How to Effectively Measure and Assess Students' Competencies?

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Session Description

- How to regularly evaluate the extent to which students attain program competencies has been a tremendous challenge for many MHA programs
- We created a comprehensive, innovative, and unique electronic competency and advising assessment capability--- "UNF MHA Competency and Advising Assessment Center" using the CANVAS Learning Management System (LMS) platform
- This capability measures and reports each student's progress toward their mastery of our program's competencies at the course level. Program faculty mapped their course assignments to align with these competencies and to allow for objective evaluation
- Rubrics were created for each competency and posted within the Assessment Center so students could have a clear understanding of their current performance and what they need to do to improve their mastery for each competency

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Learning Objectives:

- As a result of attending this session, participants will identify the effective way to measure and assess student competencies
- As a result of attending this session, participants will learn how to align course assignments with student competencies
- As a result of attending this session, participants will be able to regularly evaluate the extent to which students attain program competencies to meet CAHME requirements

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Session Relevance

- How to regularly evaluate the extent to which students attain program competencies has been a big challenge for MHA programs that tried to earn CAHME accreditation
- In 2016, almost 2/3 of MHA programs seeking CAHME accreditation did not meet or only partially met this criterion
- How to combine students' progress toward their mastery of the program's competencies such as communication, leadership, critical thinking and problem solving in each course has become extremely critical
- This session will provide an overview of an innovative and proven resource that can help MHA programs implement their own electronic student competency and advising assessment capability

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The UNF MHA Program

- The University of North Florida's Master of Health Administration (MHA) Program was first accredited in 1998 by what is now the Commission on Accreditation of Healthcare Management Education (CAHME)
- Our program is designed to meet the educational needs of individuals interested in obtaining administrative positions in the healthcare industry
- We are a 45-credit hour program within the Brooks College of Health's Department of Health Administration

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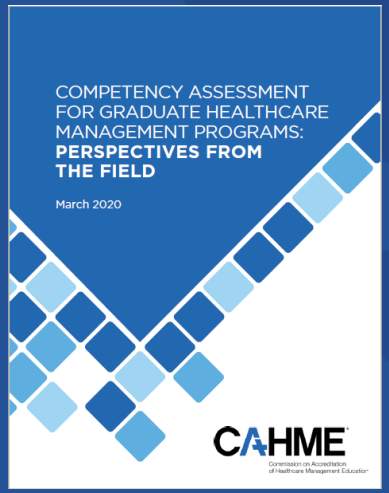
Background



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UNF Health Administration
Brooks College of Health

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CAHME Status: Accredited since 1998

The University of North Florida's Master of Health Administration (MHA) Program was first accredited in 1998 by ACHESA, which is now the Commission on Accreditation of Healthcare Management Education (CAHME). Our program is designed to meet the educational needs of individuals interested in obtaining administrative positions in the healthcare industry. We are a 45-credit hour program within the Brooks College of Health's Department of Health Administration.

In response to CAHME's criteria III.C.3 pertaining to the requirement to regularly evaluate the extent to which students attain program competencies, MHA faculty created a comprehensive, innovative, and unique electronic competency and advising assessment capability in Fall 2017. We call this capability the "MHA Competency and Advising Assessment Center" (Assessment Center) using the CANVAS Learning Management System (LMS). This tool measures and reports each student's progress toward their mastery of our program's 23 competencies at the course level. Program faculty mapped their course assignments to align with these competencies and to allow for objective evaluation. Rubrics were created for each competency and posted within the Assessment Center so students could have a clear understanding of their current performance and what they need to do to improve their mastery for each competency.

- In response to CAHME's criteria III.C.3 pertaining to the requirement to regularly evaluate the extent to which students attain program competencies, MHA faculty needed to find a solution.
- We created a comprehensive, innovative, and unique electronic competency and advising assessment capability in fall 2017.
- We call this capability the "MHA Competency and Advising Assessment Center" (Assessment Center) using the CANVAS Learning Management System (LMS) platform.

