Competency Assessment
For programs pursuing continuous quality improvement.

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Vice President and Counsel Accreditation Operations
CAHME Background

- Founded in 1968
- Accredits Masters Level Healthcare Management/Leadership degree programs (MHA, MPH, MBA, MHSA, MS, and Other)
- Programs range from 20-900 total students
- Accredits 104 programs in the US & Canada
- No state licensure for practice of “healthcare management”
- Diverse Health Sector Placements
2008: Competency Assessment added to criteria. Move from what students know, to what they can do.

- Optimize preparation of health professionals
- Emphasizes results of education, rather than process
- Establish expectations external to the program
- Measurable
CAHME Competency Requirements

CAHME has 5 competency ‘buckets’

1. Knowledge of the healthcare system
2. Communications and interpersonal effectiveness.
3. Critical thinking, analysis, and problem solving.
4. Management and leadership.
5. Professionalism and ethics.
Competency Development

**Adopting an existing model**
- Review by stakeholders
- Identify any competencies that will not be developed
- Identify priority competencies (if any)
- Establish target levels for program graduates

**‘Home grown’ model**
- Identify competencies
- Define competencies to describe what the student will know, be able to do, or other characteristics
- Demonstrate ‘vetting’ with stakeholders

**Blended model – all of the above**
Prominent Competency Models

The Standard of Excellence in Healthcare Management Education Since 1968
Competency Assessment

Through the years
2013: Allowed programs to select competency model; eliminated curriculum content areas

III.C.3: The Program will regularly evaluate the extent to which students and graduates attain the competencies and use the evaluation for continuous improvement.
2017: Separated student level attainment of competencies ... and

III.C.2: The Program will regularly evaluate the extent to which each student attains the competencies at the level targeted by the Program, and will have a process in place for communicating that information to students.
...the use of the data for continuous improvement.

III.D.2: The Program will collect, analyze, and use the assessments of student competency attainment for continuous improvement.
Common Tools for Competency Assessment

- Out of the Box Learning Management System (LMS)
  - Canvas
  - Myefolio
  - Blackboard
  - Others

- Custom LMS
  - IFolio
  - Others

- Bootstrap Approach
  - Excel spreadsheets
Custom System: University of Iowa

- 31 competencies embedded across all required courses
- Introduced early during admissions process, orientation, and in each course
- Self-assessments at entry, “look back” after first semester, at end of each semester, and just prior to graduation
- At least one objective course-level assessment for each competency (course-embedded assignments)
- Course to curriculum mapping done annually
University of Iowa MHA and EMHA iFolio

Contents
- Self-assessments
- Returned graded course-embedded assignments tied to the competencies for each required course, with student reflections
- All required professional development deliverables

Student Accountability
- Professional Development Seminar (PDS) across all four semesters of MHA traditional track
- Capstone integrated across full two years of MHA executive track
Communicating with the Students

- Utilize the iFolio
- Conversation each semester about previous semester’s work and development
  - Entry and exit: Executive-in-Residence
  - Spring 1\textsuperscript{st} year and Fall 2\textsuperscript{nd} Year: Program Director
Blackboard: Seton Hall

1. Package file (Rubric_Master.zip) to your computer
2. Package file (Rubric_Master.zip) from your computer
3. Select Course Materials
Adapting Master Rubric

Includes all domains and competencies
Adapted Rubric

Includes **ONLY** domains and competencies specific to assignment.
Linking Rubric Within Assignment

![Image of Seton Hall University assignment platform]

- **Due Dates**: Submissions are accepted after this date, but are marked Late.
- **Due Date**: Enter date as mm/dd/yyyy. Time may be entered in any increment.
- **Grading**: Points Possible, Associated Rubrics
  - **Rubrics** (Show me)
  - **Assignment** (Application)

**Which Way Will You Choose?**
Student-Level Output (Generic)

Goal Performance Dashboard:
Option 1: Blackboard Outcomes and Analytics for Learn
Option 2: EAC Visual Data
Bootstrap Approach:
Robbins MBA Healthcare Program
Core Competency Overview

Competency Model
- 6 Domains
- 24 Competencies
- 87 Sub-Competencies

Approach
- Model tied to MBA Learning Goals
- Joint effort between MBA & Healthcare Faculty

