SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Master of Health Administration (MHA)	Department: Health Management and Policy
Degree or Certificate Level: Master's	College/School: College for Public Health and Social Justice
Date (Month/Year): October 2021	Assessment Contact: Kimberly R. Enard, PhD, MBA, MSHA, FACHE Associate Professor and MHA Program Director Saint Louis University College for Public Health & Social Justice Department of Health Management & Policy 3545 Lafayette Avenue, Salus Center, Room 365 St. Louis, MO 63104-1314 kimberly.enard@slu.edu

In what year was the data upon which this report is based collected? AY2019-2021

In what year was the program's assessment plan most recently reviewed/updated? 2015

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

L2. Ethical Behavior: Demonstrate ethical behavior through words and actions, which include honesty, integrity, and a concern for justice

CTA3. Translating Complexity: Translate the results of complex analyses into information that illustrates potential problems and opportunities in a persuasive, meaningful way

M1. Management Functions: Apply management theories, approaches, and core functions to routine operations and to current and emerging issues in the health care environment

M2. Teamwork: Demonstrate the ability to lead and work with people and teams to accomplish planned goals and actions on time, with budgeted resources

M6. Professionalism: Demonstrate conduct characteristic of health care professionals, which includes adhering to professional expectations, workplace norms, and performance standards; engaging in professional and community service; and participating in professional development opportunities

C1. Create Information: Demonstrate the ability to promptly create and organize ideas and information that are effective and customized to fulfill the needs of the target audience

C3. Interpersonal Effectiveness: Foster positive interpersonal relationships with internal and external stakeholders through use of bidirectional communication techniques, which include listening and responding appropriately to the ideas and opinions of others; giving and receiving feedback; and participating in crucial conversations.

These competencies are part of our revised SLU MHA Competency Model (Appendix 1b).

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

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 Y1 and Y2 (post summer internship) in the program (Appendix 2a); 2) faculty summarize student progress on the course-relevant competencies for each student in their class at the completion of every semester; 3) summer internship preceptors provide feedback to faculty visitors and students at the conclusion of their internship experience (Appendix 2b); and 4) all students must complete a comprehensive exam as their culminating experience in the program (Appendix 2c). For each course, 1-2 major assignments are used to measure and communicated progress toward attainment of the target competencies for the course. These assignments are retained and routinely reviewed by the MHA Director and Director of Quality Improvement for the purposes of continuous quality improvement. Indirectly students are assessed via course grades, job and fellowship placements, and surveys and questionnaires directed to students, alumni, and relevant other stakeholders.

MHA students in the Executive Track of our program complete most of their coursework online via an accelerate hybrid format (asynchronous learning supplemented by synchronous online and face-to-face learning opportunities). We do not offer courses in Madrid or at any other off-campus locations.

3. **Assessment Methods: Evaluation Process**
   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

For this report, we included summaries of:
1) Student self-assessment at the beginning of year 1 (Appendix 2a)
2) Internship preceptor feedback to students upon completion of summer internship experience (Appendix 2b); and
3) Results of the student comprehensive exams conducted in students' final semester in the program (Appendix 2c).
In addition to traditional curricular requirements, all MHA students take a final comprehensive examinations intended to be a culminating, integrative experience. Using a competency-based rubric, faculty collectively evaluate students' ability to systematically and effectively: (1) integrate the knowledge, skills and experience they have gained in the classroom and in the field and (2) communicate that knowledge, skills, and experience as a professional. The exam facilitates assessment of the program's curriculum and effectiveness in preparing students for their respective careers and facilitates program quality assurance. Each student receives the same case study relevant to health care management (e.g., a Harvard case study) 24 hours in advance of his/her scheduled presentation. The students are charged with preparing their individual analysis of the case and presenting it during an allotted 20 minute time slot before a panel of two to three faculty in a simulated professional setting. The presentations are followed by 10 minutes of Q&A, guided by faculty-designed questions and competency-based rubrics for each of the five domains in the MHA competency model. Faculty teams then assess presentations using the competency-based rubrics. To pass, students must earn ≥3 points for each domain (15 total). Faculty provide immediate feedback to students via exam debriefings.

