



WILLIAM WOODS
UNIVERSITY

**Master of Healthcare Administration Annual Assessment 2021-
2022**

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Graduate Annual Assessment 2021-2022

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	Total Graduated
2020-2021	64	23
2021-2022	45	-

Programm Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research
MHA_Data.xlsx

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. Number of graduates for the 21/22 academic year were not available.

The program saw a decline in enrollment from the previous year which in part should have been caused by COVID's impact on the healthcare industry in general.

Currently, the program is underenrolled. Although it is difficult to find faculty with the necessary academic qualifications to teach within the program we have hired two new faculty members this year. As such, larger numbers of students can be supported.

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.

Dr. Casey Berndt, one course taught in the past year.

Dr. Jimmie Flores, one course taught in the past year.

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

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

Dr. Tom Luckenbill, one course taught in the past year.

Dr. Steve Middleton, one course taught in the past year.

Mr. Jeffrey Stone, three courses taught in the past year.

Dr. Geoffrey VanderPal, one course 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
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.
WWU2021.2	Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Represent the university by exhibiting values and behaviors that address self-respect and respect for others, and enable success and participation in the larger society.
WWU2021.3	Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus environment.
WWU2021.4	Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

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.

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 (2020)

	HLT 505	HLT 510	HLT 519	HLT 527	HLT 555	HLT 570	HLT 571	HLT 583	HLT 575	HLT 590	HLT 595	HLT 598
MHA 2018.1 Analyze ethical and legal issues in health administration policies and develop recommendations for improvement.	I	R	R	R		R		M			R	A
MHA 2018.2 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
MHA 2018.3 Analyze the effects of decisions made by healthcare administrators on the financial position of a health organization.	I				M						R	A
MHA 2018.4 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. No changes have been made since that time.

Revised 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 (2020)

Standard/Outcome					
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	Two sections of this course was offered during the 21/22 academic year. The average score in both sections met the assessment standard.		
	Direct - Quiz/Exam	Has the criterion Students will score an average of 60 or better on the Peregrine examination. been met yet? Met	Student average score was 69.69% meeting the assessment standard.	Peregrine_Exam_Results.xlsx	

Standard/Outcome

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	Two sections of this course was offered during the 21/22 academic year. The average score in both sections met the assessment standard.		
Direct - Quiz/Exam	Has the criterion Students will score an average of 60 or better on the Peregrine examination. been met yet? Met	Student average score was 69.69% meeting the assessment standard.	Peregrine_Exam_Results.xlsx	

Standard/Outcome

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

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	Two sections of this course was offered during the 21/22 academic year. The average score in both sections met the assessment standard.		
	Has the criterion Students will score an average of 60 or better on the Peregrine examination. been met yet? Met	Student average score was 69.69% meeting the assessment standard.	Peregrine_Exam_Results.xlsx	

Standard/Outcome MHA 2018.4 Utilize concepts and theories to drive decision-making and increase organizational effectiveness.				
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	Two sections of this course was offered during the 21/22 academic year. The average score in both sections met the assessment standard.		
	Has the criterion Students will score an average of 60 or better on the Peregrine examination. been met yet? Met	Student average score was 69.69% meeting the assessment standard.	Peregrine_Exam_Results.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.

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 assessment process will be reviewed in the coming year as we add a chair of graduate programs position to the School of Business and Technology.

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 oppotunities 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 year, the School of Business and Technology offered two PD sessions via Zoom for adjunct faculty to attend.

This program is not supported by a full-time faculty member so there are no expectations of research, conference attendnace/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

Appendix: Assessment Rubric

	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:	<input type="text"/>			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion 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 enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	<input type="text"/>			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	<input type="text"/>			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	<input type="text"/>			

<p>Curriculum Map alignment and changes weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..</p>	<p>✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.</p>	<p>✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Assessment Map weight: 1.000</p>	<p>✓ 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.</p>	<p>✓ 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.</p>	<p>✓ 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.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Assessment is only happening at one time through the program and it is all in one course. Assessment at the end is great, but if there are deficiencies in a skillset it is too late to strengthen that area. Assessment is also on the Peregrine, but it is unclear at what time in the program that assessment is administered.</p>			
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.</p>	<p>✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.</p>	<p>✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>question on the benchmark - is that the class average or each students average? it is not clear in how the objective is written.</p>			
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ 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.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Analysis of Assessment weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>all objectives were met and so no narratives were needed</p>			
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			

Appendix: Supplemental Documentation

Online Master of Health Administration (MHA)



Practical training for a growing field

Prepare for a leadership role in the growing healthcare field through real-world experiences and practical coursework.

