

Student Themes in Competency in 2012 and 2014

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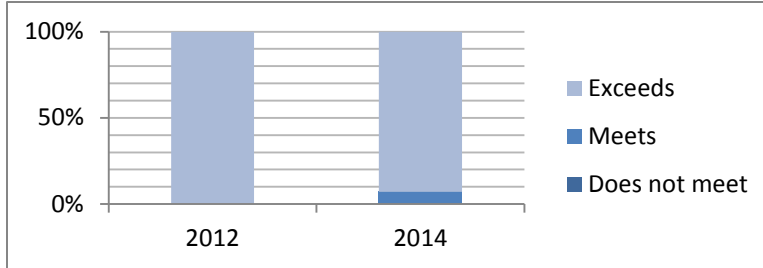
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Notes

- Number of students reporting
 - in 2012 = 7
 - in 2014 = 17
- Due to the small sample sizes involved, Fisher’s exact test was used in place of the Chi-square test.

Communication & Relationship Management - no significant change

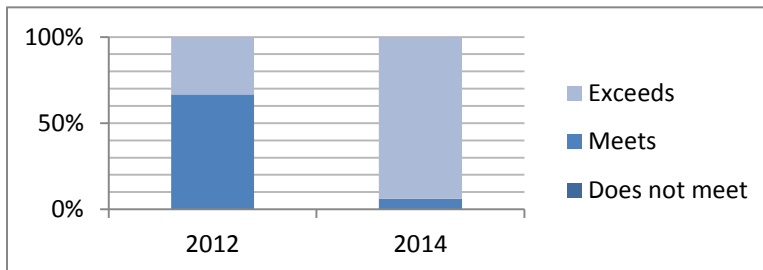
Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	0	6 (100%)	6
2014	0	1 (7%)	13 (93%)	14



Hypothesis tests for a change in the proportions
 Exceeds only: p-value > 0.999
 Meets or Exceeds: Identical

Leadership - a slight increase

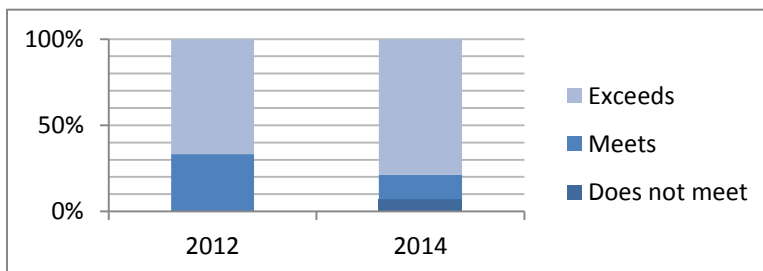
Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	2 (67%)	1 (33%)	3
2014	0	1 (6%)	15 (94%)	16



Hypothesis tests for a change in the proportions
Exceeds only: p-value = 0.051
 Meets or Exceeds: Identical

Professionalism - no significant change

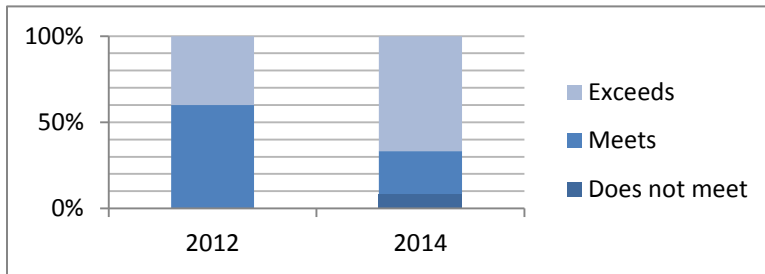
Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	2 (33%)	4 (67%)	6
2014	1 (7%)	2 (14%)	11 (79%)	14



Hypothesis tests for a change in the proportions
 Exceeds only: p-value = 0.613
 Meets or Exceeds: p-value > 0.999