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Capability Development

COURSE NAME	Communications				Interpersonal Effectiveness				Critical thinking				Business Analysis & Problem solving					Management & Leadership		Professionalism & Ethics			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
HSA6114 Health Org		X			X			X				X		X				X		X			
HSA6186 Leadership and Org Beh	X	X	X	X	X	X	X		X	X		X		X				X	X	X	X	X	X
HSA5177 Finance	X	X			X	X				X	X		X	X		X		X					
HSA6198 Hlth Info Tech				X	X	X				X							X		X			X	
HSA6196 Quant Analy		X	X		X	X	X			X	X		X				X		X	X		X	X
HSA6149 Hlth Planning	X	X	X	X	X	X	X	X		X				X		X			X			X	
HSA6385 Qual Mgt Hlth		X	X		X	X			X			X		X	X			X			X		
HSA6905 Hlth Policy and Law	X	X	X				X					X		X	X					X	X	X	X

- Our tool measures and reports each student's progress toward their mastery of our program's 23 competencies at the course level.
- Program faculty mapped each course and course assignments to align with our competencies.
- This alignment allows for objective evaluation.

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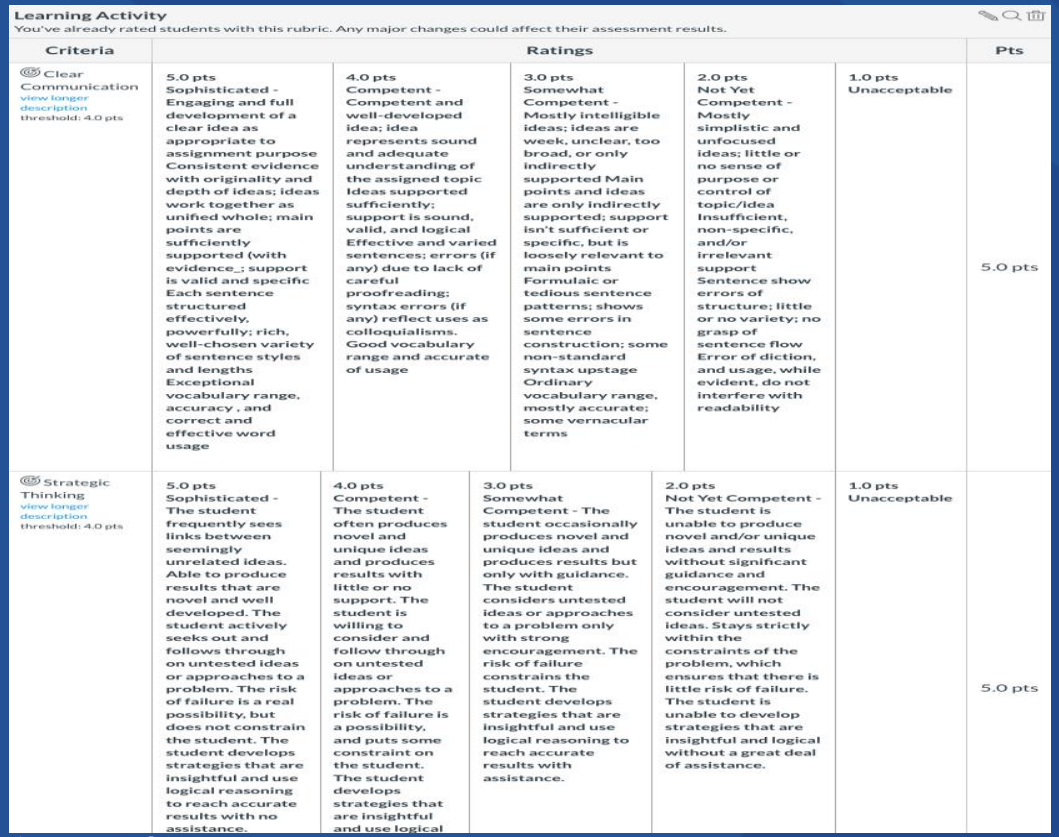
Capability Development