4. **Data/Results**
   What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Like many other programs in the university and across the US, the COVID-19 pandemic created various ongoing challenges for course delivery and assessment of course quality and competencies. Our program data for 2020 were incomplete and, we believe, not necessarily representative of our program outcomes. For example, we normally collect student-reported outcomes data while students are awaiting the results and feedback of their comprehensive exams or evidence-based experiences. For 2020 graduates, this process was impeded because the exams were conducted virtually. (We anticipate that will also be the case for 2021 graduates.) Although we were able to collect some data, response rates were substantially lower. Additionally, we know that COVID-19 also materially affected the experiences and morale of the students, as well as post-graduation placement rates.

Despite these challenges, we include data for the outcomes being reviewed in the annual assessment for this reporting period, which includes students matriculating and Fall 2019 and graduating in Spring 2021 (Appendix 3, 3b,

3c). These data show that the preceptors' evaluation of the selected competencies, taken after the summer internship, are generally higher than the student self-evaluations taken at Y1, Semester 1, which is to be expected. The faculty evaluations at Y2, Semester 2 of the overall domains, however, are generally lower than those indicated by the preceptors. This may have occurred because the faculty are evaluating students on performance of all competencies within a single domain (rather than on a specific competency within that domain). It may also have occurred due to inherent tendencies of different raters (e.g., lack of interrater reliability). However, the overall results of the comprehensive exam indicated that all students passed, including seven students that passed with distinction.

Post-graduate placement data for MHA students graduating in Spring 2021 demonstrates a marked improvement, compared to data for MHA students graduating in Spring 2020. As of Oct 1, 2021, 93% of SLU MHA graduates reported having accepted offers of full-time employment within the health care field. The average salary for these graduates was $63,650.

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What do the data tell you?

The data tell us that MHA students face more favorable employment prospects in this post-COVID era. Students are making significant progress toward competency achievement, and this is being recognized by preceptors/ practitioners in the field. We are a learning organization committed to continuous quality improvement (CQI) and rely on these, and other data, to inform our CQI efforts. The data reported herein indicate that we need to better communicate to students their progress toward competency achievement over the 2-year period. We also need to improve communication between faculty and preceptors about the practical implications of competency achievement in the workplace. We are pleased that our new graduates are doing quite well in the marketplace, and we hope to continue this success.

6. **Closing the Loop: Dissemination and Use of Current Assessment Findings**
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Students receive the results of their individual self-assessments of competency achievement, as well as aggregate results of their cohort. Students are provided feedback on individual assignments and through course grade assignment as to progress on individual-level competencies. In addition, students receive summaries of the preceptor feedback based on their summer internship experiences – continuing (2nd year) students also share the highlights of the internship experiences with incoming (1st year) students and department faculty. Students receive immediate feedback from faculty following their comprehensive exams presentations. Faculty also meet to debrief about the comprehensive exam process and results.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content	• Course sequence
	• Teaching techniques	• New courses
	• Improvements in technology	• Deletion of courses
	• Prerequisites	• Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	• Student learning outcomes	• Evaluation tools (e.g., rubrics)
	• Artifacts of student learning	• Data collection methods
	• Evaluation process	• Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Over the past 2 years, we have engaged in a process of robust self-reflection and change. We have had multiple leadership transitions at the program director level, which has create many challenges and missteps with regard to program assessment. We believe we are moving into a period of stability, in which we will focus on mechanisms to systematically collect and analyze data. Our goal is to ensure that our data collection processes are relevant and support informed decision making in our program. This will be the primary focus of our CQI efforts over the next two years.

In 2019, we engaged our stakeholders in the process of revising our competency model to ensure that student competency achievement could be evaluated efficiently, and that the model focused on competencies that are expected of early careerists but still relevant to mid-careerists pursuing the advancement to upper management levels. We also sought to ensure that the updated SLU MHA model appropriately reflected our Catholic Jesuit identity. The result was an updated model that includes 21 competencies nested within five domains: leadership; critical thinking and analysis; management; culture and community engagement; and communication. All core courses required for the MHA program are mapped to this competency model to ensure coverage of the two-year curriculum.

If no changes are being made, please explain why.

N/A

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**
    A. What is at least one change your program has implemented in recent years as a result of assessment data?

We are working on developing a data collection plan and corresponding database that is fully accessible to our program management team that will support systematic data collection and reporting efforts. Our goal is to develop and infrastructure that supports faculty in their reporting of competency achievement and students in reviewing their data, and progress to achieving competencies, over the two year period. Ultimately, we would like to ensure that all stakeholder are able to review and share data.