Knowledge of the Healthcare Environment – no significant change

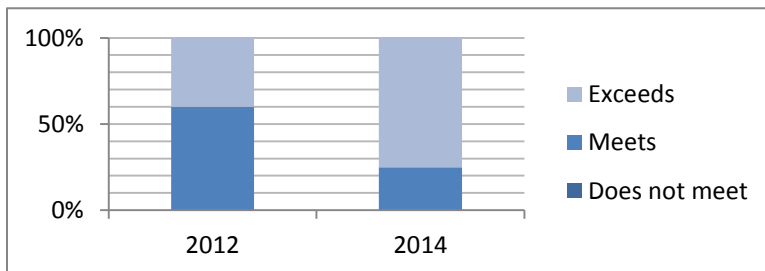
Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	3 (60%)	2 (40%)	5
2014	1 (7%)	3 (27%)	8 (73%)	12



Hypothesis tests for a change in the proportions
 Exceeds only: p-value = 0.593
 Meets or Exceeds: p-value > 0.999

Business Skills and Knowledge – no significant change

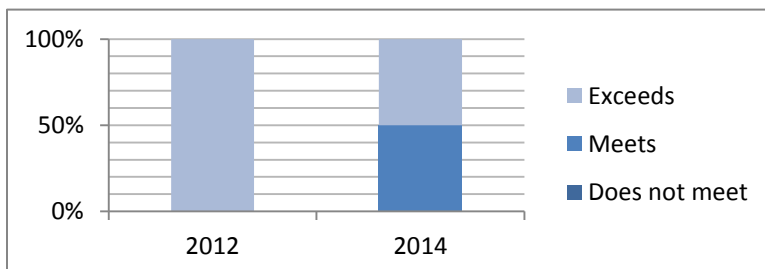
Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	3 (60%)	2 (40%)	5
2014	0	2 (25%)	6 (75%)	8



Hypothesis tests for a change in the proportions
 Exceeds only: p-value = 0.293
 Meets or Exceeds: Identical

Business Financial Management – no significant change

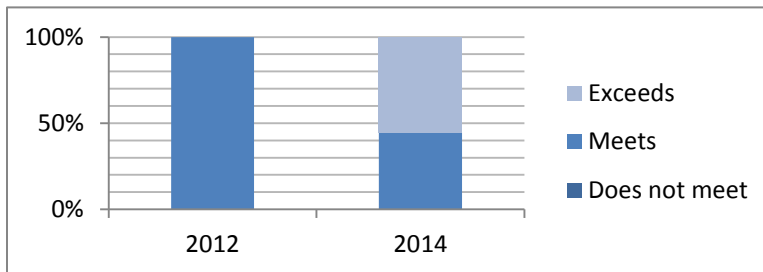
Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	0	1 (100%)	1
2014	0	4 (50%)	4 (50%)	8



Hypothesis tests for a change in the proportions
 Exceeds only: p-value > 0.999
 Meets or Exceeds: Identical

Human Resource Management - no significant change

Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	3 (100%)	0	3
2014	0	4 (44%)	5 (56%)	9



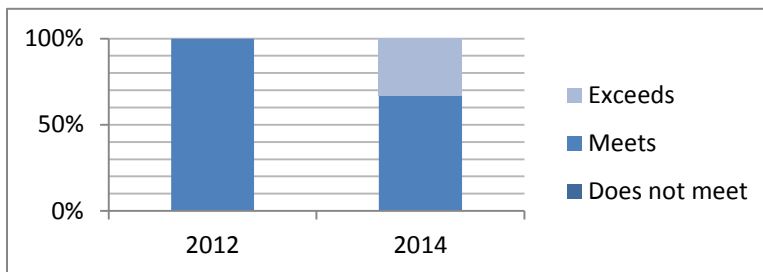
Hypothesis tests for a change in the proportions

Exceeds only: $p\text{-value} = 0.205$

Meets or Exceeds: Identical

Organizational Dynamics and Governance - no significant change

Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	1 (100%)	0	1
2014	0	4 (67%)	2 (33%)	6



