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Connecting Direct & Indirect Evidence

Turning Student Survey Data into Continuous Quality Improvement

Your Presenters



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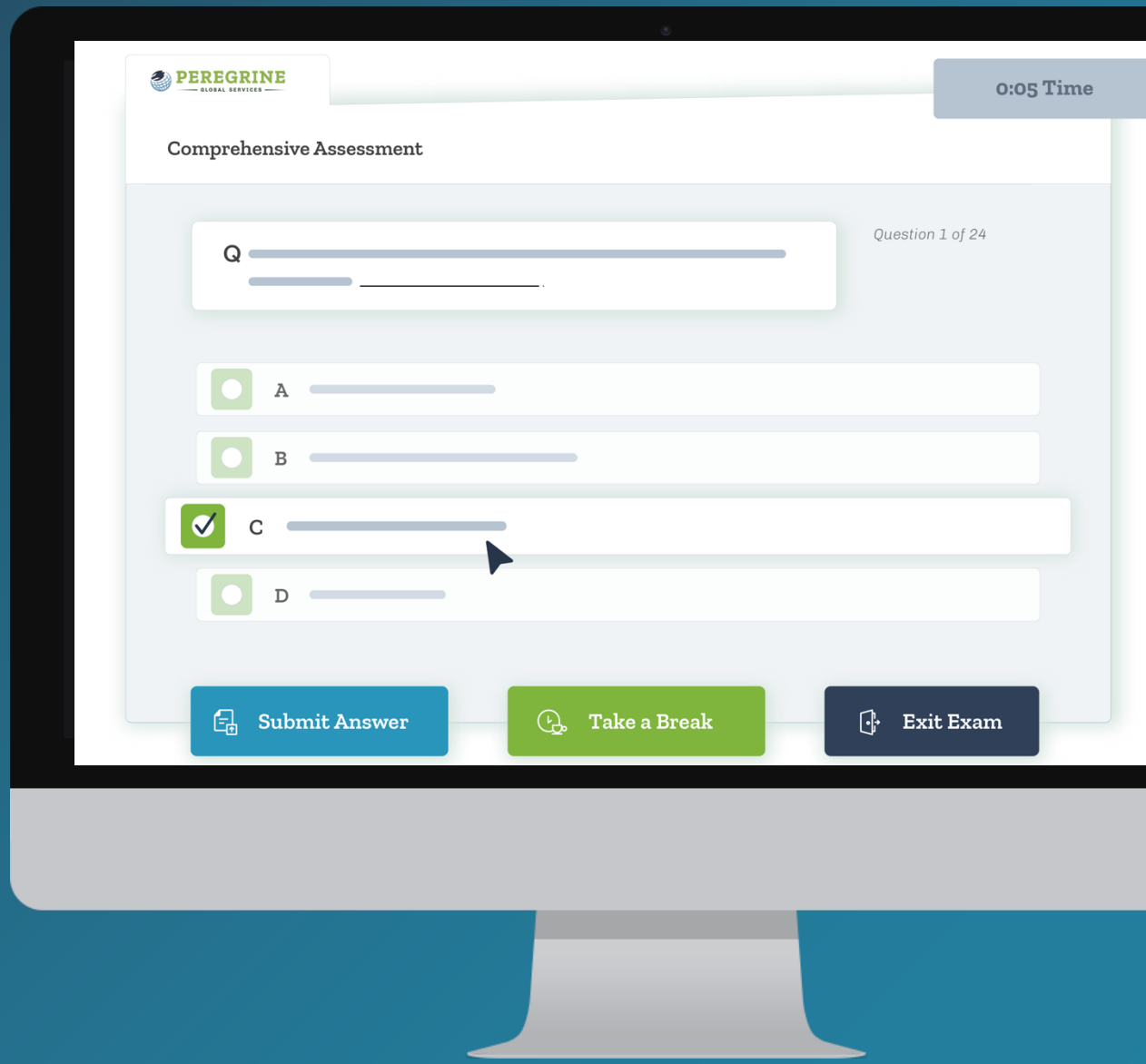
HEALTHCARE ADMINISTRATION ASSESSMENT

The Assessment

A program-level assessment designed to measure knowledge across the curriculum. Peregrine provides the content, delivery, student support, scoring, benchmarking, and reporting.

Online & Multiple Choice | **Standardized & Normed** | **Program-Aligned**

CAHME does not require the use of Peregrine, and using a Peregrine assessment does not guarantee that a program meets CAHME standards.



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Collect Indirect Evidence

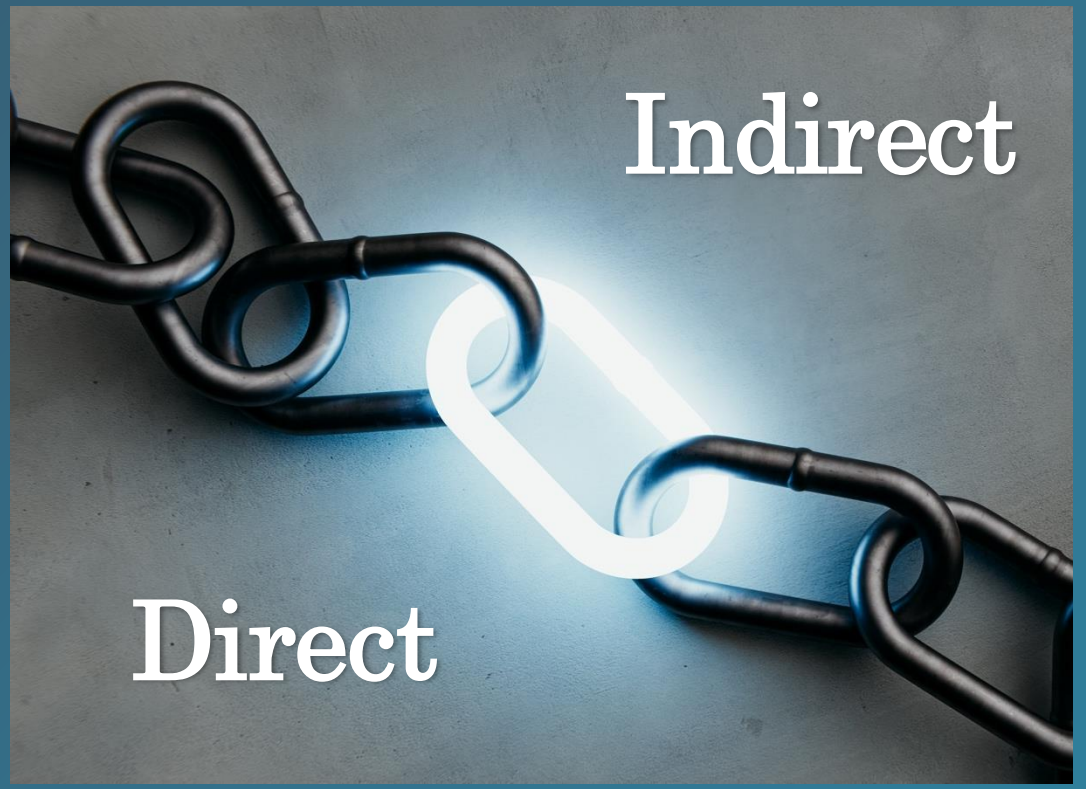
Student Survey

- Add your own questions alongside the assessment at no additional cost
- Students respond before the assessment opens, so every student who tests also responds
- Download raw data or a comprehensive survey report

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Looking at the Evidence Together

- Direct evidence tells us what students know and can do
- Indirect evidence tells us how students experience the program and perceive their preparation
- The opportunity is looking at them together



2026 CAHME Standards, Criterion 2.2

What CAHME Expects

- Competency attainment is demonstrated through direct evidence.
- Programs also need an indirect competency-based measure to add another perspective.