    B. How has this change/have these changes been assessed?

N/A

    C. What were the findings of the assessment?

N/A

    D. How do you plan to (continue to) use this information moving forward?

N/A

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

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.

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Appendix 1b

LEADERSHIP (L)

L1. **Leadership Excellence**: Demonstrate the abilities and behaviors that are characteristic of leadership excellence, which include establishing a vision and inspiring and supporting others to work towards that shared vision and related goals

L2. **Ethical Behavior**: Demonstrate ethical behavior through words and actions, which include honesty, integrity, and a concern for justice

L3. **Social Responsibility**: Prioritize goals and policies that balance the mission, vision and values of organizational stakeholders with the values and needs of the community

L4. **Adapting to Change**: Evaluate changing environments, listen to diverse viewpoints, and propose effective responses that align with personal values and organizational mission

CRITICAL THINKING AND ANALYSIS (CTA)

CTA1. **Data Analysis**: Apply appropriate methods and technology to analyze data patterns, trends and relationships

CTA2. **Environmental Analysis**: Evaluate political, economic, social, technological, workforce, legal and regulatory factors that impact systems, organizations, communities, and individuals at multiple levels along the health care continuum

CTA3. **Translating Complexity**: Translate the results of complex analyses into information that illustrates potential problems and opportunities in a persuasive, meaningful way

CTA4. **Evidence-Based Decision Making**: Assemble and utilize reliable and valid information sources and data to support informed, evidence-based decision-making

CTA5. **Systems Thinking**: Apply appropriate models and methods to analyze issues from a systems perspective and to design creative, flexible solutions that advance organizational goals and effectiveness

CTA6. **Ethical Analysis**: Identify ethical concerns in management and policy and analyze those concerns using appropriate frameworks and principles

MANAGEMENT (M)

M1. **Management Functions**: Apply management theories, approaches and core functions to routine operations and to current and emerging issues in the health care environment

M2. **Teamwork**: Demonstrate the ability to lead and work with people and teams to accomplish planned goals and actions on time, with budgeted resources

M3. **Adapting to Uncertainty**: Under conditions of uncertainty, demonstrate the ability to produce high quality work, make decisions, adapt to changing priorities, and learn from mistakes

M4. **Systems Management**: Demonstrate the ability to deploy organizational resources and enforce accountability to support implementation of systems-based management approaches

M5. **Professionalism**: Demonstrate conduct characteristic of health care professionals, which includes adhering to professional expectations, workplace norms, and performance standards; engaging in professional and community service; and participating in professional development opportunities

CULTURE AND COMMUNITY ENGAGEMENT (CCE)

CCE1. **Cultural Competence**: Build cultural competence in personal standards and practices and within the performance standards and practices of organizations, systems, and communities

CCE2. **Community Engagement**: Apply evidence-based approaches to engage communities and multilevel partners in working together to improve modifiable determinants of health and health outcomes

COMMUNICATION

C1. **Create Information**: Demonstrate the ability to promptly create and organize ideas and information that are effective and customized to fulfill the needs of the target audience

C2. **Convey Information**: Demonstrate formal and informal communication using traditional and contemporary modalities to convey messages that are clear and cogent for the target audience

C3. **Interpersonal Effectiveness**: Foster positive interpersonal relationships with internal and external stakeholders through use of bidirectional communication techniques, which include listening and responding appropriately to the ideas and opinions of others; giving and receiving feedback; and participating in crucial conversations

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STUDENT SELF ASSESSMENT

Competency Evaluation Instructions: Please indicate what level of competency you believe you have achieved in each of the following areas. Circle a response, based on the scale below.

- 5- major, significant, and recognizable competency in this area
- 4- notable, or above average, competency in this area
- 3- moderate, or average, competency in this area
- 2- minor, or very limited, competency in this area
- 1- little, or no, competency in this area.