There are over 784,626 healthcare companies in the United States — providing equipment, insurance, services, and more. Additionally, the U.S. Bureau of Labor Statistics projects employment of healthcare occupations to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. This is projected to add about 2.3 million new jobs. And this includes leadership. Every doctor's office, hospital, call center, laboratory, research institute, outpatient and residential care facility needs managers and

coursework.

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Medical and Health Services Managers:

17%

growth estimated by 2024, compared to other management occupations at 6% (BLS)

\$102,250

The average salary of Medical and Health Services Managers in Missouri (BLS)

\$55,318

The average pay for an Entry-Level Healthcare Administrator. (payscale.com)



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2020 Application Deadline

Classes start in Aug., Oct., Jan., Mar., Apr. and June.

Classes start June 22th, [apply now!](#)

2020 Application Deadline

Classes start in Aug., Oct., Jan., Mar., Apr. and June.

Classes start June 22th, [apply now!](#)

Request Info (Graduate & Online)

Apply Now

Attend Info Session

From the blog

[A look into the future: How technology is changing the healthcare industry](#)

Oct. 03, 2018

According to Deloitte's 2018 Global Health Care Outlook report, per-person health care spending in the U.S. is expected to reach \$11,356 by 2021. However, industry investments in exponential technologies are expected to not only reduce cost but also increase access and improve care. Historically, technology advancements have had a sizable impact on health care. For [...]



Delivered online to fit your schedule, location and convenience, the William Woods University Master of Health Administration will prepare you for this growing need with the leadership and administration skills, as well as hands-on training, to manage a number of realms in the healthcare industry.

All courses include a weekly forum discussion relevant to the week's topics. This allows you to communicate and collaborate with other students, and learn from your peers' personal and professional experiences.

In this program, you will learn to:

- Plan, direct and coordinate medical and healthcare services, manage a facility, clinical area or department, and more
- Analyze ethical and legal issues in health administration policies and develop recommendations for improvement
- Demonstrate a working knowledge of current healthcare technology
- Evaluate a healthcare facilities' culture and underlying structure to develop effective management and leadership strategies
- Create sound healthcare marketing strategies based on analysis of the various types of healthcare consumers
- Analyze the effects of decisions made by health administrators on the financial position of the facility

Your online Master of Health Administration degree at work:

Many professionals with an MHA work in hospitals, residential facilities, universities, medical equipment

Job responsibilities and titles include:

- Health information manager
- Clinical manager
- Health communication
- Medical center director
- Budget director
- Human Resources manager
- Hospital Administrator
- Physician Group Administrator
- Insurance company or HMO administrator
- Administrator for Medical Equipment Manufacturer
- And more...

Requirements/Curriculum

The Master of Health Administration is a total of 36 credits, which will cover ethics, technology, human resources management, case studies, finance, law and other areas with a focus on the healthcare industry.

You will earn the degree by completing 12 courses, which includes core health administration courses, graduate business course electives and a capstone course.

Courses you may take

- HLT 505 Healthcare Administration
- HLT 519 Legal Aspects of Healthcare
- HLT 527 Human Resources Management in Healthcare
- HLT 540 Ethics in Healthcare
- BUS 542 Finance
- HLT 555 Healthcare Systems Financial Management
- BUS 560 Statistics and Research Methods
- HLT 583 Organizational and Change Management in Healthcare Administration
- HLT 592 Policy Issues in Healthcare Administration
- HLT 599 Integrated Studies in Health Administration

sizable impact on health care. For [...]

Mastering the language of healthcare: Medical terminology

May 02, 2018

One of the courses that Online Master of Healthcare Administration students will take at William Woods University is BMT 520 – Medical Terminology for the Healthcare Manager. In the context of this program, medical terminology is the study of the principles associated with medical word building that helps aspiring healthcare administrators develop vocabulary needed for [...]

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-
- HLT 598 Integrated Studies in Health Administration
 - BUS 5XX Graduate Business Elective
 - BUS 5XX Graduate Business Elective

Requirements

- Completed application.
- Official transcripts (2.5 GPA or higher) mailed from the college/university of which you graduated.
- Prior work experience in healthcare is not required but one or more years of relevant work experience in healthcare or an undergraduate degree in a health related field is preferred.

Your digital classroom. Available anywhere.

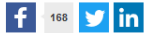
William Woods' online graduate programs are available to students across the country. From our main campus in Fulton, Missouri and beyond, our online graduates hail from California, Illinois, Kansas, Washington, Arkansas and many other states.

Admissions Information

Learn more about online admissions requirements, deadlines, tuition and financial aid available to you.

[Admissions and Financial Aid »](#)

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Faculty who teach online courses have an additional requirement to complete online specific training or must connect any of the below examples to online learning through a reflective writing submitted to your Program Manager.

