



WILLIAM WOODS
UNIVERSITY

Healthcare Administration Annual Assessment 2019-2020

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Graduate Annual Assessment 2019-2020

Healthcare Administration

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 their professional endeavors. The MHA program prepares graduates to manage in the health administration field.

Program Demographics

Total Enrollment 2018-2019

67

Total Enrollment 2019-2020

39

Graduating Students

Total Graduated 2018-2019

Total Graduated 2019-2020

Program 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?

At the time of this report submission, program assessment data was not provided.

However, the program has continued to grow but not at the pace during its first year of offering. Currently, the program is at optimal enrollment as it is difficult to find faculty with the necessary academic qualification to teach within the program. Adding additional sections of courses to accommodate larger enrollments will be problematic if we do not actively recruit adjunct faculty to this 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. Additionally, we have worked with Ashley Brown to better market the MHA program as awareness of the program must be raised if we wish to see an increase in enrollments.

The MHA program manager is available to conduct Zoom meetings with potential students which should aid in student recruitment.

Marketing Attachments

MHA_Webpage.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.

Casey Berndt, six courses taught in the past year.

Wendy Harrington, nine courses taught in the past year.

Mountasser Kadrie (Part-Time Program Manager), eighth courses taught in the past year.

Becky Stocker, three courses taught in the past year.

William Wells, four courses taught in the past year.

The program continues to seek qualified adjunct faculty to teach in the program to better spread teaching loads and allow for program growth.

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 administration 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.

Alignment with Institutional Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

The MHA program objectives align with the University objectives as listed below. The MHA program manager is revising the program to meet specialized accreditation standards but at present we do not anticipate a change to the program objectives. If changes are made, they will align with the University objectives.

MHA 1 to WWU 1 and 2.

MHA 2 to WWU 1, 2, 3, and 4.

MHA 3 to WWU 1 and 3.

MHA 4 to WWU 1, 3 and 4.

Curriculum Map

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

Health Administration

	HLT 505	HLT 519	HLT 527	HLT 540	BUS 542	HLT5 55	BUS 560	HLT 583	HLT 592	HLT 598
MHA 2018.1 Analyze ethical and legal issues in health administration 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			M	A
MHA 2018.4 Utilize concepts and theories to drive decision-making and increase organizational effectiveness.	I						R	M	M	A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should have on student learning?

No changes have been made to the curriculum over the past year.

Assessment Findings

Assessment Findings for the Assessment Measure level for Health Administration

MHA 2018.1 Analyze ethical and legal issues in health administration 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? Met	Average of student scores was 97%.	HLT_598_Average_Scores.docx	
Indirect - External Evaluation	Has the criterion Students will score at or above the national average on the Peregrine examination. been met yet? Met	Students who completed the exam scored on average, higher than the national average (50-60 percentile).	HLT_598_Peregrine_Exam_Results_FA_2_19.xlsx	

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
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? Met	Average of student scores was 97%.	HLT_598_Average_Scores.docx	
Indirect - External Evaluation	Has the criterion Students will score at or above the national average on the Peregrine examination. been met yet? Met	Students who completed the exam scored on average, higher than the national average (50-60 percentile).	HLT_598_Peregrine_Exam_Results_FA_2_19.xlsx	

MHA 2018.3 Analyze the effects of decisions made by healthcare administrators on the financial position of a health organization.

Assessment Measures

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MHA 2018.4 Utilize concepts and theories to drive decision-making and increase organizational effectiveness.

Assessment Measures

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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.

Online graduate program that does not participate in assessment day activities.

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.

This is a professions focused degree and does not include a research component or requirement to attend/present at academic conferences.

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, 2019. To date, we have not recieved upates on changes to their career fields, etc.

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.

This program is not supported by a full-time faculty member so there are no expectations of research, conference attendance/presentation or other academic discipline development that may be expected of full-time faculty. This is encouraged, but not required of adjunct faculty.

Professional Development

Upload any documentation supporting the professional development offered.

SBT_Professional_Development_Guidelines.docx

Assessment Rubric

Annual Assessment Rubric 2018

17.000 pts 62.96%

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ 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.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	There have been issues in collecting the data necessary in a usable format for this information. I believe that this is fixed for the immediate future.			
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ 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.	✓ 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.	✓ 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.	✓ N/A
Comment:	For the Masters program the objectives are measured in one course, but they have 2 measurements. The final project and the peregrine evaluation.			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	Each objective and assessment claim was backed up by a data file.			
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	All objectives were met so no changes were suggested.			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:	it is harder for programs to collect this data due to the nature of the program.			