DOMAIN: LEADERSHIP (L)					
L1. Leadership Excellence: Demonstrate the abilities and behaviors that are characteristic of leadership excellence, which include establishing a vision and inspiring and supporting others to work towards that shared vision and related goals	1	2	3	4	5
L2. Ethical Behavior: Demonstrate ethical behavior through words and actions, which include honesty, integrity, and a concern for justice	1	2	3	4	5
L3. Social Responsibility: Prioritize goals and policies that balance the mission, vision, and values of organizational stakeholders with the values and needs of the community	1	2	3	4	5
L4. Adapting to Change: Evaluate changing environments, listen to diverse viewpoints, and propose effective responses that align with personal values and organizational mission.	1	2	3	4	5
DOMAIN: CRITICAL THINKING AND ANALYSIS (CTA)					
CTA1. Data Analysis: Apply appropriate methods and technology to analyze data patterns, trends, and relationships	1	2	3	4	5
CTA2. Environmental Analysis: Evaluate political, economic, social, technological, workforce, legal and regulatory factors that impact systems	1	2	3	4	5
CTA3. Translating Complexity: Translate the results of complex analyses into information that illustrates potential problems and opportunities in a persuasive, meaningful way	1	2	3	4	5
CTA4. Evidence-Based Decision Making: Assemble and utilize reliable and valid information sources and data to support informed, evidence-based decision-making	1	2	3	4	5
CTA5. Systems Thinking: Apply appropriate models and methods to analyze issues from a systems perspective and to design creative, flexible solutions that advance organizational goals and effectiveness	1	2	3	4	5
CTA6. Ethical Analysis: Identify ethical concerns in management and policy and analyze those concerns using appropriate frameworks and principles	1	2	3	4	5
DOMAIN: MANAGEMENT (M)					
M1. Management Functions: Apply management theories, approaches, and core functions to routine operations and to current and emerging issues in the health care environment	1	2	3	4	5
M2. Teamwork: Demonstrate the ability to lead and work with people and teams to accomplish planned goals and actions on time, with budgeted resources	1	2	3	4	5

M3. Essential Skills: Demonstrate essential management skills, which include efficient time and resource management; conflict negotiation and resolution; coaching and motivating others; facilitating discussion, cooperation, and consensus-building; delegating authority	1	2	3	4	5
M4. Adapting to Uncertainty: Under conditions of uncertainty, demonstrate the ability to produce high quality work, make decisions, adapt to changing priorities, and learn from mistakes	1	2	3	4	5
M5. Systems Management: Demonstrate the ability to deploy organizational resources and enforce accountability to support implementation of systems-based management approaches	1	2	3	4	5
M6. Professionalism: Demonstrate conduct characteristic of health care professionals, which includes adhering to professional expectations, workplace norms, and performance standards; engaging in professional and community service; and participating in professional development opportunities	1	2	3	4	5
DOMAIN: CULTURE AND COMMUNITY ENGAGEMENT (CCE)					
CCE1. Cultural Competence: Build cultural competence in personal standards and practices and within the performance standards and practices of organizations, systems, and communities	1	2	3	4	5
CCE2. Community Engagement: Apply evidence-based approaches to engage communities and multilevel partners in working together to improve modifiable determinants of health and health outcomes	1	2	3	4	5
DOMAIN: COMMUNICATION (C)					
C1. Create Information: Demonstrate the ability to promptly create and organize ideas and information that are effective and customized to fulfill the needs of the target audience	1	2	3	4	5
C2. Convey Information: Demonstrate formal and informal communication using traditional and contemporary modalities to convey messages that are clear and cogent for the target audience	1	2	3	4	5
C3. Interpersonal Effectiveness: Foster positive interpersonal relationships with internal and external stakeholders through use of bidirectional communication techniques, which include listening and responding appropriately to the ideas and opinions of others; giving and receiving feedback; and participating in crucial conversations.	1	2	3	4	5

PRECEPTOR EXIT INTERVIEW

Directions: Please complete a thoughtful and thorough exit interview with the student intern. Potential points of discussion recommended below. Preceptors must complete the formal competency evaluation on next 2 pages and provide completed form to students as documentation of the exit interview.

Please note the questions on this page are to help guide constructive feedback and are not required to be asked or answered as part of the competency evaluation.

1. The strengths of the student as a future professional and leader.

2. Potential areas of improvement for the student related to work experience.

3. The progress you believe the student has made over their internship experience in developing their future leadership style and skills they improved as an individual contributor.

4. The type of course content that the student needs during his/her remaining time in their program. This may include things like finance, project management, data analysis, or population health for example.

5. Career advice and potential pathways after graduation:

   a. Would this student benefit from a full-year post-graduate administrative fellowship prior to entering the job market? If so, what areas of training should this emphasize?

   b. Or, would it be feasible for this student to enter the job market directly? If yes, in what environment?

