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WILLIAM WOODS  
UNIVERSITY

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**MHA Annual Assessment 2020-2021**

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# Graduate Annual Assessment 2020-2021

## Masters of Healthcare Administration

### Program Profile

#### Program Mission

The mission of business programs, to include the Master of Health Administration program, at William Woods University are to provide a quality learning environment that empowers students to succeed in thier professional endeavors. The MHA program prepares graduates to manage in the health administration field.

#### Program Demographics

##### Total Enrollment 2020-2021

61

##### Total Enrollment 2019-2020

64

#### Graduating Students

##### Total Graduated 2020-21

##### Total Graduated 2019-2020

#### Programm Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

William Woods University							
Assessment Data							
Program: Masters Health Administration							
		Academic Year					
		17/18	18/19	19/20	20/21	21/22	
<b>Declared Majors</b> (As of fall census)	Incoming Students <sup>1</sup>	20	18	16	13	6	
	Total	36	67	64	61	45	69%
	Graduate Enrollment	1,282	1,367	1,280	1,232	951	-4%
<b>Graduated Majors</b> (9/1-8/30)		0	13	37	23		
<b>Graduation Rate:<sup>2</sup></b>		<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	
<b>Graduate College</b>		81.0%	61.7%	80.6%	54.8%	85.7%	
<b>Program</b>		/	/	/	11.10%	73.30%	
<sup>1</sup> = students new to the program in the fall semester							
<sup>2</sup> = % of students graduating or obtaining a certificate from program within 3 years, students earning more than one degree are excluded from the analysis							

### **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 the program assessment data sheet was incomplete.

The program saw good growth during its first year of offer and has averaged just under 60 majors per year over the past three years. The program has averaged 18 incoming students per year.

Currently, the program is at optimal enrollment as it is difficult to find faculty with the necessary academic qualifications to teach within the program. Adding additional sections of courses to accommodate larger enrollments would be problematic and overburden the adjunct faculty pool.

### **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, the program worked with the marketing department to better market the MHA program as awareness of the program must be raised.

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 listed below. All are credentialed to teach in the MHA program, hold doctoral degrees and have professional experience in healthcare and health administration.

Dr. Casey Berndt, five courses taught in the past year.

Dr. Wendy Harrington, eight courses taught in the past year.

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

William Wells, three 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
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	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.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	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
<b>MHA 2018.1</b>	Analyze ethical and legal issues in health administration policies and develop recommendations for improvement.
<b>MHA 2018.2</b>	Evaluate a health organization's culture and underlying structure to develop effective management and leadership strategies.
<b>MHA 2018.3</b>	Analyze the effects of decisions made by healthcare administrators on the financial position of a health organization.
<b>MHA 2018.4</b>	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.

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 510	HLT 519	HLT 527	HLT 555	HLT 570	HLT 571	HLT 583	HLT 575	HLT 590	HLT 595	HLT 598
<b>MHA 2018.1</b> Analyze ethical and legal issues in health administration policies and develop recommendations for improvement.	I	R	R	R		R		M			R	A
<b>MHA 2018.2</b> Evaluate a health organization's culture and underlying structure to develop effective management and leadership strategies.	I	R		R		R	R	M		R	R	A
<b>MHA 2018.3</b> Analyze the effects of decisions made by healthcare administrators on the financial position of a health organization.	I				M						R	A
<b>MHA 2018.4</b> Utilize concepts and theories to drive decision-making and increase organizational effectiveness.	I	R		R		R	R	R	R	R	R	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?*

In 2019 the MHA Program Manager revised the curriculum in the program to position the MHA for external accreditation and to align course offerings to current industry expectations. The Program Manager removed the practicum and thesis components in order to add needed courses. These changes should make graduates more marketable in the health administration field and provide them with more rounded education in health administration.

