



WILLIAM WOODS
UNIVERSITY

Master Healthcare Admin. Annual Assessment 2023-2024

MASTER HEALTHCARE ADMIN. ANNUAL ASSESSMENT 2023-2024 **1**

GRADUATE ANNUAL ASSESSMENT 2023-2024 **3**

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Graduate Annual Assessment 2023-2024

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 2022-2023

37

Total Enrollment 2023-2024

27

Total Graduated 2022-2023

37

Total Graduated 2023-24

27

Graduating Students

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?

The program assessment data sheet was incomplete at the time of this report. The number of graduates for the 23/23 academic year was no

The program saw a decline in 2023-24 enrollment caused by COVID's, economic impact, and strong economy impact on the healthcare industry in general and this decrease is still impacting the MHA program.

In 2022-23, the program went through total curriculum revision and reduced the number of courses to 10 courss (30 credits) from 12 courses (36 credtis). to make the MHA program more 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?

In 2023-24 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, 3 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 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

	HLT 505	HLT 510	HLT 519	HLT 527	HLT 555	HLT 571	HLT 575	HLT 590	HLT 595	HLT 598
MHA.1 Analyze ethical and legal issues in healthcare administration policies and develop recommendations for improvement.			I							
MHA.2 Demonstrate a working knowledge of current healthcare technology.	A, I, R	R, A					A			
MHA.3 Evaluate a healthcare facilities' culture and underlying structure to develop effective management and leadership strategies.				A						
MHA.4 Create sound healthcare marketing strategies based on analysis of various types of healthcare consumers.									A	
MHA.5 Analyze the effects of decisions made by healthcare administrators on the financial position of the facility.					R, I	R, A		A		
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.										M

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 2022-23, the MHA program was revised to include only 10 courses (30 credits) to make the program more competitive and enroll more students. The original program had 12 courses (36 credits).

MHA Courses - New

HLT 505 - Healthcare Administration - 3.00

HLT 510 - Population Health Management and Global Health - 3.00

HLT 519 - Policy, Legal, and Ethics Aspects of Healthcare - 3.00

HLT 527 - Human Resources in Healthcare and Organizational Development - 3.00

HLT 555 - Healthcare Systems Financial Management - 3.00

HLT 570 - HC Marketing and Consumer Engagement - 3.00

HLT 571 - Healthcare Operations Management - 3.00

HLT 575 - Healthcare Information Management Systems - 3.00

HLT 583 - Healthcare Administration Leadership and Change Management - 3.00

HLT 590 - Healthcare Quality Management - 3.00

HLT 595 - Healthcare Strategic Planning - 3.00

HLT 598 - Integrated Studies in Health Administration - 3.00

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 to add needed courses. These changes should make graduates more marketable in the health administration and provide them with a more rounded education in health administration. No changes have been made since that time.

The old MHA program: before the revision in 2022-23

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

Standard/Outcome MHA.2 Demonstrate a working knowledge of current healthcare technology.				
Assessment Measures				
HLT 505				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% been met yet? Met	100% of students met the 80% target.	HLT_505.xlsx	
HLT 510				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% been met yet? Met	100% of students met the 80% target.	HLT_510.xlsx	
HLT 575				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% been met yet? Met	100% of students met the 80% target.	HLT_575.xlsx	

Standard/Outcome MHA.3 Evaluate a healthcare facilities' culture and underlying structure to develop effective management and leadership strategies.				
Assessment Measures				
HLT 527				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% been met yet? Met	100% of students met the 80% target.	HLT_527.xlsx	

Standard/Outcome				
MHA.4 Create sound healthcare marketing strategies based on analysis of various types of healthcare consumers.				
Assessment Measures				
HLT 595				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% been met yet? Met	100% of students met the 80% target.	HLT_595.xlsx	

Standard/Outcome				
MHA.5 Analyze the effects of decisions made by healthcare administrators on the financial position of the facility.				
Assessment Measures				
HLT 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% been met yet? Met	100% of students met the 80% target.	HLT_571.xlsx	
HLT 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% been met yet? Met	100% of students met the 80% target.	HLT_590.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 MHA program is designed to offer MHA graduates core competency in healthcare administration. The curriculum is aligned with the best practices promoted by prestigious professional associations such as ACHE, NCHL, MGMA, etc.

All MHA program objectives and assessment artifacts have met the 80% for all MHA courses. This solid result indicates that the MHA program offers an outstanding learning experience to students, and they are gaining core competency skills in the subject 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.

All students in the program are employed in the healthcare industry. Many of them are mid-level managers and early career starters. Some are pursuing the MHA degree to move upward into management and executive level positions and advance their career outcomes.

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

Program Manager achieved Fulbright Grant award, published and presented at global conferences.

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

All students are working in healthcare field.

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.

Faculty attended many professional conferences.

Professional Development

Upload any documentation supporting the professional development offered.

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:				
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:	At the time of the report the number of graduated students was not available - this is something that IR is working on adding to the Program Activity Sheets.			
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:	the marketing is lacking on this program - as it should be marketed in local and regional venues.			
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:				

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:	the benchmarks need to be more detailed to assist the reader in understanding what the 80% is referencing.			
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:	changes to the program curriculum or assessment are not discussed in terms of data to back up the decision			
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:				
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:	Data is updated and using class assignments is one method of assessment - ensure that the assessment is focused on the skill and on the formatting/outside pieces that contribute to a grade on the assignment. Many programs do this by evaluating the assignment by a rubric specific to the program objective and reporting the rubric scores, instead of an overall point grade on an assignment.			
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:				
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:	minimal information provided - the information provided was a broad statement, not specific to any students individually.			
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:	again - broad statement, not specific in nature.			

Appendix: Supplemental Data