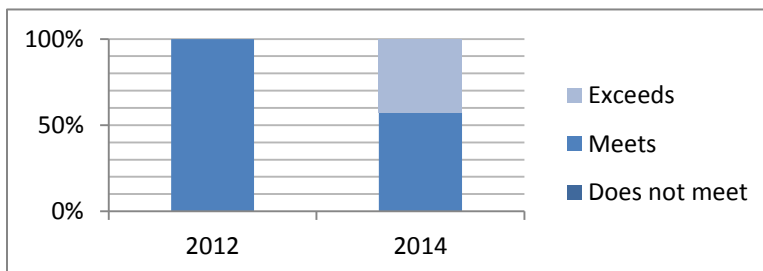
Hypothesis tests for a change in the proportions

Exceeds only: $p\text{-value} > 0.999$

Meets or Exceeds: Identical

Strategic Planning and Marketing - no significant change

Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	1 (100%)	0	1
2014	0	4 (57%)	3 (43%)	7



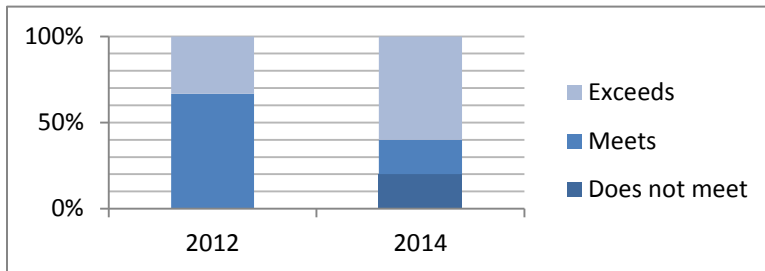
Hypothesis tests for a change in the proportions

Exceeds only: $p\text{-value} > 0.999$

Meets or Exceeds: Identical

Information Management – no significant change

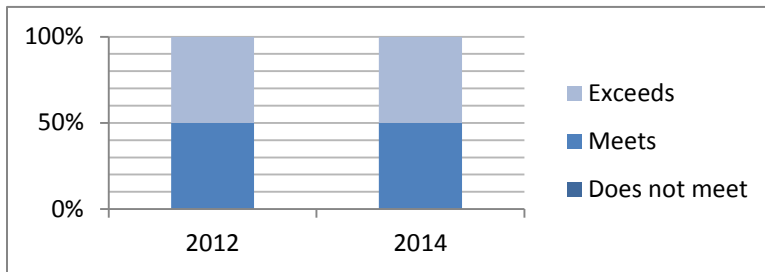
Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	2 (67%)	1 (33%)	3
2014	2 (20%)	2 (20%)	6 (60%)	10



Hypothesis tests for a change in the proportions
 Exceeds only: p-value = 0.559
 Meets or Exceeds: p-value > 0.999

Risk Management – no significant change

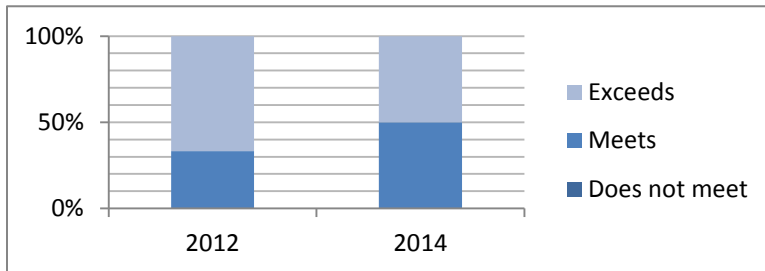
Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	2 (50%)	2 (50%)	4
2014	0	5 (50%)	5 (50%)	10



Hypothesis tests for a change in the proportions
 Exceeds only: Identical
 Meets or Exceeds: Identical

Quality Improvement – no significant change

Year	Does not meet	Meets	Exceeds	# of times competency mentioned
2012	0	1 (33%)	2 (67%)	3
2014	0	5 (50%)	5 (50%)	10



Hypothesis tests for a change in the proportions
 Exceeds only: p-value > 0.999
 Meets or Exceeds: Identical

Not all students evaluated all areas as graduating seniors. It makes it difficult to evaluate. From the student perspective we have some areas to emphasize in the classroom. 2 areas noted are the health informatics area for which we are determining an appropriate textbook. The other area is knowledge of the healthcare environment. It is unclear what aspect this refers to and needs to be looked at further questions posed regarding what is needed. Generally, it looks adequate but can always improve.