3. Identify, describe and apply basic concepts and tools that are integral to strategic thinking, planning and management.
4. Describe and apply the basic principles and tools of effective human resource management, change management and organizational development.
5. Describe and apply the basic principles and tools of continuous quality improvement concepts and skills to improve work processes.
6. Design and implement business plans for health programs and services.
7. Identify, monitor and interpret the impacts of legal, regulatory and political environments on an organization. →

8. Evaluate and modify appropriate governance structures and processes.
9. Identify and address needs of major stakeholders.
10. Provide effective communication linkages within an organization and to its external environments.
11. Measure, track and respond to the changing needs of the customer.
12. Describe and apply the basic aspects of management engineering and the redesign of organizations, systems and processes.

Domain 5: **Political and Community Development**

1. Identify the major stakeholders of an organization and their specific interests and historical relationships.
2. Effectively solicit and use input from the community in the process of policy and program development and evaluation.
3. Build appropriate collaborations/partnerships with stakeholders at the local, state and national level to create broader influence.
4. Use negotiation, consensus and conflict resolution methods to assist community development and evaluation.
5. Demonstrate “emotional intelligence” or the social and human relationship skills needed to address the diverse needs of the various community stakeholders.

Domain 6: **Communication**

1. Develop, organize, synthesize and articulate ideas and information.
2. Listen, hear and respond effectively to the ideas and thoughts of others.
3. Speak clearly and effectively before individuals and groups, in formal and informal settings.
4. Write clearly and effectively.
5. Identify and use appropriate communication strategies based on audience characteristics and communication goals.
6. Recognize and use non-verbal forms of communication.

Suggested citation for SLU MHA Competency Model:

Saint Louis University. Department of Health Management and Policy. “Saint Louis University Master of Health Administration (SLU MHA) Competency Model, April 2009 version.” St. Louis, MO, 1999-2009. © 2009 Saint Louis University.

For additional information, see:

(1) Counte, Michael A. and John F. Newman. “Competency-based Health Services Management Education: Contemporary Issues and Emerging Challenges.” *Journal of Health Administration Education* 20, No. 2 (Fall 2002): 113-122.

(2) Campbell, Claudia R., Ana Maria Turner Lomperis, Kathleen N. Gillespie and Barbara Arrington. “Competency-Based Healthcare Management Education: The Saint Louis University Experience.” *Journal of Health Administration Education* 23, No. 2 (Spring 2006): 135-168.

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Attachment II: Competencies to Curriculum Matrix from 2015-2016 Self-Study

COMPETENCY DOMAINS

	LEADERSHIP																			CRITICAL THINKING									
	1. Professional values & ethics	2. Stewardship	3. Cultural competence	4. Community values and needs	5. System and strategic thinking	6. Vision, mission, goals	7. Apply org. change models	8. Creative problem-solving	9. Compete and collaborate	10. Resolve critical tension	11. Know bases of power	12. Motivate others	13. Work with other professionals	14. Team methods	15. Effective communication	16. Work with Boards	17. Make choices	18. Execute org. strategy	19. Appropriate org. structure	1. Use strategic thinking	2. Ask the right questions	3. Comprehend cause-and-effect	4. Evaluate from diff. perspectives	5. Create innovative strategies	6. Decide under uncertainty	7. Prioritize alternatives	8. Learn from mistakes	9. Project future scenarios	
Year 1, Semester 1 (Fall) Courses																													
HMP-5000: Health Care Organization																				B		B							B
HMP-5030: Intro to HC Accounting	B																				I						I		
HMP-5300-01: Mgmt of HC Organizations								I				B			I						I	B							
HMP-5300-02: Mgmt of HC Organizations		B				B	I															I	B						
HMP-5500: Health Policy	B																					B	B						B
HMP-5900: Hlth Mgmt & Pol Rounds	B														B														
PUBH-5010: Mission & Practice of Global Public Health																													
<i># of Courses/ Competency: Y1, Sem.1</i>	4	1	0	0	0	2	2	1	1	1	2	2	1	0	1	2	0	0	2	1	2	3	4	0	1	2	0	2	
Year 1, Semester 2 (Spring) Courses																													
HMP-5190: Analytical Methods for Health Mgmt	B																				B	B							
HMP-5200: HC Economics	I															B					I	B	B	B					
HMP-5340: HC Marketing						B															B		B	B					B
HMP-5380: Mgmt of Human Res in HC	I						I	I	I		I			I							I						I		
HMP-5700: HC Financial Mgmt																					A		A		A	I			A
HMP-5900: Hlth Mgmt & Pol Rounds	B														B														
Year 1, Summer																													
HMP-5910: MHA Internship	I									B		B									B								B
<i># Courses/ Competency: Y1, Sem.2 + Sum.</i>	5	0	0	0	0	1	1	1	1	0	1	1	1	0	2	0	1	0	0	3	4	2	3	1	1	1	2	2	
Year 2, Semester 1 (Fall) Courses																													
HMP-5130: Hlth Information Systems												I		I		B					B		B	B					
HMP-5390: Ethical Leadership in Health Mgmt & Policy	A					I		A		I	I										A				I				
HMP-5710: Fin Asp of Health Care								I													I	A							A
Elective																													
Elective																													
Year 2, Semester 2 (Spring) Courses																													
HMP-5110: Hlth Operations Mgmt *				B	I			I													I	I	I	I					
HMP-5400: Leg Asp Hlth Svcs Mgmt *												I				I							I		I				
HMP-5800: Strat Mgmt in HC Orgs *					I			I								B					I					I			B
HMP-5950: Special Study for Exams	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
<i>Number of Courses/ Competency: Y2</i>	2	1	1	2	3	2	1	4	2	1	2	2	3	1	2	1	3	2	1	3	5	3	4	2	3	2	1	3	
<i>Number of Courses/ Competency: Total</i>	11	2	1	2	3	5	4	6	4	2	5	5	5	1	5	3	4	2	3	7	11	8	11	3	5	5	3	7	

