



2024-2025

ANNUAL ASSESSMENT REPORT

MA Health Administration

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2024-2025 Assessment Narrative on Findings

Health Administration (MHA)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

Narrative:

The MHA program is in the School of Business & Technology.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

Narrative:

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

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

The program's mission is aligned with the institution's mission by reflecting the institution's core values and objectives, and by contributing to the overall success of the institution. This alignment creates a cohesive learning environment, enhances student learning, and reinforces institutional identity.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

Narrative:

All program student learning outcomes assessment 2024-25 were met. This is a strong indication of the strong curriculum built into the MHA program and the learners' ability to perform well.

Evidence:

- [Health Administration \(MHA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Master of Health Administration 2023-2024](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

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.

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?
2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

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.

The measures selected for the 2024--2025 assessment were selected to ensure the core competencies being taught show strong student academic performance in the subject matter field.

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.

Evidence:

- [Health Administration \(MHA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

Program faculty participate in assessment by aligning course-level assessments with program learning outcomes, focusing on student learning, and using assessment data to improve teaching and learning. The process often involves a cyclical approach, starting with developing a plan, implementing assessments, analyzing data, and using results to make improvements. To encourage participation, institutions offer professional development, resources, and opportunities to frame assessment as a scholarship.

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

Narrative:

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.

Evidence:

- [Health Administration \(MHA\)_2024-2025 Curriculum and Assessment Findings_2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

N/A

Evidence:

- [MHA](#)

NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

The updated MHA program has incorporated all of the NSSE-focused activities recommendations in all the courses. The courses offer experiential learning opportunities that meet all the activities listed above.

Evidence:

- [NSSE Focused Activities](#)

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

N/A

Evidence:

- [MHA](#)

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

Invited Lectures, Seminars, Webinars, and Professional Presentations

- **Kadrie, M** (2024). Leveraging AI and Big Data Analytics to Drive Value-based Care Decisions. Value-Based Care Conference – The Chapter. Jeddah, Saudi Arabia.
- **Kadrie, M** (2024). Promoting Evidence-based National Health Policies Through Integrating and Optimizing Best Practices. Value-Based Care Conference – The Chapter. Jeddah, Saudi Arabia.
- **Kadrie, M** (2024). Implementing A Fully Integrated Digital Patient Education Platform. 47th World Hospital Congress 2023. Rio de Janeiro, Brazil.

Books, Grants, and Creative Work

- Chapter 4. Health Care Administration, Leadership, and Management: The Essentials 1st Edition. 2025. American Association for Physician Leadership.
- Fulbright Specialist Grant (Egypt). 2024. Developed a national training program for public hospital CEOs in collaboration with the Egyptian Ministry of Health and Population. Trained over 1800 hospital CEOs to gain management, strategy, and operations skills.

Evidence:

- [Scholarship and Research](#)

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

N/A

Evidence:

- [MHA](#)

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

Faculty are supported to ensure high-quality teaching and learning through a variety of strategies, including providing adequate preparation time, offering quality technological support, and delivering networking opportunities and professional development. Furthermore, encouragement to engage in scholarship on teaching and learning, participate in teaching communities, and reflect on teaching practices elevates the status of teaching.

Evidence:

- [Teaching Support and Monitoring Teaching Quality](#)

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?
2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Narrative:

Enrollment is not expanding as the case with other graduate level programs. The good news is that the program enrollment in recent months has shown some more students enrolled.

The universities employ a range of recruitment strategies and initiatives with the goals of increasing enrollment and enhancing student body diversity. However, enrollment in graduate-level programs nationally is stagnating due to economic and professional dynamics.

Evidence:

- [Enrollment and Recruitment](#)

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

Yes, it has and no adverse impact has been noted.

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

Narrative:

Enrollment trends have stagnated, but in recent months, we have seen an uptick in student enrollment.

The success of the students within the courses over the course of the cycle is in line with expectations, and all students continue successfully to finish this program.

Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

Narrative:

14 students are graduating, and the completion rate is 100%.

The findings from the exit surveys indicated high student satisfaction with the program curriculum and faculty. Also, students expressed appreciation of the support provided by university services.

Evidence:

- [Completion](#)

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

Positive:

Cutting-edge curriculum.

Gaining core competencies in the subject matter field.

Engaged faculty and support from the senior faculty and program manager for career progress and success

Negative:

Sometimes, students are placed in small size courses due to the limited student environment.

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

The advising mechanism for students typically involves a combination of resources and personnel designed to support their academic journey.

Academic Advisors:

Faculty Mentors:

Evidence:

- [Student Advising](#)

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

n/a

Evidence:

- [MHA](#)

Program Analysis**SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

SWOT Analysis

1. Strengths: Cutting-edge curriculum, mature students, qualified faculty.
2. Weaknesses: internal and external marketing efforts, full-time faculty/manager, declining students' enrollment.
3. Opportunities: attracting students outside of Missouri state and going after student enrollment nationally and globally.
4. Threats: increased competition from well-staffed and funded online MHA programs.

Evidence:

- [SWOT Analysis](#)

Industry and Program Trends**Senior Exit Surveys**

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

SWOT Analysis

1. Strengths: Cutting-edge curriculum, mature students, qualified faculty.
2. Weaknesses: internal and external marketing efforts, full-time faculty/manager, declining students' enrollment.

3. Opportunities: attracting students outside of Missouri state and going after student enrollment nationally and globally.
4. Threats: increased competition from well-staffed and funded online MHA programs.

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

Continue to invest to update the program to meet industry and academic standards related to learning and healthcare administration competencies. Engage the marketing department to promote the MHA program to attract students from other states and internally. Hire a full-time faculty program manager to ensure the program is supported and sustainable.