01 Establish Attainment

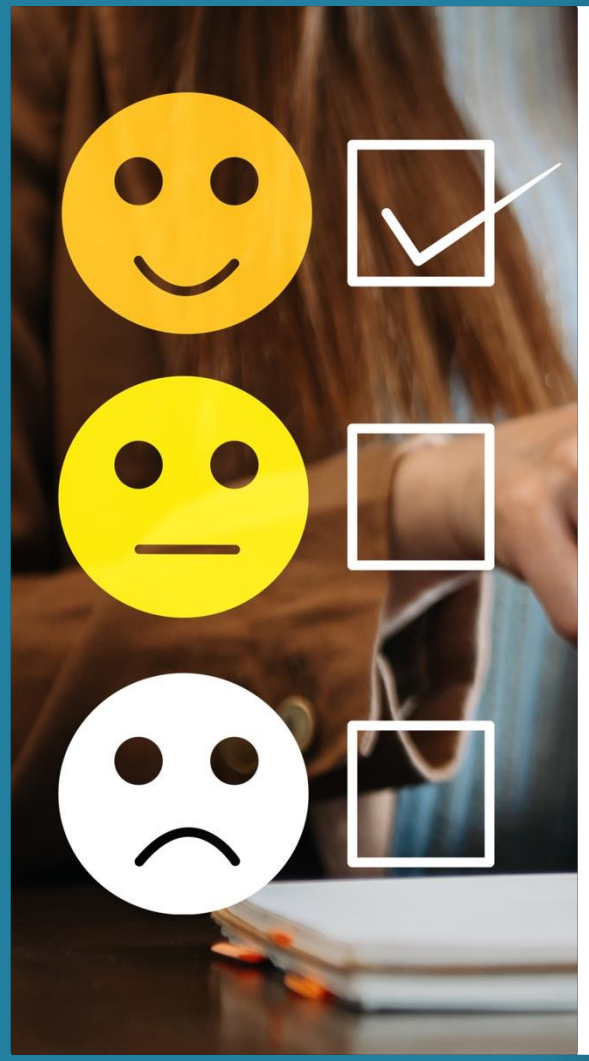
Direct evidence is used to determine whether students met the program's established competency expectations or proficiency targets.

02 Add Context

Indirect evidence captures how students perceive their preparation, experiences, or development related to those competencies.

03 Look for Patterns

Comparing the two can show where the evidence aligns, where it tells a different story, and what may need further investigation.



What Makes a Survey Strong

1. Keep it short enough that students will finish it
2. Build it into a student touchpoint that already exists
3. Ask about your actual competencies, services, and experiences
4. Ask one thing at a time
5. Report results in a way that lets you see patterns over time

Rewriting Survey Items

Technology Support

Criterion 4.1

Instead of:
Technology support was good.

→

Ask: When I had a technology problem, I was able to get help in time to keep up with my work.

Academic Advising

Criterion 4.2

Instead of:
I was satisfied with academic advising.

→

Ask Two Questions: I had access to academic advising when I needed it.

AND

My advisor helped me plan a realistic path to completing the program

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Hard to Interpret

I am confident in my healthcare finance skills.