Competency Evaluation Instructions: Please indicate what level of competency you believe your intern currently possess in each of the following areas. Circle a response, based on the scale below.

    5- major, significant, and recognizable competency in this area
    4- notable, or above average, competency in this area
    3- moderate, or average, competency in this area
    2- minor, or very limited, competency in this area
    1- little, or no, competency in this area.

My intern can:

1.	**Ethical Behavior**: Demonstrate ethical behavior through words and actions, which include honesty, integrity, and a concern for justice	1	2	3	4	5
2.	**Data Analysis**: Apply appropriate methods and technology to analyze data patterns, trends and relationships	1	2	3	4	5
3.	**Translating Complexity**: Translate the results of complex analyses into information that illustrates potential problems and opportunities in a persuasive, meaningful way	1	2	3	4	5
4.	**Evidence-Based Decision Making**: Assemble and utilize reliable and valid information sources and data to support informed, evidence-based decision-making	1	2	3	4	5
5.	**Management Functions**: Apply management theories, approaches and core functions to routine operations and to current and emerging issues in the health care environment	1	2	3	4	5
6.	**Teamwork**: Demonstrate the ability to lead and work with people and teams to accomplish planned goals and actions on time, with budgeted resources	1	2	3	4	5
7.	**Essential Skills**: Demonstrate essential management skills, which include efficient time and resource management; conflict negotiation and resolution; coaching and motivating others; facilitating discussion, cooperation, and consensus-building; delegating authority	1	2	3	4	5
8.	**Adapting to Uncertainty**: Under conditions of uncertainty, demonstrate the ability to produce high quality work, make decisions, adapt to changing priorities, and learn from mistakes	1	2	3	4	5
9.	**Professionalism**: Demonstrate conduct characteristic of health care professionals, which includes adhering to professional expectations, workplace norms, and performance standards; engaging in professional and community service; and participating in professional development opportunities	1	2	3	4	5
10.	**Create Information**: Demonstrate the ability to promptly create and organize ideas and information that are effective and customized to fulfill the needs of the target audience	1	2	3	4	5
11.	**Convey Information**: Demonstrate formal and informal communication using traditional and contemporary modalities to convey messages that are clear and cogent for the target audience	1	2	3	4	5
12.	**Interpersonal Effectiveness**: Foster positive interpersonal relationships with internal and external stakeholders through use of bidirectional communication techniques, which include listening and responding appropriately to the ideas and opinions of others; giving and receiving feedback; and participating in crucial conversations.	1	2	3	4	5

Saint Louis University College for Public Health and Social Justice
Department of Health Management & Policy
Spring 2021 MHA Oral Comprehensive Exams

MHA Case: Devoted Health and Medicare Advantage Market

DOMAIN 1: LEADERSHIP - QUESTION
What leadership challenges are present in this case and which leadership approach or combination of approaches (tenets/principles/models/methods) is necessary to create a successful strategy moving forward? How would you implement it?

COMPETENCY DOMAIN RATING SCORES:
5= major, significant, and recognizable competency in this area
4= notable or above average competency in this area
3= moderate or average competency in this area
2= minor or very limited competency in this area
1= little or no competency in this area

ANSWER KEY:

Pass (score = 3): The key points the student's response needs to cover to demonstrate moderate or average competence for this domain and earn a score of Pass:
- Recognizes leadership challenges and presents options and recommendations.
- Describes need to identify and engage required internal and external partners, stakeholders and critical community networks, including their relative interests and influence.
- Presents a logical plan, pros and cons, for the recommended system's/organization's strategic decisions (i.e., goals, objectives, actions).

Pass with Distinction (score => 4): Additional information the student's response needs to provide to demonstrate notable or above average competence for this domain and earn a score of Pass with Distinction:
- Presents a systemic approach to collaboration among key leaders, contributors, partners, and other stakeholders to address challenges presented before and after a decision is made.
- Applies leadership tenets/principles, models and/or methods to design and implement systemic and evidence-based policies and interventions.
- Demonstrates creative thinking through consideration of power, influence, politics, and ethics in analyzing challenges, options and recommendation/s made.
- Demonstrates, as appropriate, the need for alignment of policies and evidence-based practices for cumulative health impact.

DOMAIN 2: CRITICAL THINKING AND ANALYSIS - QUESTION
What are the major overriding issues facing Devoted Health as it moves forward? How would you address these issues?

