Healthcare Administration Annual Assessment 2018-2019

Healthcare Administration Annual Assessment

Program Profile

Program Mission

The mission of business programs at William Woods University are to provide a quality learning environment that empowers students to succeed in thier professional endeavors.

Program Demographics

Total Enrollment 2018-2019

67

Total Enrollment 2017-2018

39

Incoming/Transfer Students 2018-2019

18

Incoming/Transfer Students 2017-2018

20

Concentrations 2018-2019
If your program contains concentrations, or an emphasis area, please list the concentrations and the number of students identified within each concentration.

NA

Graduating Students

Total Graduated 2017-2018

/

Total Graduated 2016-2017

/

Programm Assessment Data Sheet
Upload the Assessment Data sheet from Institutional Research

Reflection on Demographic Data
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The MHA is in its second year and is yet to graduate its first students. As more data becomes available we will have a better view of presistence and graduation rates within the program and optimal enrollment across courses and the program itself.

The program has almost doubled in size from last year which is a good indication of future growth and health of the program.

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.

NA

Marketing Materials
Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Marketing materials have been updated to reflect revisions in the program that were made over the past eight months. We hope that changes in the program will attract more students who currently work in the health industry.

Marketing Attachments

MHA.docx
Master_of_Health_Administration_Fact_Sheet_2018.docx

Faculty Teaching
Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

Current faculty teaching in the program are adjunct listed below. All are credentialed to teach in the MHA program and hold doctoral degree and have professional experience in healthcare and health administration.

Wendy Harrington, 7 courses taught in the past year.

Becky Stocker, 8 courses taught in the past year.

William Wells, 6 courses taught in the past year.

Mountasser Kadrie, 4 courses taught in the past year.

Casey Berndt, 5 courses taught in the past year.

The program will be adding additional adjunct faculty to the teaching pool and is currently seeking a full-time program manager.

Faculty Load Attachment
If you want to attach the load document you can do that here.

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 2018.1	Analyze ethical and legal issues in health adminsitration policies and develop recommendations for improvement.
MHA 2018.2	Evaluate a health organization's culture and underlying structure to develop effective management and leadership strategies.
MHA 2018.3	Analyze the effects of decisions made by healthcare administrators on the financial position of a health organization.
MHA 2018.4	Utilize concepts and theories to drive decision-making and increase organizational effectiveness.

Curriculum Map

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

Health Administration

	HLT 505	HLT 519	HLT 527	HLT 540	BUS 542	HLT 541	BUS 560	HLT 583	HLT 592	HLT 598
MHA 2018.1 Analyze ethical and legal issues in health adminsitration policies and develop recommendations for improvement.	I	R	R	R				M	M	A
MHA 2018.2 Evaluate a health organization's culture and underlying structure to develop effective management and leadership strategies.	I		R					M	M	A
MHA 2018.3 Analyze the effects of decisions made by healthcare administrators on the financial position of a health organization.	I				I				M	A
MHA 2018.4 Utilize concepts and theories to drive decision-making and increase organizational effectiveness.	I						R	M	M	A

Assessment Findings

Assessment Findings for the Assessment Measure level for Health Administration

MHA 2018.1 Analyze ethical and legal issues in health adminsitration policies and develop recommendations for improvement.				
Assessment Measures				

HLT 598				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will score an 80% or better on their final project as evaluated by their course instructor. been met yet? Not met	Students have yet to reach this capstone course so data is not currently available.		
Indirect - External Evaluation	Has the criterion Students will score at or above the national average on the Peregrine examination. been met yet?	Students have yet to reach this capstone course so data is not currently available.		

Not met			

MHA 2018.2 Evaluate a health organization's culture and underlying structure to develop effective management and leadership strategies.

Assessment Measures

HLT 598				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
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MHA 2018.3 Analyze the effects of decisions made by healthcare administrators on the financial position of a health organization.

Assessment Measures

HLT 598				
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MHA 2018.4 Utilize concepts and theories to drive decision-making and increase organizational effectiveness.				
Assessment Measures				

HLT 598				
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Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The program was revised this year which has led to a change in assessment processes. Further refinement of that process will be carried out as we sunset the older catalog courses and develop better assessment tools for the current program.

This program will not seek ACBSP accreditation so we need to consider the cost/benefit for continuing to utilize the Peregrine examination or creating a different form of evaluation testing for this program.

The program has not had a dedicated program manager for the past year which has limited time available to develop a robust assessment process. Of immediate concern was revising the program to eliminate issues in curriculum design, student requirements and an unmanageable "thesis" process, Now that these issues have been resolved, we are in a position to focus on best practices in assessment for this program.

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

No special accomplishments to report.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature

No special accomplishments to report.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

The first graduates from this program were in April of 2019.

Professional Development Opportunities

- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

There are two opportunities for adjunct faculty to complete professional development on campus each year. They can also review archived information through Owlnet to maintain their professional development.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

	Assessment is Below Expectations	Assessment Meets the Expectations of the University	Assessment Reflects Best Practices	NA
Mission Statement Clearly Articulated	The mission statement is minimal at best.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	N/A
Reflection on Demographic Data	The program does not reflect on retention/graduation data in a detailed way.	The program provides a basic reflection/graduation on the retention data provided.	The program provides a detailed description on the retention numbers. The program provides new ideas on to improve retention or articulates how they plan to retain students.	N/A
Defines External Accreditation Standards	The program fails to provide any accreditation information.	The program provides a basic explanation of the accreditation organizations in the field.	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	N/A
Marketing Materials analysis	The program fails to provide discussion or review of the marketing materials	The program provides a basic discussion on the materials that are used to market the program.	The program reviewed several marketing materials with detailed discussion on the positives and negatives.	N/A
Analysis of Faculty Teaching load	The program did not provide a discussion teaching load	The program provided some discussion on faculty loads	The program provided evidence and clear discussion on the load for faculty.	N/A
Curriculum Map Alignment	The curriculum map is not complete	The curriculum map is complete	The curriculum map is detailed and complete.	N/A

Assessment of Objectives	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	N/A
Changes to Curriculum	The program does not articulate any changes to curriculum with detail or evidence.	The program articulates changes to the curriculum with minimal evidence or rationale	The program articulates curricular changes with a strong rationale and evidence base.	N/A
Assessment Findings	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	N/A
Improvement Narrative	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	N/A
Analysis of Assessment	The program provided no analysis of the assessment process as a whole	The program provided a discussion on the overall assessment process.	The program provided a robust discussion on the overall assessment process that was detailed and thorough.	N/A
Faculty and Student Accomplishments	The program provided little to no data on students, alumni, faculty accomplishments.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	N/A

| PD Opportunities and Development | The program provided little to no discussion on the provided PD opportunities | The program provided a listing of PD opportunities available to the faculty. | The program provide a listing and supplemental information on the PD opportunities made available to faculty. | N/A |