Learning Activity

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings					Pts
Clear Communication view longer description threshold: 4.0 pts	5.0 pts Sophisticated - Engaging and full development of a clear idea as appropriate to assignment purpose Consistent evidence with originality and depth of ideas; ideas work together as unified whole; main points are sufficiently supported (with evidence_; support is valid and specific Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and lengths Exceptional vocabulary range, accuracy , and correct and effective word usage	4.0 pts Competent - Competent and well-developed idea; idea represents sound and adequate understanding of the assigned topic Ideas supported sufficiently; support is sound, valid, and logical Effective and varied sentences; errors (if any) due to lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms. Good vocabulary range and accurate of usage	3.0 pts Somewhat Competent - Mostly intelligible ideas; ideas are week, unclear, too broad, or only indirectly supported Main points and ideas are only indirectly supported; support isn't sufficient or specific, but is loosely relevant to main points Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax upstage Ordinary vocabulary range, mostly accurate; some vernacular terms	2.0 pts Not Yet Competent - Mostly simplistic and unfocused ideas; little or no sense of purpose or control of topic/idea Insufficient, non-specific, and/or irrelevant support Sentence show errors of structure; little or no variety; no grasp of sentence flow Error of diction, and usage, while evident, do not interfere with readability	1.0 pts Unacceptable	5.0 pts
Strategic Thinking view longer description threshold: 4.0 pts	5.0 pts Sophisticated - The student frequently sees links between seemingly unrelated ideas. Able to produce results that are novel and well developed. The student actively seeks out and follows through on untested ideas or approaches to a problem. The risk of failure is a real possibility, but does not constrain the student. The student develops strategies that are insightful and use logical reasoning to reach accurate results with no assistance.	4.0 pts Competent - The student often produces novel and unique ideas and produces results with little or no support. The student is willing to consider and follow through on untested ideas or approaches to a problem. The risk of failure is a possibility, and puts some constraint on the student. The student develops strategies that are insightful and use logical	3.0 pts Somewhat Competent - The student occasionally produces novel and unique ideas and produces results but only with guidance. The student considers untested ideas or approaches to a problem only with strong encouragement. The risk of failure constrains the student. The student develops strategies that are insightful and use logical reasoning to reach accurate results with assistance.	2.0 pts Not Yet Competent - The student is unable to produce novel and/or unique ideas and results without significant guidance and encouragement. The student will not consider untested ideas. Stays strictly within the constraints of the problem, which ensures that there is little risk of failure. The student is unable to develop strategies that are insightful and logical without a great deal of assistance.	1.0 pts Unacceptable	5.0 pts

- Rubrics were created for each competency and posted within the Assessment Center.
- Our goals were:
  1. For students to have a clear understanding of their current performance, and
  2. Help students identify what they need to do to improve their mastery for each competency.

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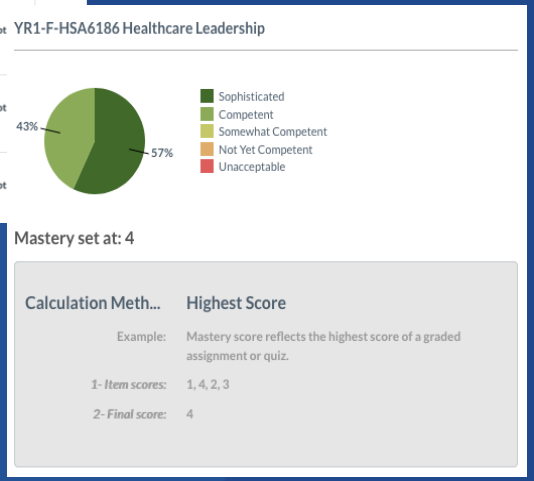
The Process