Revised and new courses in the program:

HLT 505	Healthcare Administration
HLT 510	Population Health Management and Global Health
HLT 519	Policy, Legal, and Ethics Aspects of Healthcare
HLT 527	Human Resources in Healthcare and Organizational Development
HLT 555	Healthcare Systems Financial Management
HLT 570	Healthcare Marketing and Consumer Engagement
HLT 571	Healthcare Operations Management
HLT 575	Healthcare Information Management Systems
HLT 583	Healthcare Administration Leadership and Change Management
HLT 590	Healthcare Quality Management
HLT 595	Healthcare Strategic Planning
HLT 598	Integrated Studies in Health Administration

## 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 average of 80% or better on their final project as evaluated by their instructor. been met yet? Met	Twelve students enrolled in this course: 11 students scores at a 90% or above and one student scores between an 80% and 89% on the final project. The standard was met.		
Direct - Quiz/Exam	Has the criterion Students will score an average of 60 or better on the Peregrine examination. been met yet? Met	Average score on the Peregrine examination was 71.	MHA_Peregrine_Outbound_Scores.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 average of 80% or better on their final project as evaluated by their instructor. been met yet? Met	Twelve students enrolled in this course: 11 students scores at a 90% or above and one student scores between an 80% and 89% on the final project. The standard was met.		
Direct - Quiz/Exam	Has the criterion Students will score an average of 60 or better on the Peregrine examination. been met yet? Met	Average score on the Peregrine examination was 71.	MHA_Peregrine_Outbound_Scores.xlsx	

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

Assessment Measures

<b>HLT 598</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Students will score an average of 80% or better on their final project as evaluated by their instructor. been met yet? Met	Twelve students enrolled in this course: 11 students scores at a 90% or above and one student scores between an 80% and 89% on the final project. The standard was met.		
	Has the criterion Students will score an average of 60 or better on the Peregrine examination. been met yet? Met	Average score on the Peregrine examination was 71.	MHA_Peregrine_Outbound_Scores.xlsx	

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

Assessment Measures

<b>HLT 598</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Students will score an average of 80% or better on their final project as evaluated by their instructor. been met yet? Met	Twelve students enrolled in this course: 11 students scores at a 90% or above and one student scores between an 80% and 89% on the final project. The standard was met.		
	Has the criterion Students will score an average of 60 or better on the Peregrine examination. been met yet? Met	Average score on the Peregrine examination was 71.	MHA_Peregrine_Outbound_Scores.xlsx	

## 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 Peregrine examination provides data across 14 areas, some specific to health administration and others that are more broad to business professions. Including an in-bound peregrine examination in HLT 505 would provide an additional data set that can be used as a benchmark for accessing student success.

The final research paper in the capstone class is satisfactory for student assessment and will continue to be used as an assessment piece. The program will reflect on whether adding additional assessment pieces into the program is warranted.

As this is an online graduate program, assessment day activities are not completed.

## 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 as our adjunct faculty are professionals in the field and typically are not engaged in academic research.

### 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*

To date, we have not recieved updates on changes to graduates' career fields.

**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 typically 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. During the past year, these opportunities were curtailed owing to COVID-19.

The University provided PD opportunities via Zoom on a recurring basis to deal with the limitations imposed by COVID-19.

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

	3.000 <b>Exceeds</b>	2.000 <b>Meets</b>	1.000 <b>Falls Below Expectations</b>	<b>N/A</b>
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:				
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 criterial 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:	Assessment happens in only one course in the program which does not reflect assessment best practices. It is best when student skills are assessed in courses along the way so that issues are caught before they get to the capstone project. Having a final check on skills in the final course is a great last assessment, but there should be formal assessment on each objective in advance of that final course.			
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:	It is not clear as to the reason for the changes other than industry expectation. It is unclear if data from recent graduates reflected the need for such curriculum change or not. Curriculum changes in the future are expected and what keep programs growing and relevant, please include the data that supports the decision to make a curriculum adjustment.			

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:	when using scores on an assignment, please align the assignment to the objectives and not use the final grade on the assignment. This way you can articulate specific objectives and how clearly students met the specific objective.			
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:	It is not clear when the students complete the Peregrine assessment for the program. In the future report out segments of the Peregrine that align with your program objectives so that you can narrow in and focus on specific skillsets instead of the whole exam. When you look at the data, several students did not meet the objective - so a deeper dive into the data would be helpful.			
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:				
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 programing 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:				