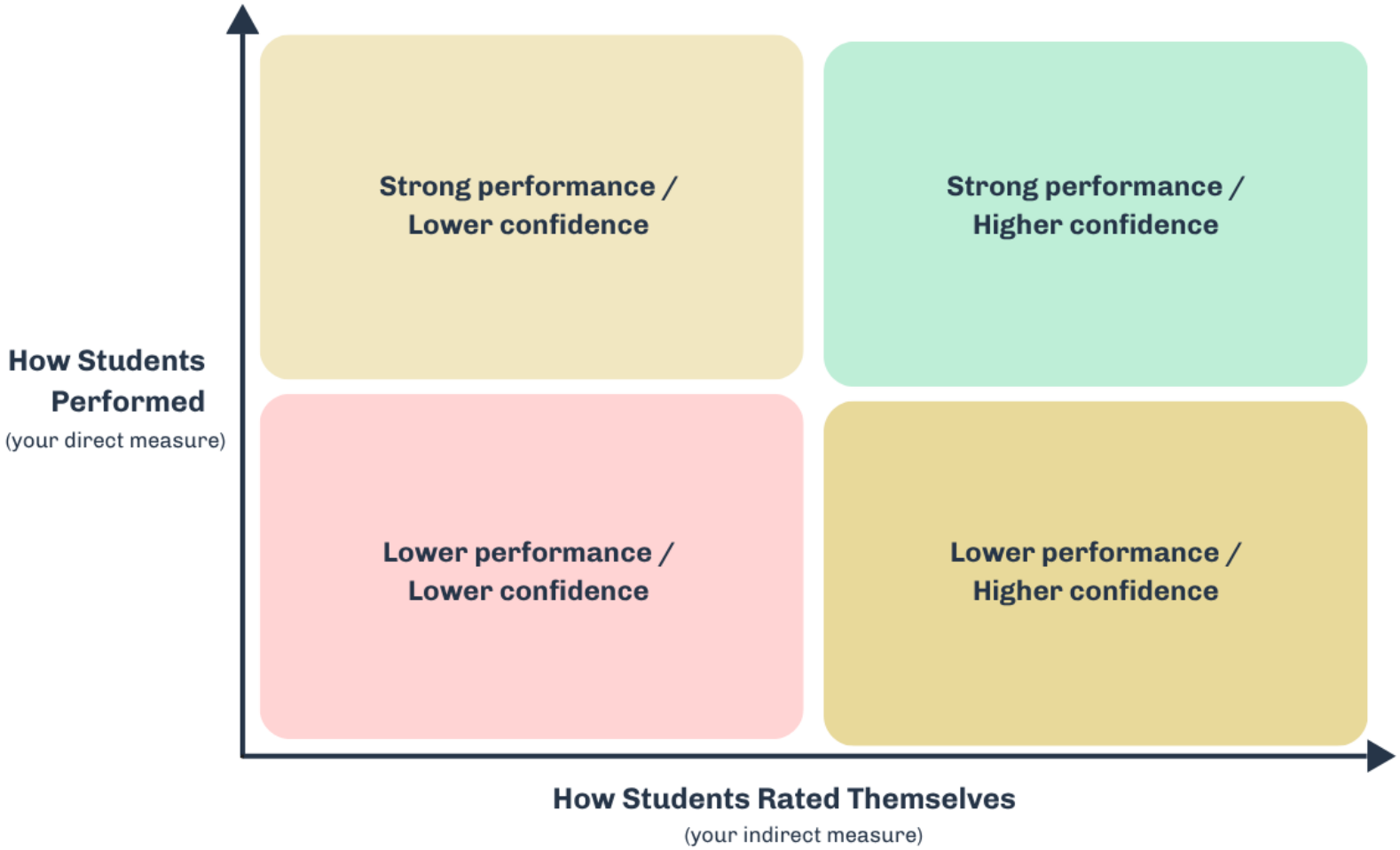


More Useful

I can build an operating budget for a department and explain the assumptions behind it.

Two Measures Together

- Agreement builds confidence
- A difference gives you something to investigate



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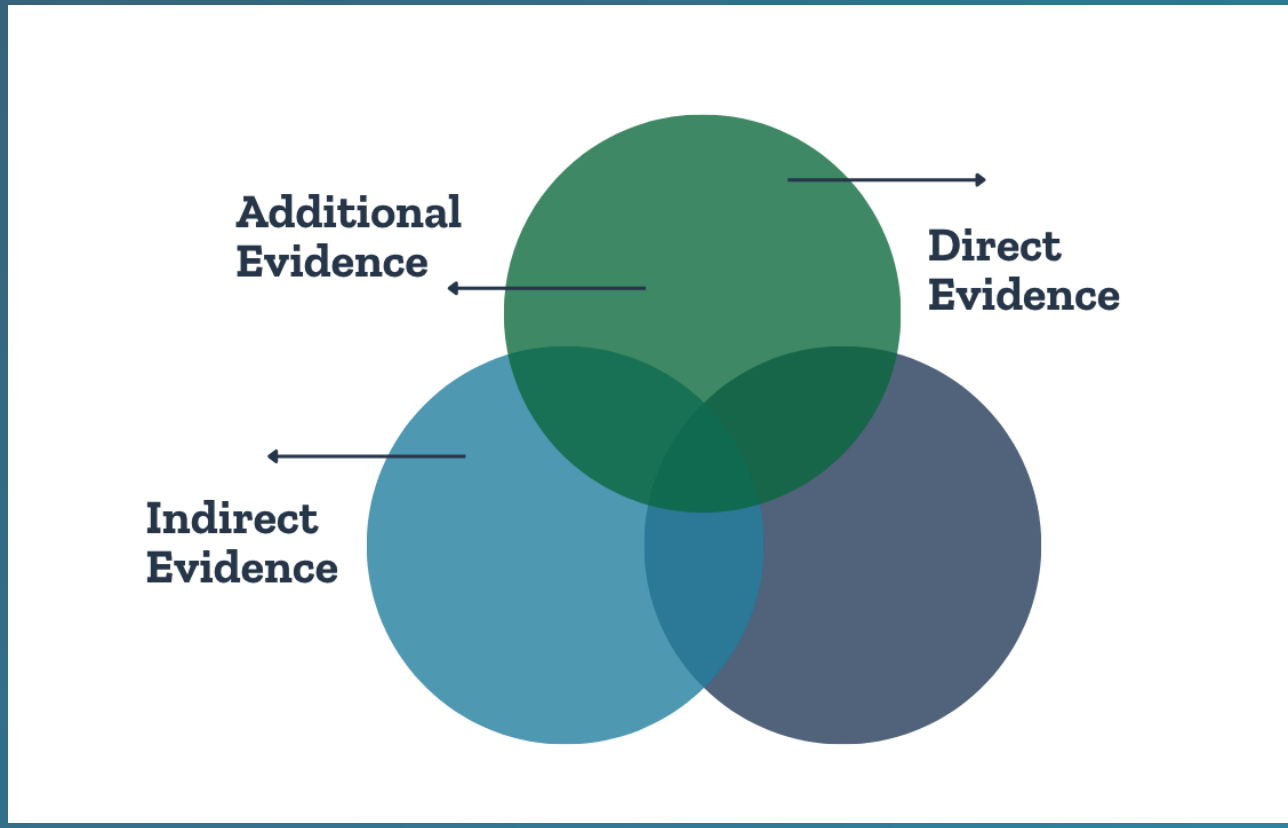
Third Source of Evidence

Before you act, ask: What else should I see if this explanation is right?

Check a third source you may already have:

- Final integrative assessment rubric results
- Competency-to-curriculum map
- Student evaluations of course effectiveness
- Preceptor or practicum feedback

The goal: confirm your interpretation before deciding what to change.



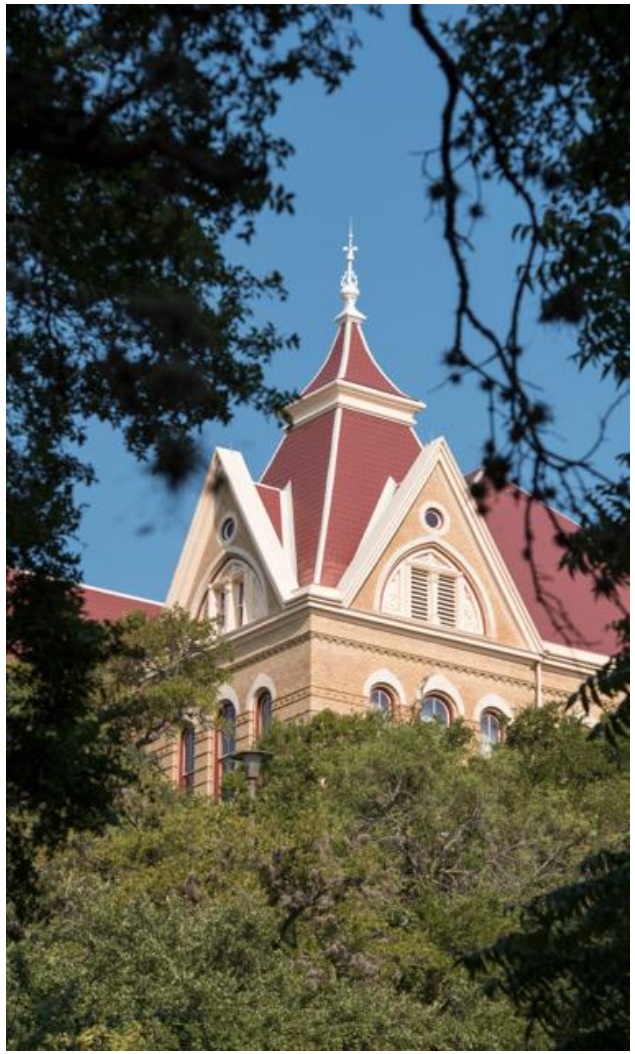
TEXAS STATE UNIVERSITY
Healthcare Administration

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A 10-YEAR PARTNERSHIP

Why Peregrine Global Services?