CompetenciesByCourse

Criteria	Ratings					Pts
YR1-F-HSA6114 Health Organization/Delivery threshold: 4.0 pts	5.0 pts Sophisticated	4.0 pts Competent	3.0 pts Somewhat Competent	2.0 pts Not Yet Competent	1.0 pts Unacceptable	5.0 pts
YR1-F-HSA6186 Healthcare Leadership threshold: 4.0 pts	5.0 pts Sophisticated	4.0 pts Competent	3.0 pts Somewhat Competent	2.0 pts Not Yet Competent	1.0 pts Unacceptable	5.0 pts
YR1-F-HSA5177 Health Care Finance threshold: 4.0 pts	5.0 pts Sophisticated	4.0 pts Competent	3.0 pts Somewhat Competent	2.0 pts Not Yet Competent	1.0 pts Unacceptable	5.0 pts
YR1-SP-HSA6196 Quantitative Analysis Health threshold: 4.0 pts	5.0 pts Sophisticated	4.0 pts Competent	3.0 pts Somewhat Competent	2.0 pts Not Yet Competent	1.0 pts Unacceptable	5.0 pts
YR1-SP-HSA6198 Health Information Technology threshold: 4.0 pts	5.0 pts Sophisticated	4.0 pts Competent	3.0 pts Somewhat Competent	2.0 pts Not Yet Competent	1.0 pts Unacceptable	5.0 pts
YR1-SP-HSA6149 Health Planning and Marketing threshold: 4.0 pts	5.0 pts Sophisticated	4.0 pts Competent	3.0 pts Somewhat Competent	2.0 pts Not Yet Competent	1.0 pts Unaccept	
YR1-SU-HSA6905 Health Policy threshold: 4.0 pts	5.0 pts Sophisticated	4.0 pts Competent	3.0 pts Somewhat Competent	2.0 pts Not Yet Competent	1.0 pts Unaccept	
YR1-SU-HSA6178 Advanced Health Care Financial Mgmt threshold: 4.0 pts	5.0 pts Sophisticated	4.0 pts Competent	3.0 pts Somewhat Competent	2.0 pts Not Yet Competent	1.0 pts Unaccept	



- Each semester, faculty records their assessment of the competencies that are aligned with their course for each student into the Assessment Center.
- These results are transparent and available for each student and for faculty.
- Faculty review competency performance results annually at the faculty retreat and recommend solutions to improve student competency achievement.

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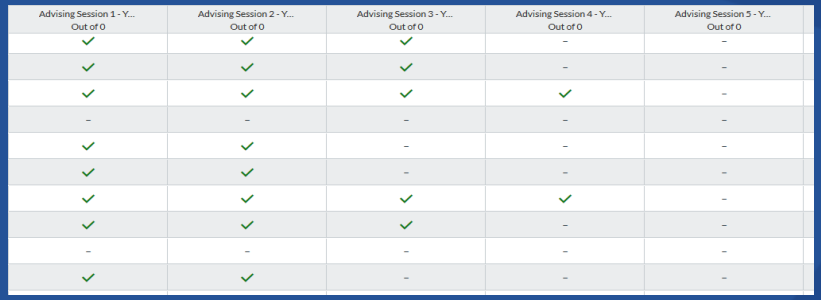
The Process

At the beginning of your first fall semester, you will complete your first advising session with the MHA Director by identifying your professional goals. Your first advising session is: (click on the link below)

- Advising Session 1 - Year 1 MHA Students / Fall (Must Be Completed No Later Than September 1st)

You must complete the following advising session assignments no later than the date indicated. Please make note of the date and mark them on your calendar.

- Advising Session 2 - Year 1 MHA Students - Spring Review (Must Be Completed No Later Than January 31st)
- Advising Session 3 - Year 2 MHA Students - Fall (Must Be Completed No Later Than September 1st)
- Advising Session 4 - Year 2 MHA Students - Spring (Must Completed No Later Than January 31st)
- Advising Session 5 - Year 2 MHA Students - Practicum (Must Completed in the last month of the MHA Program)



Advising Session 1 - Y... Out of 0	Advising Session 2 - Y... Out of 0	Advising Session 3 - Y... Out of 0	Advising Session 4 - Y... Out of 0	Advising Session 5 - Y... Out of 0
✓	✓	✓	-	-
✓	✓	✓	-	-
✓	✓	✓	✓	-
-	-	-	-	-
✓	✓	-	-	-
✓	✓	-	-	-
✓	✓	✓	✓	-
✓	✓	✓	-	-
-	-	-	-	-
✓	✓	-	-	-

- Performance results are evaluated each semester by the Program Director.
- The evaluation process:
  1. Advising modules are integrated within the Assessment Center.
  2. The Advising modules provides a mechanism for the Program Director to consult with each student on their progress toward their mastery of program competencies.

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The Process

- Additionally, the MHA program continues to conduct Student Competency Self-Assessment Surveys and Preceptor Student Assessment Surveys through the Qualtrics Survey Software capability.
- Student Competency Self-Assessment Surveys are administered at the beginning, middle, and end of the program.
- Faculty reviews courses competency data at monthly faculty meetings and at our annual faculty retreat for program improvement.

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Criteria

AUPHA Undergraduate Program Certification

Criteria 26: The program must demonstrate an annual assessment process of student learning outcomes.