COMPETENCY DOMAIN RATING SCORES:
5= major, significant and recognizable competency in this area
4= notable or above average competency in this area
3= moderate or average competency in this area
2= minor or very limited competency in this area
1= little or no competency in this area

ANSWER KEY:

Pass (score = 3): The key points the student's response needs to cover to demonstrate moderate or average competence for this domain and earn a score of Pass:
- Students should have identified these through a SWOT or similar analysis. If so, stress implications of what the future could bring.
- Students understand key elements of the case: adverse selection, capitation payment, Medicare
- Students consider and respond to some of the strategic questions posed at the end of the case
- Students should recognize that Devoted Health (and other MA plans) plans to develop and use technology, must decide on how to negotiate with providers and provide care (work with existing groups or acquire them), and must successfully market
- Student identifies internal and external issues.
- Student identifies a managerial or strategic alternative for addressing the issues.
- Student should indicate that they used at least one of the exhibits in the case to inform their decision-making.
- Student should point out at least one additional type of data that would be helpful, and it should relate to their decision.

Pass with Distinction (score => 4): Additional information the student's response needs to provide to demonstrate notable or above average competence for this domain and earn a score of Pass with Distinction:
- Students acknowledge the presence of uncertainty and discuss making decisions in the presence of uncertainty.
- Students provide a well-thought out approach to identifying and addressing current and future issues.
- Student seeks out additional information relevant to the case
- Student suggests analyzing past and future trend data

DOMAIN 3: MANAGEMENT - QUESTION
What management principles and tools would you recommend using to address the issues?

COMPETENCY DOMAIN RATING SCORES:
5= major, significant and recognizable competency in this area
4= notable or above average competency in this area
3= moderate or average competency in this area
2= minor or very limited competency in this area
1= little or no competency in this area

ANSWER KEY:

Pass (score = 3): The key points the student's response needs to cover to demonstrate moderate or average competence for this domain and earn a score of Pass:
- Students should suggest that at least one or two management approaches that would help with one major aspect of the case: information technology, care provision, or financial
- Students should be aware of the trade-offs involved the case – pushes to improve quality and reduce cost

Pass with Distinction (score => 4): Additional information the student's response needs to provide to demonstrate notable or above average competence for this domain and earn a score of Pass with Distinction:
- A stronger response would include discussion of change management and organizational development strategies.
- Attention should also be given to continuous quality improvement as it relates to the process and outcome measures required by internal stakeholders. What metrics might be tracked?
- Incentives for staff and providers could be considered.

DOMAIN 4: CULTURE AND COMMUNITY ENGAGEMENT - QUESTION:
Identify the key stakeholders and describe their interests. Explain how the interests of different stakeholders might conflict with each other. Describe some ideas for resolving these conflicts.

COMPETENCY DOMAIN RATING SCORES:
5= major, significant and recognizable competency in this area
4= notable or above average competency in this area
3= moderate or average competency in this area
2= minor or very limited competency in this area
1= little or no competency in this area

ANSWER KEY:

Pass (score = 3): The key points the student's response needs to cover to demonstrate moderate or average competence for this domain and earn a score of Pass:
- Recognizes that many stakeholders with varying interests are affected in this case.
- Recognizes who the key internal and external stakeholders are
- Recognizes the interests of key internal and external stakeholders

Pass with Distinction (score => 4): Additional information the student's response needs to provide to demonstrate notable or above average competence for this domain and earn a score of Pass with Distinction:
- Recognizes conflicting goals among different competitors and government
- Offers strategies for addressing conflicting goals
- Recognizes health equity issues

DOMAIN 5: COMMUNICATION - QUESTION
As you move forward with your recommendation, how do you plan to communicate with your key stakeholders? Ensure that you cover whom, when and how.
[Note: this domain is also assessed by the student's presentation.]