- Direct Assessment Solution
- Objective & Unbiased Questions
- Comparison Benchmark
- Database Representative of the SOHA MHA Competency Model
- User-Friendly Reporting Dashboard
- Customer-Oriented





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DIRECT INDIRECT

Integrated Use of Direct and Indirect Assessments

CAHME Criterion 2.2-2.3 (2026)

01 Pre-Program Baseline Assessment (PGS)

02 Self-Assessment on Competencies in the Competency Assessment Tool (CAT) of the Leadership Portfolio

03 Canvas Outcomes/Competencies Aligned with Rubric Scoring on Key Deliverables

04 Mid-Program CAT and Advising

05 Program Comprehensive Exam – Part 1 (PGS) and Part 2 (TXST Faculty)

06 Final Residency and End-of-Program Project Feedback via Canvas Outcomes and Stakeholder Surveys

Pre-Program Direct Assessment

Peregrine's Individual Results Report and Student's Pre-Program Results

PEREGRINE REPORT: ALL STUDENTS

SENT TO EACH STUDENT

Topic	Student 1	Student 2	Student 3	S. Sample	CAT
Communication Skills	80	70	60	80	2
Financial Management	70	60	60	60	1
General Management	70	50	50	60	1
Governance	80	50	40	70	2
Healthcare Systems and Organizations	60	80	100	80	2
Human Resource Management	80	80	50	80	2
Information Management	50	90	80	70	2
Leadership Skills and Behavior	40	60	60	70	2
Managing Change	60	50	90	80	2
Marketing	60	60	90	70	2
Organizational Climate and Culture	60	60	80	90	2
Quality Improvement	70	60	70	60	1
Quantitative Methods	70	70	50	40	0
Relationship Management	90	60	80	80	2
Risk Management	70	80	70	90	2
Strategic Planning	70	60	80	90	2
The Legal Environment of Healthcare Administration	60	70	50	80	2
The Patient's Perspective	70	70	70	70	2
FINAL SCORE	**67.22**	**65.56**	**68.33**	**73.33**	

Converting Scores for the CAT

2	70% or higher in a topic
1	50-69% in a topic
0	Less than 50% in a topic

Subscores for the CAT

Personal and Professional Accountability	**62**
Strategic Planning & Marketing	**80**

Students' Competency Self-Assessment

Using Peregrine's Baseline Assessment (Indirect Assessment Integrating Direct Assessment Data)

Competency	Pre-Program Self-Assessment	Pre-Program Baseline (PGS)
COMMUNICATION & RELATIONSHIP MANAGEMENT		
Relationship Management	2	2
Communication Skills: Verbal & Written	3	2
Graduate Level and Professional Writing	2	N/A
LEADERSHIP		
Leadership Skills & Behavior	3	2
Managing Change	1	2
Operational Climate & Culture	2	2
PROFESSIONALISM		
Personal & Professional Accountability	2	1
KNOWLEDGE OF THE HEALTHCARE ENVIRONMENT		
Patient's Perspective	3	2
Management of Personnel	1	2
Community & the Environment	0	N/A
BUSINESS SKILLS & KNOWLEDGE		
Financial Management	2	1
Quantitative Analysis	0	0
Critical Thinking	2	N/A
Strategic Planning & Management	1	2

1. **Pre-Program**
   Competency self-assessment and PGS baseline
2. **Courses**
   HA 5300, HA 5335, and HA 5321
3. **Mid-Program**
   Competency self-assessment
4. **Post-Course**
   Competency self-assessment
5. **Comp Exam**
   Part I and Part II, scored by the program director

Scale: 1 = **Novice 1** · 2 = **Novice 2** · 3 = **Competent 1** · 4 = **Competent 2** · 5 = **Expert** · N/A = Not covered on the PGS assessment

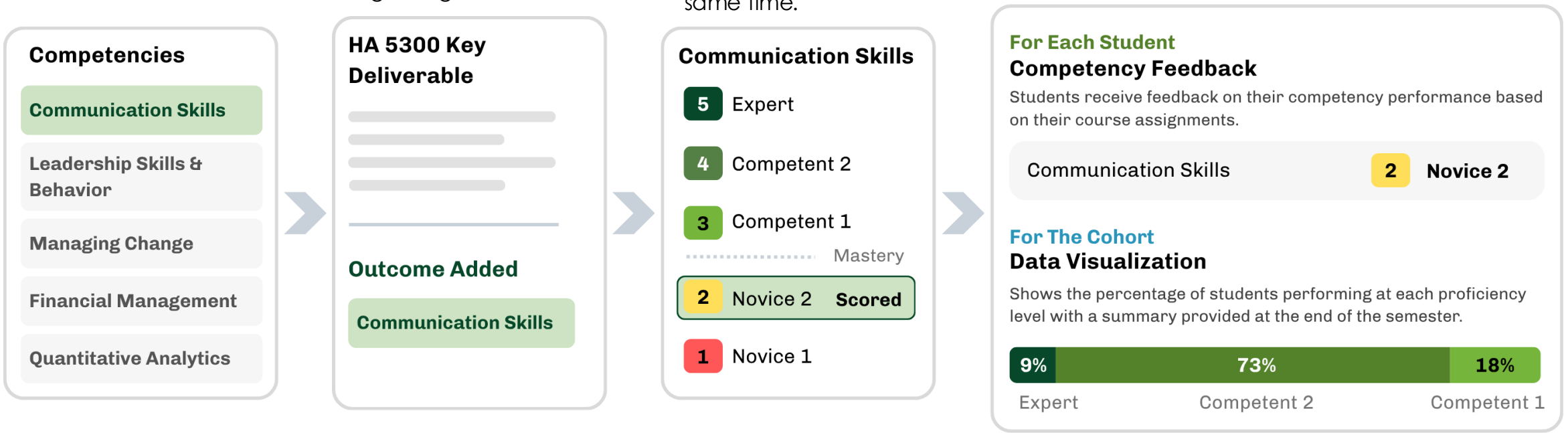
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Creation & Use of Canvas Outcomes Library for Competency Alignment & Tracking

Canvas Outcomes Library
Program competencies are established as outcomes in Canvas.

Align Outcomes to Assignments
Faculty align the competencies measured by each assignment with its grading rubric.

