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WILLIAM WOODS  
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**MHA Annual Assessment 2022-2023**

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# Graduate Annual Assessment 2022-2023

## Master 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
2021-2022	45	
2022-2023	37	23

#### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

MHA\_Data.xlsx

MHA\_Data\_2022\_23.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?*

The program assessment data sheet was incomplete at the time of this report. The number of graduates for the 23/23 academic year was not available.

The program saw a decline in 2021-2022 enrollment caused by COVID's impact on the healthcare industry in general and this decrease is still impacting the MHA program.

In 2021-22, the program went through total curriculum revision and added new courses that made the program more meaningful and competitive. Currently, the program is under-enrolled due to a significant issue. Mainly, there are no marketing and outreach efforts to promote this program in the community, marketplace, and regional markets. Although finding faculty with the necessary academic qualifications to teach within the program is difficult, we have hired two new faculty members this year. As such, more significant 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. 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), Six 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.

### 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.

### 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, 2, and 4.

MHA 5 to WWU 1, 3 and 4.

MHA 6 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	HLT570
--	---------	---------	--------

	HLT 571	HLT 583	HLT 575
--	---------	---------	---------

	HLT 590	HLT 595	HLT 598
--	---------	---------	---------

~ Program did not create a Curriculum Map

### 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 proram to positioin 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 rouinded education in health administration. No changes have been made since that time.

Revised courses in the program:

HLT 505	Healthcare Administration
HLT 510	Poulation 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)

~Without a Curriculum Map, there can be no Assessment Map or Findings to load.

### Improvement Narrative List

#### 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 revised MHA currilcim and the new courses highlighted in yellow below that were added make the MHA program more relevant moore broad and relevant to the healthare administation profesison and enrolled students.

HLT 505	Healthcare Administration
HLT 510	Poulation 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

The final course project in HLT 598 (capstone) course is a significant assessment artifact that integrates all learning objectives in these courses and programs. Almost all students perform well and can submit this complex and demanding project with success, which should ensure their progress in the field.

## 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 profession 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.

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

## Assessment Rubric:

	3.00 <b>Exceeds</b>	2.00 <b>Meets</b>	1.00 <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 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:				
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:				
Faculty Teaching Loads weight: 1.000	✓ The program provides a detailed explanation of teaching loads outlining courses for adjunct and full time faculty. Data is provided that shows percentages and responsibilities in the program.	✓ The program provides a basic explanation who is teaching in the program with no data to provide a complete picture.	✓ The program provides a minimal explanation to no explanation of who teaches in the program.	✓ N/A
Comment:				
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:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for decisions.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	the curriculum map is not created - the program did not link in the objectives to the curriculum			
Assessment Map 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:				
Data Driven Decision-making is explained weight: 1.000	✓ 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.	✓ 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.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ 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:	<input type="text"/>			
Assessment Findings 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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
Professional Development Opportunities weight: 1.000	✔ The program detailed the opportunities for PD as well as any additional PD completed by faculty in the program.	✔ The program provided a basic listing of PD options available and how many faculty participated.	✔ The program provided little to no description of the PD available or participation of faculty.	✔ N/A
Comment:	<input type="text"/>			

## Appendix: Supplemental Data

**William Woods University  
Assessment Data**

**Program: Masters Health Administration**

		Academic Year					
		17/18	18/19	19/20	20/21	21/22	22/23
<b>Declared Majors</b> (As of fall census)	Incoming Students <sup>1</sup>	20	18	16	13	6	
	Total	36	67	64	61	45	37
	Graduate Enrollment	1,282	1,367	1,280	1,232	951	
<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

# 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

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#### 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 [...]

[View all blog posts](#)

- 
- 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.

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## 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.