COMPETENCY DOMAIN RATING SCORES:
5= major, significant, and recognizable competency in this area
4= notable or above average competency in this area
3= moderate or average competency in this area
2= minor or very limited competency in this area
1= little or no competency in this area

ANSWER KEY:

Pass (score = 3): The key points the student's response needs to cover to demonstrate moderate or average competence for this domain and earn a score of Pass:
- A presentation that is clear, well organized, and effectively communicated
- Demonstrated ability to listen and respond to faculty questions
- A communication strategy that identifies key stakeholders and target audience

Pass with Distinction (score => 4): Additional information the student's response needs to provide to demonstrate notable or above average competence for this domain and earn a score of Pass with Distinction:
- Details on plan's strategies, process, timelines, key stakeholders, and tailors the message(s) to each of the unique stakeholder groups
- Recognition that the plan's success requires an effective communication strategy and plan
- Discussion of the buy-in and support needed from internal and external stakeholders
- The need for leadership to emphasize importance of stakeholder intent, ideas, and preferences

STUDENT SELF ASSESSMENT (Y1, SEMESTER 1)

N=42

DOMAIN: LEADERSHIP (L)	Mean (Range)
L2. Ethical Behavior: Demonstrate ethical behavior through words and actions, which include honesty, integrity, and a concern for justice	**3.6 (2 to 5)**
DOMAIN: CRITICAL THINKING AND ANALYSIS (CTA)	
CTA3. Translating Complexity: Translate the results of complex analyses into information that illustrates potential problems and opportunities in a persuasive, meaningful way	**2.0 (1 to 4)**
DOMAIN: MANAGEMENT (M)	
M1. Management Functions: Apply management theories, approaches, and core functions to routine operations and to current and emerging issues in the health care environment	**2.0 (1 to 4)**
M2. Teamwork: Demonstrate the ability to lead and work with people and teams to accomplish planned goals and actions on time, with budgeted resources	**3.2 (1 to 5)**
M6. Professionalism: Demonstrate conduct characteristic of health care professionals, which includes adhering to professional expectations, workplace norms, and performance standards; engaging in professional and community service; and participating in professional development opportunities	**3.0 (1 to 5)**
DOMAIN: COMMUNICATION (C)	
C1. Create Information: Demonstrate the ability to promptly create and organize ideas and information that are effective and customized to fulfill the needs of the target audience	**2.7 (1 to 5)**
C3. Interpersonal Effectiveness: Foster positive interpersonal relationships with internal and external stakeholders through use of bidirectional communication techniques, which include listening and responding appropriately to the ideas and opinions of others; giving and receiving feedback; and participating in crucial conversations.	**2.5 (1 to 4)**

PRECEPTOR EVALUATION (Y1, SUMMER)

N=33

DOMAIN: LEADERSHIP (L)	Mean (Range)
L2. Ethical Behavior: Demonstrate ethical behavior through words and actions, which include honesty, integrity, and a concern for justice	**4.7 (3 to 5)**
DOMAIN: CRITICAL THINKING AND ANALYSIS (CTA)	
CTA3. Translating Complexity: Translate the results of complex analyses into information that illustrates potential problems and opportunities in a persuasive, meaningful way	**4.0 (3 to 5)**
DOMAIN: MANAGEMENT (M)	
M1. Management Functions: Apply management theories, approaches, and core functions to routine operations and to current and emerging issues in the health care environment	**4.1 (3 to 5)**
M2. Teamwork: Demonstrate the ability to lead and work with people and teams to accomplish planned goals and actions on time, with budgeted resources	**4.6 (3 to 5)**
M6. Professionalism: Demonstrate conduct characteristic of health care professionals, which includes adhering to professional expectations, workplace norms, and performance standards; engaging in professional and community service; and participating in professional development opportunities	**4.7 (3 to 5)**
DOMAIN: COMMUNICATION (C)	
C1. Create Information: Demonstrate the ability to promptly create and organize ideas and information that are effective and customized to fulfill the needs of the target audience	**4.4 (3 to 5)**
C3. Interpersonal Effectiveness: Foster positive interpersonal relationships with internal and external stakeholders through use of bidirectional communication techniques, which include listening and responding appropriately to the ideas and opinions of others; giving and receiving feedback; and participating in crucial conversations.	**4.5 (3 to 5)**

Appendix 3c

COMPREHENSIVE EXAM EVALUATION (Y2, SEMESTER 2)

N=39

DOMAIN	Mean (Range)
LEADERSHIP (L)	3.5 (2 to 5)
CRITICAL THINKING AND ANALYSIS (CTA)	3.5 (2 to 5)
MANAGEMENT (M)	3.4 (2 to 5)
CULTURE AND COMMUNITY ENGAGEMENT	3.2 (2 to 4)
COMMUNICATION (C)	3.4 (2.5 to 5)