Assess Competency Performance
Faculty grade assignments and assess the aligned competencies at the same time.



Students' Competency Self-Assessment

Mid-Program (Indirect Assessment)

Competency	Pre-Program Self-Assessment	Pre-Program Baseline (PGS)	Mid-Program Self-Assessment
COMMUNICATION & RELATIONSHIP MANAGEMENT			
Relationship Management	2	2	3
Communication Skills: Verbal & Written	3	2	3
Graduate Level and Professional Writing	2	N/A	3
LEADERSHIP			
Leadership Skills & Behavior	3	2	3
Managing Change	1	2	2
Operational Climate & Culture	2	2	3
PROFESSIONALISM			
Personal & Professional Accountability	2	1	2
KNOWLEDGE OF THE HEALTHCARE ENVIRONMENT			
Patient's Perspective	3	2	3
Management of Personnel	1	2	3
Community & the Environment	0	N/A	2
BUSINESS SKILLS & KNOWLEDGE			
Financial Management	2	1	2
Quantitative Analysis	0	0	2
Critical Thinking	2	N/A	3
Strategic Planning & Management	1	2	2

1. **Pre-Program**
   Competency self-assessment and PGS baseline
2. **Courses**
   HA 5300, HA 5335, and HA 5321
3. **Mid-Program**
   Competency self-assessment
4. **Post-Course**
   Competency self-assessment
5. **Comp Exam**
   Part I and Part II, scored by the program director

Scale: 1 = Novice 1 · 2 = Novice 2 · 3 = Competent 1 · 4 = Competent 2 · 5 = Expert · N/A = Not covered on the PGS assessment

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Comprehensive Exam Results in the CAT

Part I (PGS) and Part II (Faculty Case Studies), Direct Assessment

Competency	Pre-Program Self-Assessment	Pre-Program Baseline (PGS)	Mid-Program Self-Assessment	Comp Exam Part I (PGS)	Comp Exam Part II (Faculty)
COMMUNICATION & RELATIONSHIP MANAGEMENT					
Relationship Management	2	2	3	2	4
Communication Skills: Verbal & Written	3	2	3	2	4
Graduate Level & Professional Writing	2	N/A	3	N/A	4
LEADERSHIP					
Leadership Skills & Behavior	3	2	3	2	4
Managing Change	1	2	2	2	3
Operational Climate & Culture	2	2	3	2	3
PROFESSIONALISM					
Personal & Professional Accountability	2	1	2	2	4
KNOWLEDGE OF THE HEALTHCARE ENVIRONMENT					
Patient's Perspective	3	2	3	2	5
Management of Personnel	1	2	3	2	3
Community & the Environment	0	N/A	2	N/A	4
BUSINESS SKILLS & KNOWLEDGE					
Financial Management	2	1	2	2	3
Quantitative Analysis	0	0	2	2	3
Critical Thinking	2	N/A	3	N/A	3
Strategic Planning & Management	1	2	2	2	4

Scale: 1 = Novice 1 · 2 = Novice 2 · 3 = Competent 1 · 4 = Competent 2 · 5 = Expert · N/A = Not covered on the PGS assessment

1. **Pre-Program**
   Competency self-assessment and PGS baseline
2. **Courses**
   HA 5300, HA 5335, and HA 5321
3. **Mid-Program**
   Competency self-assessment
4. **Post-Course**
   Competency self-assessment
5. **Comp Exam**
   Part I and Part II, scored by the program director

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Comp Exam: Part 2

Two Mini Case Studies

- Between the two cases, every competency in the model is covered.
- Graduate-level and professional writing and critical thinking are assessed here.
- Faculty assess and score both cases using a Canvas rubric.

Competency	Case 1 Finance/Quant Analysis	Case 2 Org Culture & Behavior, Policy, and Ethics
COMMUNICATION & RELATIONSHIP MANAGEMENT		
Relationship Management		✓
Communication Skills: Verbal & Written		✓
Graduate Level & Professional Writing	✓	✓
LEADERSHIP		
Leadership Skills & Behavior		✓
Managing Change	✓	✓
Operational Climate & Culture		✓
PROFESSIONALISM		
Personal & Professional Accountability	✓	✓
KNOWLEDGE OF THE HEALTHCARE ENVIRONMENT		
Patient's Perspective		✓
Management of Personnel		✓
Community & the Environment		✓
BUSINESS SKILLS & KNOWLEDGE		
Financial Management	✓	
Quantitative Analysis	✓	
Critical Thinking	✓	✓
Strategic Planning & Management	✓	

End-of-Program Self-Assessment

Residency or Practicum (Indirect Assessment)

Competency	Pre-Program Self-Assessment	Pre-Program Baseline (PGS)	Mid-Program Self-Assessment	Comp Exam Part I (PGS)	Comp Exam Part II (Faculty)	Residency or Practicum End
COMMUNICATION & RELATIONSHIP MANAGEMENT						
Relationship Management	2	2	3	2	4	3.5
Communication Skills: Verbal & Written	3	2	3	2	4	4
Graduate Level & Professional Writing	2	N/A	3	N/A	4	3
LEADERSHIP						
Leadership Skills & Behavior	3	2	3	2	4	3.5
Managing Change	1	2	2	2	3	3
Operational Climate & Culture	2	2	3	2	3	3
PROFESSIONALISM						
Personal & Professional Accountability	2	1	2	2	4	4
KNOWLEDGE OF THE HEALTHCARE ENVIRONMENT						
Patient's Perspective	3	2	3	2	5	4
Management of Personnel	1	2	3	2	3	3.5
Community & the Environment	0	N/A	2	N/A	4	4
BUSINESS SKILLS & KNOWLEDGE						
Financial Management	2	1	2	2	3	3
Quantitative Analysis	0	0	2	2	3	3
Critical Thinking	2	N/A	3	N/A	3	4
Strategic Planning & Management	1	2	2	2	4	3.5

Scale: 1 = Novice 1 · 2 = Novice 2 · 3 = Competent 1 · 4 = Competent 2 · 5 = Expert · N/A = Not covered on the PGS assessment

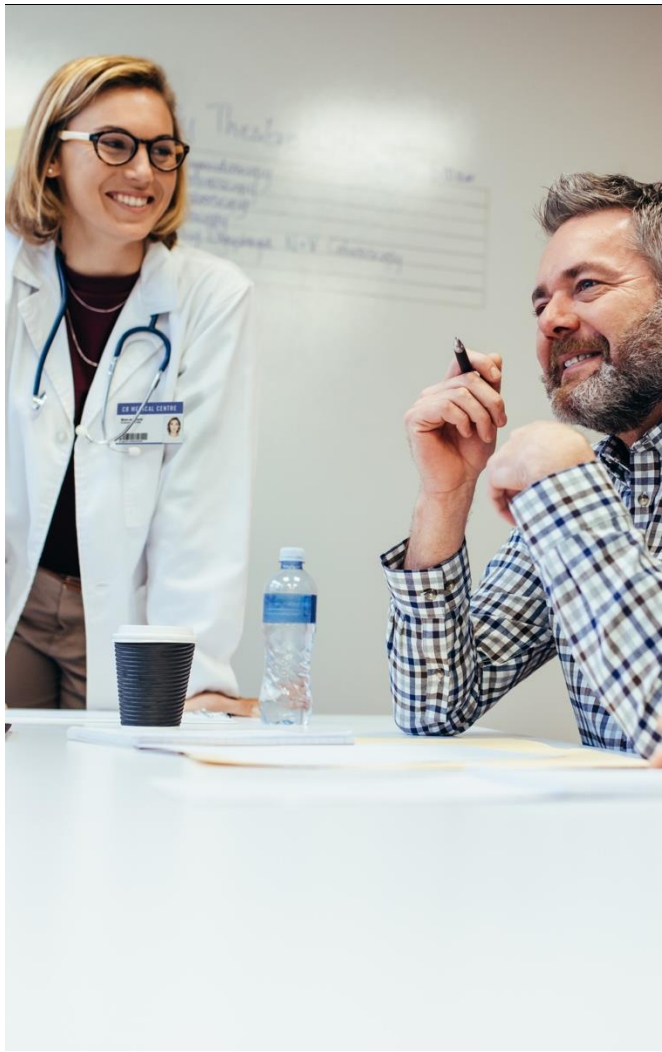
Direct and Indirect Assessments Used in TXST MHA Program Variants

CAHME Criteria 2.2, 2.3, 3.3-3.4 (2/18/2026)

Direct Assessments	Indirect Assessments
Pre-Program Baseline Assessment (Peregrine Global Services (PGS)	Competency Self-Assessment (CAT) and Leadership Portfolio – Initial, Mid-Program, and Final Program
Canvas Competency Outcomes – Aligned with Key Deliverables and Rubrics	
MHA Comprehensive Exam - Part 1 (PGS)	Stakeholder Surveys – Advisory Board, Faculty, Students, Alumni, and Preceptors/Mentors
MHA Comprehensive Exam - Part 2 Mini-Case Studies	Peregrine Global Services Embedded Student Self-Assessment - In Pilot

Our Competency-Related Questions

- What are the most critical competencies for our emerging healthcare leaders?
- How many competencies are appropriate?
- How are our students performing on the critical competencies?
- How do they perceive their competency attainment?



Stakeholder Input on Most Critical Skills (Standard 3.3)

Both groups ranked the same three skills highest in each separate question.

Survey Question 1

Ranked 1 to 10	Advisory	Faculty
Relationship Management	1	3
Communication Skills: Verbal & Written	2	2
Leadership Skills & Behavior	3	1
Managing Change	4	6
Personal and Professional Accountability	5	5
Operational Climate and Culture	6	7
Communicating Vision	7	4
Facilitation & Negotiation	8	8
Professional Development & Lifelong Learning	9	9
Contributions to Community & Profession	10	10

Survey Question 2

Ranked 1 to 10	Advisory	Faculty
Management of Personnel	1	2
Patient's Perspective	2	1
Financial Management	3	3
Strategic Planning and Management	4	4
Quantitative Analysis	5	10
Community and the Environment	6	5
Organizational Dynamics & Governance	7	7
Quality Improvement	8	6
Risk Management	9	9
The Legal Environment of Healthcare Administration	10	8

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Distilled Competency Model to 14 Competencies

with Comp Exam Part 1 (PGS) and Part 2 (Case) Assessment & Evidence

2024-25 Advisory Board and Faculty Feedback (CAHME Criterion 3.3, 2/18/2026)

Communication & Relationship Management	Leadership	Professionalism	Knowledge of the Healthcare Environment	Business Skills & Knowledge
Relationship Management (PGS)	**Leadership Skills & Behavior** (PGS)	**Personal & Professional Accountability** (PGS, Subscores Across Topics)	**Patient's Perspective** (PGS)	**Financial Management** (PGS)
Communication Skills: Verbal & Written (PGS)	**Managing Change** (PGS)		**Management of Personnel** (PGS, HR Management)	**Quantitative Analysis** (PGS, Quantitative Methods)
Graduate-Level and Professional Writing (Quality, Depth, Breadth, and GCSP & APA) **Comp Exam Part 2**	**Operational Climate & Culture** (PGS)		**Community & the Environment** (PGS, Qual Imp & Risk Mgt)	**Critical Thinking** Comp Exam Part 2
				Strategic Planning & Management (PGS, Marketing + Strategic Planning)