Philosophy
- Continuous improvement model
- Oral and written feedback
Core Competency Review Process

**Year 1 Fall**
- Self-assessment during orientation
- Didactic review
- Professional development review

**Year 1 Spring**
- Meet with students re: fall didactic and professional development review
- Didactic review
- Professional development review

**Year 1 Summer**
- Meet with students re: spring didactic and professional development review
- Residency preceptor evaluation

**Year 2 Fall**
- Residency preceptor core competency evaluation

**Year 2 Spring**
- Self-assessment
- Comprehensive oral exam
Compilation and Data Analysis

**Tools Used for Compilation and Analysis**

- Manual labor—
  - Faculty
  - Program leadership
- Microsoft Excel
- Microsoft Word
- Scantron

**Discussion Timelines**

- Programmatic and Course Review—
  - Annual Summer Strategic Planning Meeting
- Individual Didactic, Course, and Professional Development—
  - Weekly Healthcare Faculty Meeting
  - Bi-Weekly MBA Core Faculty Meeting
  - As Needed
Assessment Strategy

Advantages
• One-on-one written and oral feedback
  • Personal and direct approach
  • Timely
• Both technical and soft skills feedback

Disadvantages
• Labor-intensive and time-consuming
• Not currently automated
  • Our class sizes range from 10 to 18 students in each cohort.
  • Total students ~24 to 28
• Requires additional buy-in from faculty
Baylor Experience Assessment Report (BEAR) Competency Assessment Tracking Tool
## Competency Assessment Color Scale:
- Green = Expert (8, 9, or 10)
- Orange = Application (5, 6, or 7)
- Yellow = Knowledge (1, 2, 3, or 4)
- Black = None (0)

### Initial Competency

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Medicine</td>
<td></td>
<td></td>
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<tr>
<td>Leadership &amp; Org Mgmt</td>
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<tr>
<td>Health Law &amp; Policy</td>
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<td>Health Resources Allocation</td>
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<td>Ethics</td>
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<tr>
<td>Ind &amp; Org Behavior</td>
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<tr>
<td>Performance Improvement</td>
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</tbody>
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### Course Comments
- Residency Assessment
- Portfolio Project Comments

### Sheet Details
- Sheet 2
- Sheet 4
- Sheet 5
- Sheet 6

### General Notes
- Directions for the Table of Competency Assessment:
  - Complete one line for each competency.
  - Score values range from 0 (None) to 10 (Expert).
  -retch is determined by the color code.

### Additional Notes
- The table includes a section for course comments and residency assessment.
- Portfolio project comments are also included.
- Sheets 2, 4, 5, and 6 are referenced, indicating additional data or resources.

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**CAHME**

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**Completion Date of Project Type Activity**
<table>
<thead>
<tr>
<th>Name:</th>
<th>Class of</th>
</tr>
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**Professional Goals:**
1)  
2)  
3)  

**Student Advising Session #1 (Beginning of Didactic Year)**
Topics: 
- [ ] Professional Goals
- [ ] Student/Program Expectations
- [ ] Competency Development/BEAR
- [ ] Contact Info & Office Hrs
- [ ] Completed DA Form 4856 (See Appendix D of ISAP)
- [ ] Form 123 (Students complete during orientation – Ensure completed form is in student’s advising folder)

Comments:

**Student Advising Session #2 (End of 1st Semester)**
Topics: 
- [ ] Academic Performance
- [ ] Competency Development/BEAR
- [ ] Electives
- [ ] Residency Selection
- [ ] Other

Comments:

**Student Advising Session #3 (End of 2nd Semester)**
Topics: 
- [ ] Academic Performance
- [ ] Competency Development/BEAR
- [ ] Other

Comments:

**Student Advising Session #4 (End of 3rd Semester)**
Topics: 
- [ ] Academic Performance
- [ ] Competency Development/BEAR
- [ ] Oral Board Preparation
- [ ] Other

Comments:

**Student Advising Session #5 (End of Didactic Year)**
Topics: 
- [ ] Academic Performance
- [ ] Competency Development/BEAR
- [ ] Residency Expectations
- [ ] Other
- [ ] Completed DA Form 4856 (See Appendix E of ISAP)
- [ ] Academic Evaluation Report (AER) or equivalent performance appraisal

Comments:
Questions & Comments