

Leadership and Managerial Skills Assessment in Healthcare Strategy and Innovation



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MGMT 5995: Healthcare Strategy, Innovation, and Change Projects

Master of Science in Healthcare Management (MS-HCM)

- ▶ Required 6-credit course for MS-HCM student's culminating activity, akin to capstone project
- ▶ Replaced written comprehensive examinations, in response to industry surveys
=> employer preferences for organizational assessments/projects
- ▶ Course consists of internal and external strategies + skills-building/application for innovation and strategic change management in healthcare organizations
- ▶ Instructional methods: lectures, case work, workshops, quizzes, individual and group projects (reports), and class presentations

Assessment Methods

- Comparative student performance @ pilot period: Fall & Spring (11 & 15 students), SY 2021-2022
- Learning Goal 3 (MS-HCM program): *To acquire and practice leadership and managerial skills that will positively affect performance as a healthcare manager*
- Learning outcomes under Goal 3: Informational competence, presentation skills, teamwork, written communication
- 3 core requirements of course (comparative performance): Quizzes, group project, individual project

Assessment Results

Quizzes

4 same quizzes, each w/ 5 questions (case-based, problem-solving) for both semesters

Mean score per quiz (2.2 to 3.0/5) did not vary significantly between 2 semesters, except for Fall quiz 1



Erroneous answers more frequent in questions on rank-ordering/priority-ordering innovation strategies/strategic decision-making, which suggest one area for instructional enhancement

Higher SD in Spring (quizzes 1, 2, 4) indicates that scores were much more dispersed relative to the mean, likely due to improved preps for more students (e.g., based on what they gathered from fellow students in the Fall)

Assessment Results

Group Project/Report

- ▶ 3 students per group select their HCO to gather, analyze & present data based on 8 key elements (each w/ rubric %) of organizational innovation/change
- ▶ Out of 20% grade allocation, little variance observed from mean (17.5 & 17.7) and SD (0.5 & 0.7) between Fall and Spring sections
- ▶ Teamwork/collaboration particularly high among all groups per semester, w/out reports of non-cooperation or non-compliance
- ▶ Challenges to 2 sections is informational competence (spec. “skill in locating information/sources”): 1) shortlisting/selecting HCO; and/or 2) gathering data to satisfy 8 elements in HCO analysis
- ▶ Some groups confused 3 rubrics, which need better delineation (external & internal analyses v. SWOT)

Assessment Results

Individual Project/Report

- ▶ Each student carves out a “specialist” research question from their group HCO based on HCM functional specialty/area (e.g., finance, insurance, marketing) and 7-point rubric (each w/ % allotment)
- ▶ Out of 20% grade allocation, little variance observed from mean (18.1 & 17.0), *but* SD wider (0.8 & 1.7) between Fall and Spring sections, as we spelled out rubrics 1-4 requirements (e.g. 3-part problem statement, specialty-based methodology) for improved informational competence, presentation, and written communication
- ▶ Gap in group and independent project scores in Fall section closed in the Spring w/ restructured + extra time for consultations, HCO shortlisting w/in 2-3 weeks of term, earlier deliverable dates, and report-writing emphasis
- ▶ Challenges: 1) formulating specialty-based research question; and 2) much time spent on group project (to detriment of individual project)

Conclusion: Closing the Loop

- Improve quiz performance by deleting group project + transfer some key elements to individual project
- Address informational literacy: identifying and locating data sources, framing (3-part) research question, and report-writing based on functional specialization
- More class time and training for strategy/strategic decision-making via case studies and workshops
- Continue “pushed-back” timeliness initiated in Spring, particularly for project outline, first 2 status reports, and consultation question-list
- Work with HLA (Healthcare Leadership Assn) + former students to orient and prepare future students (e.g., quizzes, case studies)
- Course assessment after 1 year of implementing proposed changes

Table 1. Comparative results of quiz scores, SY 2021-2022

Quiz #	Fall 2021		Spring 2022	
	Mean	SD	Mean	SD
1	1.59	0.86	2.20	1.44
2	2.82	0.60	3.03	1.08
3	2.23	1.46	2.87	1.45
4	2.91	0.83	2.20	1.44
Enrolled students	11		15	

Table 2. Comparative results of group and individual projects, SY 2021-2022

Assessment Item	Fall 2021		Spring 2022	
	Mean	SD	Mean	SD
Group Project (20%)	17.45	0.42	17.70	0.70
Individual Project (20%)	18.14	0.81	17.04*	1.66
Student Pass Rate (%)	100		100	
Enrolled students	11		15	

*One student received an Inc. grade pending submission of individual project report.