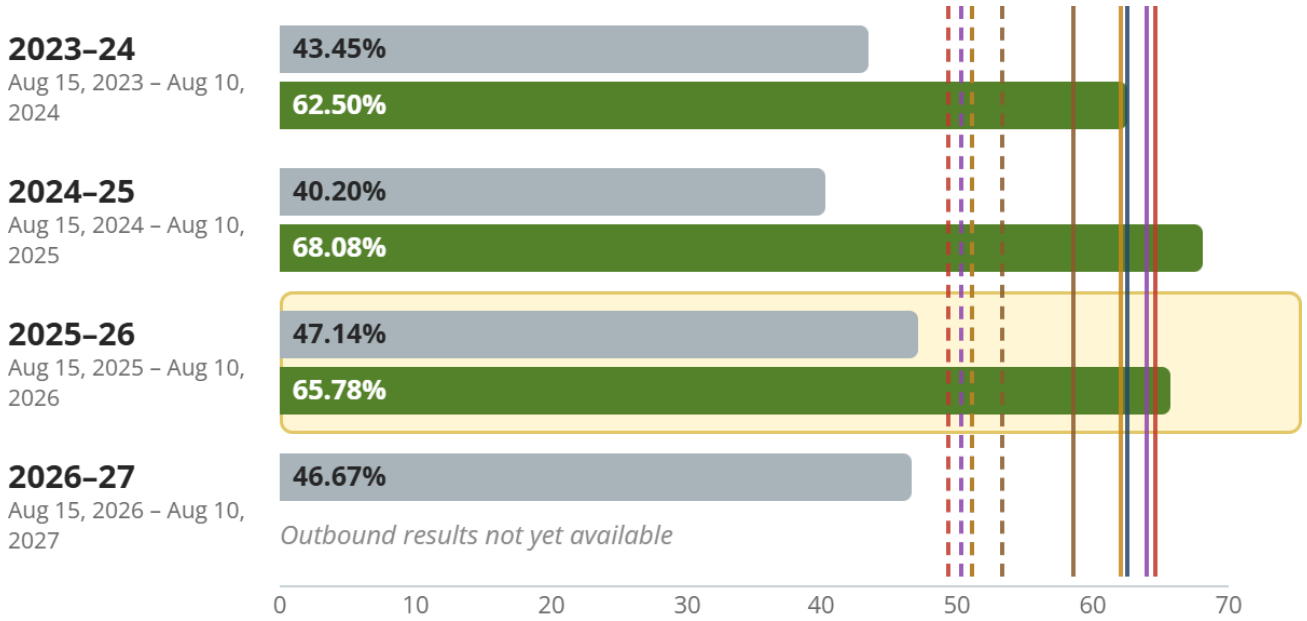
Went from 27 to 14 competencies

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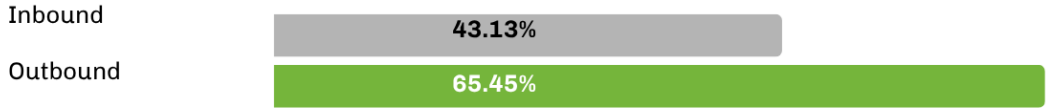
Direct Assessment (PGS Reporting)

Longitudinal Analysis Report

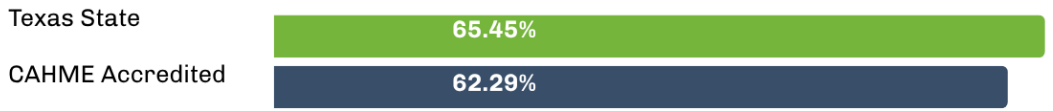
Outbound results dipped from 68.08% in 2024–25 to 65.78% in 2025–26.



Inbound compared with outbound

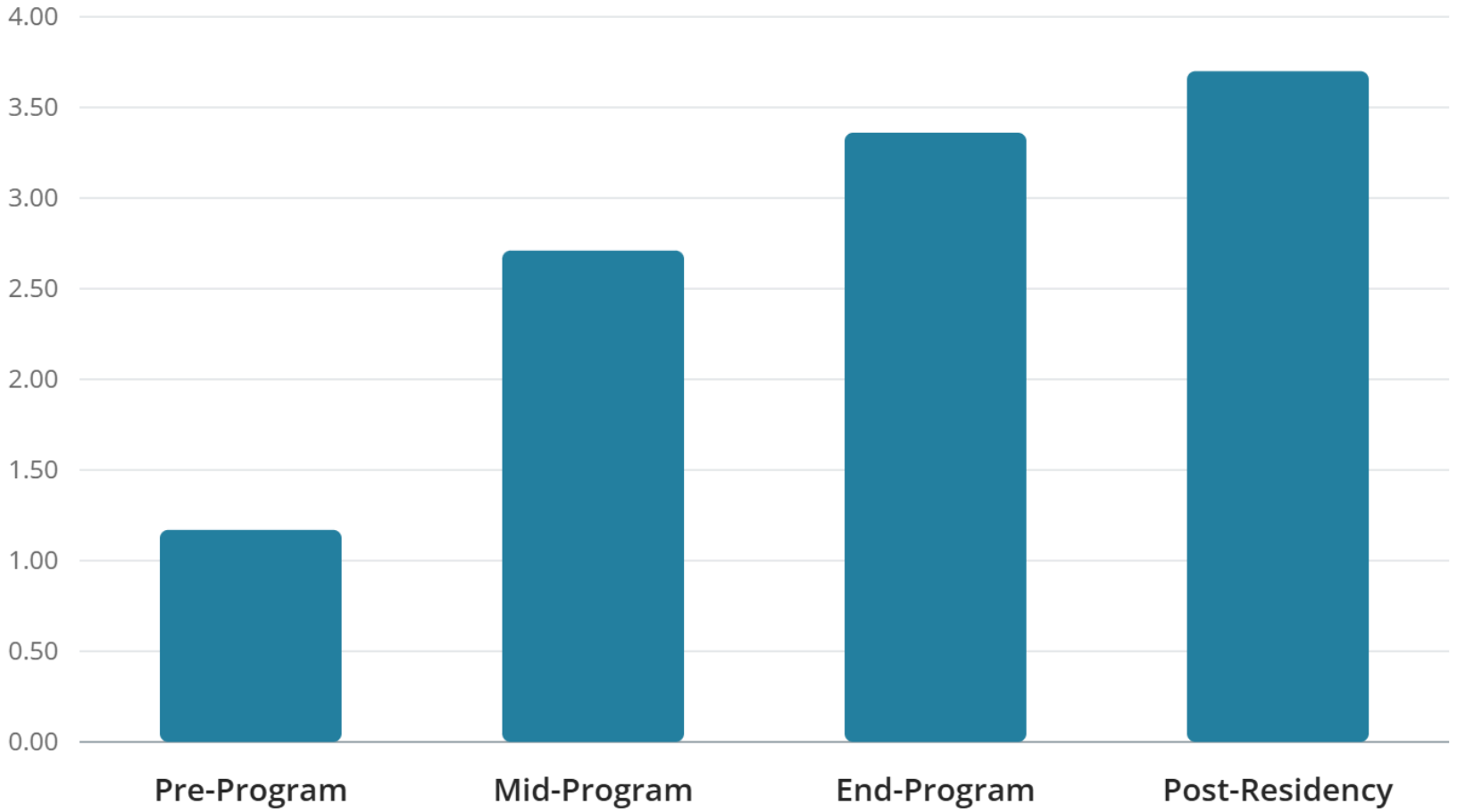


Outbound compared with aggregate

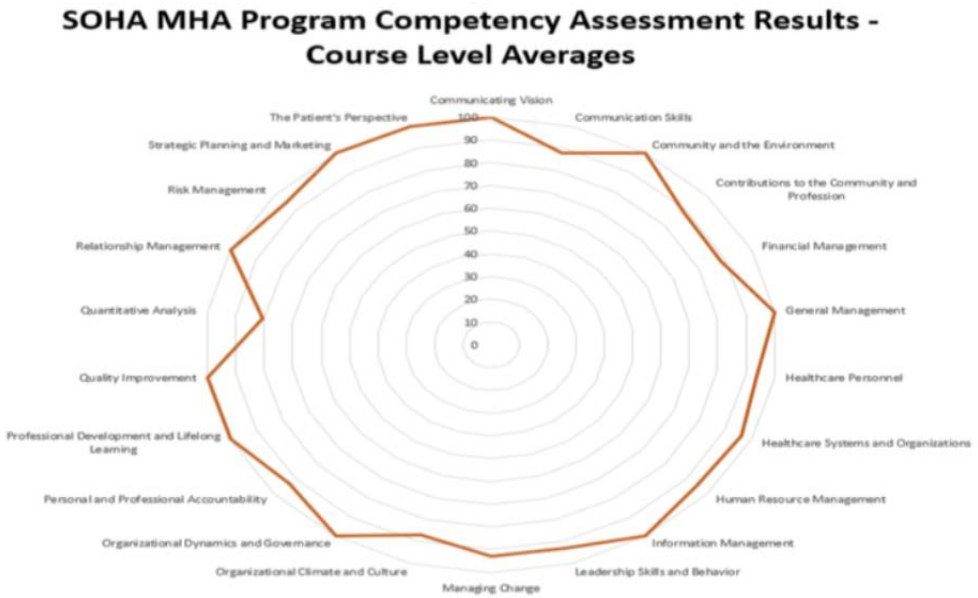


Selected Aggregate Pool	Inbound	Outbound
CAHME Accredited	50.85%	**62.29%**
Master Healthcare Administration	50.91%	**61.84%**
Publicly Owned University	50.07%	**63.81%**
SACSCOC	49.17%	**64.42%**
Traditional/Campus-Based Delivery	53.12%	**58.38%**