- Student self-assessments
- Instructor assessments
- Preceptor assessments
- Course grades
- Student pre-post exams
- Standardized cumulative (exit) examinations
- Capstone experience

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Criteria

AUPHA Undergraduate Program Certification

Criteria 27 – The program must demonstrate an annual assessment process of programmatic outcomes.

- Exit interviews
- Student program survey
- Alumni surveys (job placement)
- Student evaluations of teaching
- Health Administration Advisory board review

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Linking Competencies to the Strategic Plan

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AUPHA Task Force on Comprehensive Exam

- AUPHA partnership with Peregrine to analyze and modify the existing health administration test bank
- Multi-disciplinary committee with 10 faculty
- First work was to align categories with AUPHA Criterion 22 (e.g. adding a “post-acute care” category)
- Target: 4000+ test bank questions, 1000 completed and approved to date
- Slowed due to pandemic, reconvening in early July 2020.

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Opportunities

Competency 1: Listen... Out of 80	Competency 2: Speak... Out of 80	Competency 3: Clear ... Out of 80	Competency 4: Appro... Out of 80	Competency 5: Collab... Out of 80
4	3	3	4	4
29	32	13	4	23
5	8	13	-	13
9	7	3	4	9
-	-	-	-	-
4	3	4	4	4
17	24	9	-	19
22	36	24	5	25
9	8	3	-	13
22	32	13	4	24

- There are limitations with using the CANVAS platform.
- For instance, students will never earn 100% for any one competency since most courses do not have all of the 23 competencies mapped to each class.
- Therefore, the percentage score that CANVAS automatically tabulates could initially hinder the conversation because students may feel compelled to achieve a 100% score for each competency.

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Access

- To avoid confusion, we inform students about the purpose and layout of the Assessment Center as they enter the program.
- Every MHA student is automatically enrolled into the Assessment Center upon entering the program.
- We require students to interact with the capability each semester through the advising capability.
- Each MHA faculty has 24/7 access to the Assessment Center and can review individual and aggregate measures of student progress towards mastery of each competency.

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Conclusion

- Our CANVAS based competency and advising capability is just one of a portfolio of tools that we use to assess student competencies.
- Student competency performance is measured and assessed at the student, cohort, course, and program levels.
- Results are readily available, actionable and allow faculty to quickly implement measurable impr ovements.

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How to Effectively Measure and Assess Students' Competencies?

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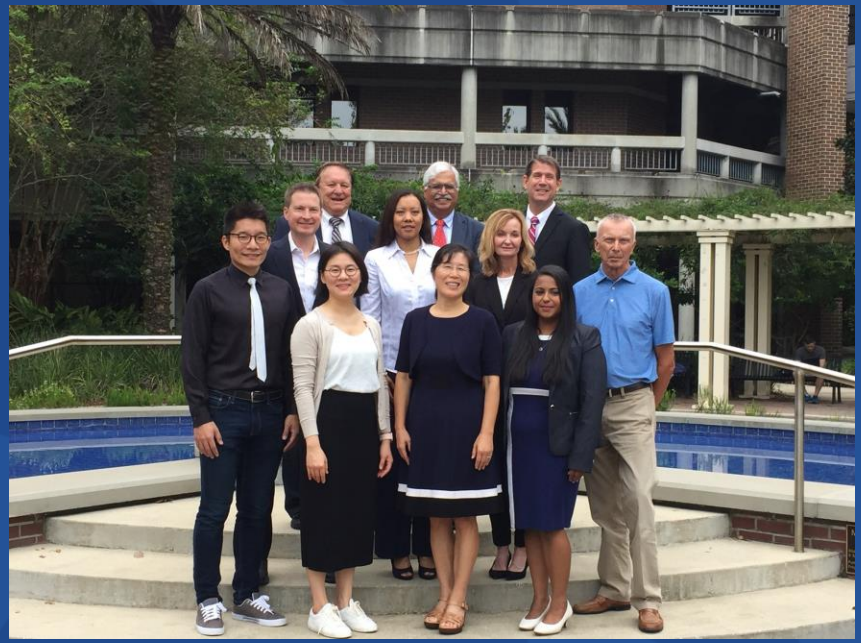

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