- Papers presented at regional, national or international academic conferences.
- Papers presented at regional, national or international professional conferences where the instructor was the lead author and presenter.
- Published articles, manuscripts and/or books.
- Unpublished articles, manuscripts and/or books under review or edit.
- Consulting in areas directly related to the teaching discipline of the instructor*.
- Professional related service in areas directly related to the teaching discipline of the instructor*.
- Attendance at professional conferences and/or workshops in areas directly related to the teaching discipline of the instructor*.
- Webinars, self-study, classes or other similar learning experiences focused in areas directly related to the teaching discipline of the instructor or in general/online teaching*.
 - Example topics include, but are not limited to areas such as:
 - Meeting the needs of specific student populations
 - Emerging/enhanced teaching techniques
 - Active learning techniques
 - Technology in the classroom
 - Best practices in online education
 - Emerging trends in one's professional discipline
- The equivalent of 8 hours work in continuing education (for example, continuing education for Certified Public Accountancy).
- Attendance at University sponsored professional development seminars or equivalent at other higher education institutions.

*Time spend in such activity should be at least 8 hours.

**William Woods University
Assessment Data**

Program: Masters Health Administration

		Academic Year					
		17/18	18/19	19/20	20/21	21/22	
Declared Majors (As of fall census)	Incoming Students ¹	20	18	16	13	6	
	Total	36	67	64	61	45	69%
	Graduate Enrollment	1,282	1,367	1,280	1,232	951	-4%
Graduated Majors (9/1-8/30)		0	13	37	23		
Graduation Rate:²		14/15	15/16	16/17	17/18	18/19	
Graduate College Program		81.0%	61.7%	80.6%	54.8%	85.7%	
		/	/	/	11.10%	73.30%	

¹ = students new to the program in the fall semester

² = % of students graduating or obtaining a certificate from program within 3 years, students earning more than one degree are excluded from the analysis

Program	Learner	Communication Skills															Final Score
		Financial Management	General Management	Health Care Personnel	Healthcare Systems and Organizations	Human Resource Management	Information Management	Leadership Skills and Behavior	Personal and Professional Accountability	Quality Improvement	Strategic Planning and Marketing	The Community and the Environment	The Legal Environment of Healthcare Administration				
MHA	Anubondem, Pauline	100	80	60	60	80	80	70	90	90	60	60	60	80	90	75.7	
MHA	Awadzi, Gerald	80	80	90	80	90	90	80	100	90	90	70	90	80	100	86.4	
MHA	Bain, Wesly	70	50	70	90	70	60	80	70	50	60	90	60	50	70	67.1	
MHA	Beck, Mackenzie	100	50	100	90	80	90	60	70	50	70	80	80	100	90	79.3	
MHA	Case, Jennifer	100	70	90	90	80	60	90	80	80	80	90	70	80	40	78.6	
MHA	Crane, Sarah	80	70	50	70	50	60	50	60	50	40	70	50	50	50	57.1	
MHA	Dickhut, Erin	70	40	60	90	90	90	70	60	70	50	100	80	30	60	68.6	
MHA	Johnson, George	100	70	80	60	80	80	70	100	90	80	80	70	60	80	78.6	
MHA	Johnson, James	70	50	80	80	60	90	90	60	90	80	50	60	70	70	71.4	
MHA	Kaiser, Abigail	90	70	60	40	50	80	70	70	70	60	90	90	70	80	70.7	
MHA	Kennedy, Mitchell	60	80	80	70	60	80	40	70	40	70	90	50	50	90	66.4	
MHA	Leonard, Marissa	80	50	80	70	70	30	70	90	60	60	90	30	50	80	65	
MHA	Lopez, Kayla	60	80	60	40	60	90	90	60	50	70	90	60	60	80	67.9	
MHA	McKelvey, Emily	70	50	40	90	90	70	60	60	60	60	80	90	60	80	68.6	
MHA	Omeragic, Zerina	60	80	40	50	50	70	60	70	90	70	80	50	70	80	65.7	
MHA	Sago, Abbey	60	60	60	40	60	60	60	50	80	80	70	40	90	70	62.9	
MHA	schatzgen, charles	30	40	40	60	20	30	30	30	80	30	30	60	40	30	39.3	
MHA	Shea, Dominic	80	50	60	50	60	60	80	60	50	80	70	50	70	70	63.6	
MHA	SPEEK, PERIS	90	70	80	90	90	100	50	80	70	70	100	60	70	60	77.1	
MHA	Uzoegwu, Uchechi	80	80	70	70	70	100	60	70	80	70	70	90	100	70	77.1	
MHA	Wright, Lucas	60	90	80	90	100	70	50	70	80	70	100	70	90	50	76.4	
Average Score		75.7	64.8	68.1	70	69.5	73.3	65.7	70	70	66.7	78.6	64.8	67.6	71	69.7	