Self-Assessment: Leadership Portfolio with Competency Assessment Tool (CAT)



PIC Application



Reporting from Canvas Outcomes and Faculty Course Assessments
(Using 1–5 Competency Model Scale)

PIC Step	Quantitative Analysis	Financial Management
Data Gathering and Analysis	TxState SOHA EMHA/MHA competency assessment analysis (APR, spring 2025)	
Identify the Opportunity	Competency attainment for Quantitative Analysis	Competency attainment for Financial Management
Plan Actions	Review of course deliverables used to assess competency outcomes and teaching methods to improve coverage of Quantitative Analysis in mapped EMHA/MHA course(s)	Review of course deliverables used to assess competency outcomes and teaching methods to improve coverage of Financial Management in mapped EMHA/MHA course(s)
Set SMART Targets		
Baseline	80.73% of spring 2025 EMHA/MHA students met or exceeded this competency in their course(s)	88.35% of spring 2025 EMHA/MHA students met or exceeded this competency in their course(s)
Specific and Measurable Target	90% of EMHA/MHA students will meet or exceed this competency in their course(s)	
Relevance	Quantitative Analysis is an EMHA/MHA competency categorized under the Business Knowledge & Skills domain of the EMHA/MHA competency model	Financial Management is an EMHA/MHA competency categorized under the Business Knowledge & Skills domain of the EMHA/MHA competency model
Starting Date	8/25/25	
Target Completion Date	May 2026	
Owner and Participants	EMHA and Traditional MHA Program Directors and Primary Teaching Faculty	

Where Does the Improvement Belong?

Once you understand the finding, the next step is deciding where the change should happen.

- Is the issue with what we expect students to learn?
- How they learn and practice it?
- Or the support around their experience?



01 **Competency Model Criterion 2.3**

Is the competency itself, its definition, or the proficiency target the issue?

02 **Curriculum Criterion 3.4**

Is the competency appropriate, but students need more opportunities to learn, practice, or apply it?

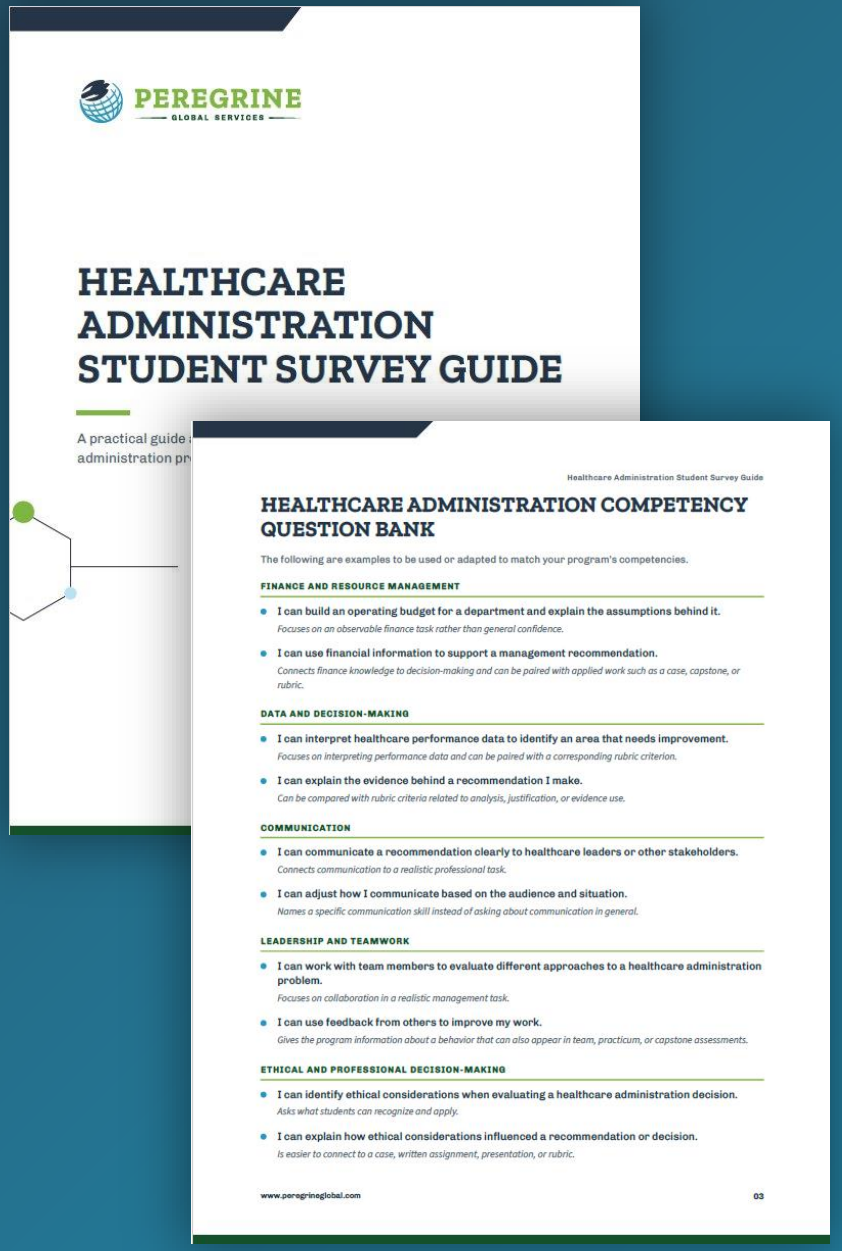
03 **Student Success / Program Support Criteria 4.1–4.4**

Is the issue related to advising, resources, career support, or another part of the student experience?

Take This Back to Your Program

Start with three questions:

- What indirect evidence are we already collecting?
- Does it connect to our competencies and improvement decisions?
- What 5–10 questions would give us better evidence next cycle?



Contact Us

Our objective is to be your thought-partner in education and quality. Reach out to us to schedule a meeting with a member of our team.

Contact Information

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