



WILLIAM WOODS
UNIVERSITY

**Healthcare Administration Annual Assessment
2017-2018**

ANNUAL ASSESSMENT 17-18

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Graduate Annual Assessment 17-18

Healthcare Administration

Program Profile

Program Mission

The mission of the business programs of William Woods University are to provide a quality learning environment that empowers students to succeed in their professional endeavors and/or to continue their education.

Program Demographics

Total Enrollment 2016-2017

Total Enrollment 2017-2018

39

Incoming Students 2016-2017

Incoming Students 2017-2018

39

Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research
MHA.xlsx*

Reflection on Demographic Data

Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

The MHA is a new program and is yet to graduate it's first students. As more data becomes available we will have a better view of persistence and graduation rates within the pgoram and optimal enrollment across courses and the program itself.

Program Delivery

Cohort
Online (selected)
Hybrid
Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes
No (selected)

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

N/A

Program Objectives

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
MHA.1	Analyze ethical and legal issues in healthcare administration policies and develop recommendations for improvement.
MHA.2	Demonstrate a working knowledge of current healthcare technology.
MHA.3	Evaluate a healthcare facilities' culture and underlying structure to develop effective management and leadership strategies.
MHA.4	Create sound healthcare marketing strategies based on analysis of various types of healthcare consumers.
MHA.5	Analyze the effects of decisions made by healthcare administrators on the financial position of the facility.
MHA.6	Based on the student's practicum experiences, create a thesis or capstone project that demonstrates the culmination of the courses required for the healthcare administration degree.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

MHA Curriculum Map

	BMT 505	BMT 519	BMT 527	BMT 540
MHA.1 Analyze ethical and legal issues in healthcare administration policies and develop recommendations for improvement.	R	R, A	R	R
MHA.2 Demonstrate a working knowledge of current healthcare technology.	R			
MHA.3 Evaluate a healthcare facilities' culture and underlying structure to develop effective management and leadership strategies.	R			R, A
MHA.4 Create sound healthcare marketing strategies based on analysis of various types of healthcare consumers.	R			
MHA.5 Analyze the effects of decisions made by healthcare administrators on the financial position of the facility.	R			
MHA.6 Based on the student's practicum experiences, create a thesis or capstone project that demonstrates the culmination of the courses required for the healthcare administration degree.				

Assessment Findings

Assessment Findings for the Assessment Measure level for MHA Curriculum Map

MHA.1 Analyze ethical and legal issues in healthcare administration policies and develop recommendations for improvement.				
Assessment Measures				
BMT 519				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Students will score an 80% or above on this assignment. been met yet? Not met	Data was not available at the time this assessment was completed.		<ul style="list-style-type: none"> - Revise Assignment for Assessment: The course assignment needs to be reassessed to ensure it is sufficient for program assessment. - Curriculum Revision: The MHA program underwent a revision to better align the program with the needs of students and the mission of the University. This includes a revision of courses and program outcomes.

				- Revision of Program Objectives: Program objectives have been updated to reflect the program/course revisions.
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MHA.3 Evaluate a healthcare facilities' culture and underlying structure to develop effective management and leadership strategies.

Assessment Measures

BMT 540				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Students will score an 80% or above on this assignment. been met yet? Not met	Data was not available at the time this assessment was completed.		<ul style="list-style-type: none"> - Revise Assignment for Assessment: This assignment needs to be reviewed to ensure it is sufficient to provide an assessment of program outcomes. - Curriculum Revision: The MHA program underwent a curriculum revision to better align the program with student needs and the mission of the University. - Revision of Program Objectives: Program objectives have been updated to reflect changes in the program/courses.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

MHA.1 Analyze ethical and legal issues in healthcare administration policies and develop recommendations for improvement.

Improvement Narrative	BMT 519	
	Improvement Type	Summary
	Revise Assignment for Assessment	The course assignment needs to be reassessed to ensure it is sufficient for program assessment.
	Curriculum Revision	The MHA program underwent a revision to better align the program with the needs of students and the mission of the University. This includes a revision of courses and program outcomes.

	Revision of Program Objectives	Program objectives have been updated to reflect the program/course revisions.
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MHA.3 Evaluate a healthcare facilities' culture and underlying structure to develop effective management and leadership strategies.		
Improvement Narrative	BMT 540	
	Improvement Type	Summary
	Revise Assignment for Assessment	This assignment needs to be reviewed to ensure it is sufficient to provide an assessment of program outcomes.
	Curriculum Revision	The MHA program underwent a curriculum revision to better align the program with student needs and the mission of the University.
	Revision of Program Objectives	Program objectives have been updated to reflect changes in the program/courses.

Assessment List

Program Activities

Student Accomplishments

This is a new program in its first year of offering. Data is unavailable at this time. The SBT is currently seeking a full-time MHA Program Manager to supervise this program and once this individual is in place, data such as this will be compiled.

Faculty Accomplishments

This is a new program in its first year. Data is unavailable at this time. The SBT is currently seeking a full-time MHA Program Manager to supervise this program and once this individual is in place, data such as this will be compiled.

Alumni Accomplishments

Recent graduates only

As a new program, students are yet to graduate from the program.

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

Faculty teaching in this program had two opportunities to attend professional development on the home campus in Fulton, Missouri during the academic year. Additionally, they had the opportunity to view these meetings by video if they were unable to attend in person.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric:

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input checked="" type="checkbox"/> Learning outcomes are not routinely assessed. <input checked="" type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>
Actions to Improve Learning and Assessment	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>

Additional Comments: