Every other year, the MHA program surveys current and active students to gauge their satisfaction with the program. A summary of the results of the survey follow along with some comparative trends from the 2008 survey results. This report will conclude with a summary and response from the program on how this data will be used to validate program design or drive change. Results will be shared with students, MHA faculty, DMU administration, the MHA Advisory Committee, and other interested individuals.

Thank you to all that participated in this survey! Your feedback is critical in our efforts to improve your experience in the MHA program.

Carla Stebbins, PhD
Chair/Director, MHA Program
Des Moines University

Student population: 263
Participant sample: 73
Response rate: 28%

Demographics (Comparative 2008 results added)
Survey participants—
- 83% started the program between 2007 and 2010
- 90% (96%) ranked this program as their 1st choice
- Format course work completed:
  - 7% (16%) classroom only;
  - 38% (43%) online only; and
  - 55% (41%) combination of both
- Number of courses completed in last three trimesters:
  - 15% (34%), <3
  - 56% (44%), 3-6
  - 29% (22%), >7
- Usual course load:
  - 18% (20%), one course/trimester
  - 43% (41%), part-time
  - 25% (27%), full time
  - 15% (12%), varies
- 51% (37) anticipate completing the program in 2011
- Dual degree seekers- 25% or 18 (35% or 37) of participants seeking dual degree:
22% (24%), MPH
22% (11%), DPT
0% (0%), PA
39% (30%), DO
17% (22%), DPM

- **Gender:** 66% female; 34% male (69% female; 31% male)
- **Age:** 77% are between 25-44; 12%, < 25; 11%, 45+
- **Ethnicity/Race:** 86% (90%), Caucasian; 7% (7%), Asian/Pacific Islander; 4% (0%), Hispanic; 1% (1%), American Indian/Alaskan Native; (3%), African-American
- **Martial status:** 55% (52%), married; 37% (45%), single; 8% (3%), divorced
- **Dependent care:** 32% (30%) providing care for a dependent
  - 95% (94%) are caring for children
  - 5% (6%) are caring for a parent
- **Primary residence:** 53% (46%), own a home; 44% (49%), rent; 3% (5%), live with parent/guardian
- **In ranked order, education goal:**
  1. Degree (#1)
  2. Gain a health care administration position (#5)
  3. Increase earning power (#3)
  4. Personal development (#2)
  5. Develop health care administration competencies (#4)
  6. Advance to senior position (#6)
  7. Fulfill requirement of job (#9)
  8. Other (#8)
  9. Certification (#7)
- **Employment status:**
  - 59% (53%), full time
  - 11% (10%), part time
  - 30% (38%), not employed
- **Primary employer:**
  - 39% (22%), hospitals/health systems
  - 61% (78%), other
- **Level of current position:**
  - 34% (31%), front-line employee
  - 30% (29%), middle management
  - 3% (3%), executive
  - 33% (36%), N/A
- **Current salary range:**
  - Less than $10,000 or N/A, 37% (43%)
  - $20,000 - 50,000, 34% (22%)
  - $50,001 - Over 100,000, 30% (30%)
- **Professional memberships:**
  - ACHE- 13 or 45% (42%)
- IPHA- 3 or 10% (11%)
- Other- 11 or 38% (32%)

**Other obligations:**
- Fitness/wellness program- 35% (41%)
- Church/religious service- 22% (27%)
- Civic or community volunteer- 15% (16%)
- Second job- 12% (15%)

### Satisfaction with MHA Program

**Scale used:**

<table>
<thead>
<tr>
<th>How often do you receive feedback from faculty (method/highest % ranking)</th>
<th>Weekly</th>
<th>Sporadically</th>
<th>Once during the course</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores-</td>
<td>44%, timely after assignment due</td>
<td>44%, sporadically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emails to individual-</td>
<td>44%, sporadically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email to group-</td>
<td>40%, weekly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written comments on hard copy-</td>
<td>56%, none</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written comments on electronic copy-</td>
<td>36%, sporadically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal comments-</td>
<td>28%, sporadically; 25%, none; 21%, timely after assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubric-</td>
<td>34%, timely; 24, once during the course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer feedback-</td>
<td>36%, sporadically; 33%, weekly; 26%, timely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion board-</td>
<td>55%, weekly; 24%, sporadically</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How often would you prefer to receive feedback from faculty (method/highest % ranking)—**

| Scores- | 86%, timely after assignment due | |
| Emails to individual- | 54%, timely after assignment due | |
| Email to group- | 40%, timely after assignment due/weekly | |
| Written comments on hard copy- | 50%, don’t need | |
| Written comments on electronic copy- | 70%, timely after assignment due | |
| Verbal comments- | 35%, timely after assignment | |
| Rubric- | 38%, timely after assignment due | |
| Peer feedback- | 32%, timely after assignment due | |
| Discussion board- | 37%, weekly | |

**Scale used:**

<table>
<thead>
<tr>
<th>Extremely important</th>
<th>Important</th>
<th>Not Very Important</th>
</tr>
</thead>
</table>

**How important this feedback is for your own personal learning:**

- Scores- 89%, Extremely important
Email to individual- 90%, Extremely important or important
Email to group- 54%, Important
Written comments on hardcopy- 64%, Not very important
Written comments on electronic document- 67%, Extremely important
Verbal comments either in class or on the phone- 75%, Important or not very important
Rubric- 91%, Extremely important or important
Peer feedback- 57%, Important
Discussion board- 47%, Important

- Rate overall quality of MHA course (% rated Excellent or Good)*:
  - Orientation – 82% (67%)
  - Overview – 92% (94%)
  - Organizations – 90% (92%)
  - Management – 93% (94%)
  - Statistics – 67% (73%)
  - Finance I – 78% (66%)
  - Finance II – 77% (79%)
  - HIS – 63% (58%)
  - Legal & Ethical – 98% (83%)
  - Econ – 91% (73%)
  - Program Evaluation – 81% (76%)
  - Marketing – 91% (86%)
  - Internship – 95% (77%)
  - Capstone – 83% (67%)
  - Leadership Seminar Series – 94% (81%)
*Course in red are below targeted 80% excellent/good rating

- Have you taken a course online/classroom:
  - Online- 98% (90%), yes
    - Benefits of online (general themes):
      - Convenience- Working on my own time/own pace
      - Flexibility of time and place
      - No travel, home more
      - No choice, class only offered online
      - Supports work and family life
    - Drawbacks of online (general themes):
      - Time consuming
      - Too much busy work
      - Hard to interpret instructors expectations/miscommunication
      - Felt like I had to teach myself/had to hire a tutor for stats
      - Group projects are hard
      - Not able to get clarification or an answer to a question immediately (like I could if I raised my hand in class)
• Not making personal contact, felt like I was missing something/wondered if others were struggling like me
• Lack of (timely) feedback
• Would like to see more audio/video used
• Faculty don’t teach, they just grade assignments

  o Classroom- 73% (73%), yes
    ▪ **Benefits of classroom (general themes):**
      • Interaction with instructor, ask questions and get answers right away
      • Interaction with peers
      • Can pay attention/easier to learn
      • Richer discussions
    ▪ **Drawbacks of classroom (general themes):**
      • Missed time away from family
      • Long class
      • Long drive
      • Schedule conflicts
      • Find baby sitter

• Average credits completed by format of survey participants:
  o Online- 19.5 credits
  o Classroom- 15.7 credits

**Program Service**
• Participants rated the following (percentage “Strongly Agree” and “Agree”):
  o Made to feel welcome – 87% (91%)
  o Course registration process is convenient – 90% (88%)
  o Course calendars available early enough – 83% (79%)
  o MHA Program staff:
    ▪ are courteous – 96% (91%)
    ▪ provide follow-through on requests – 97% (95%)
    ▪ are competent in meeting my needs – 94% (93%)
  o MHA faculty:
    ▪ are knowledgeable in their field – 94% (97%)
    ▪ care about me as an individual – 74% (79%)
    ▪ are available at times convenient for me – 85% (85%)
    ▪ are enthusiastic – 87% (98%)
  o My academic advisor:
    ▪ I know how to reach my advisor – 99%
    ▪ is approachable – 94% (87%)
    ▪ is concerned about my success as an individual – 75% (75%)
    ▪ is knowledgeable about program – 88% (87%)
    ▪ is available at times convenient for me – 88% (88%)
  o The campus is safe and secure – 98% (97%)
- The classroom facilities support my learning – 93% (98%)
- Technical support is adequate – 89% (76%)
- Feel I am kept informed of program news – 93% (87%)
- Program requirements are clear – 79% (86%)
- Content of courses are valuable in meeting my goals – 86% (95%)
- Satisfied with variety of courses – 88% (92%)
- Quality of instruction meets my expectations – 89% (90%)
- There is a commitment to academic excellence – 86% (95%)
- Would recommend this program to a colleague – 86% (90%)
- Instructional facilities are adequate – 95% (95%)
- Quality of fellow students enhances my learning experience – 81% (84%)
- I found the MHA/MPH Student Portal helpful – 85% (81%)
- Overall, I am satisfied with my experience – 88% (92%)

**Communication Tools**

- **Most effective** in relaying important information (listed in rank order, 1-most effective and 8-least effective):
  1. DMU email
  2. Angel course mail
  3. Angel announcements
  4. AdvisorConnection announcement
  5. Phone call
  6. MHA/MPH Portal announcement
  7. Letter via US Mail
  8. The MHA Report newsletter

- **Other methods** you believe would be effective (general themes taken from comments):
  - Text messaging (7)
  - Social media (2)
  - Other email address (1)
  - Less communication – too much (with DMU and Angel emails) (4)
  - None (4)

**Decision to enroll in MHA Program**

- Rank following factors in decision to enroll in MHA program (listed in rank order, 1-most important and 10-least important):
  1. Online course opportunity (#1)
  2. Academic reputation (#2)
  3. Cost (#5)
  4. Geographic location (#4)
  5. Course scheduling convenience (#3)
  6. Financial aid (#7)
  7. Dual degree opportunity (#6)
  8. Size of institution (#9)
9. Personalized attention prior to enrollment (#8)
10. Campus appearance (#10)

Regarding the newsletter, *The MHA Report*
- Received the newsletter: Yes, 97%; No, 3%
- Generally review or read: Yes, 68%; No, 32%
- Helpful information: Yes, 65%; No, 35%
- Other ideas for the newsletter:
  - Internship ideas
  - Updates on students, positions, etc.
  - News on how program is developing
  - Enrollment numbers

Other:
- Survey is too long (2)
- Should grandfather older students in or allow more time for changes to be incorporated into degree plan. One year is not enough.
- Program needs to network more to ensure graduates get quality job.
- Clarify process for internship/capstone
- Update portal and library. Too much information.
- Record all lectures for online students to participate in.
- Valued my experience (2)

Analysis:
Comparing results from 2008 survey to most recent results, the following results were highlighted:
- Slight decline in number of students reporting that DMU was their first choice
- Decrease number of students taking courses in only one format; increase in taking courses online and classroom
- Enrollment trends similar to 2008 with slight increase in students carrying heavier course loads (3+ credits/term); fewer students taking one class at a time
- Educational goal stayed the same with the first and third choice being “degree” and “increase earning power.” The second choice from the current survey was “gain health care administration position” (#5 from 2008). Number two from 2008 was “personal development.”
- Increase number of employed students; increase in hospital/health system setting; and, increase in average income
- Quality of courses. Following courses experienced double-digit (>10%) increases in ratings:
  - Orientation - +15%
  - Finance I- +12%
  - Legal & Ethics- +15%
- Health Econ- +18%
- Internship- +18%
- Leadership Seminars- +13%

- Increase number of students taking course online

- Top three benefits/drawbacks of taking classes, Online:
  - Benefits- Convenience- working on my own time/own pace; Flexibility of time/place; No required travel
  - Drawbacks- Time consuming; not able to get immediate answers (like I could if I was in class); not making personal contacts

- Top three benefits/drawbacks of taking classes, Classroom:
  - Benefits- interaction with instructors; interactions with peers; easier
  - Drawbacks- missed time away from family; long hours adding work and class; long drive

- Program service:
  - Top rated (>95%):
    - Program staff are “courteous” and provide “follow-through on requests”
    - “I know how to reach my advisor”
    - “The campus is safe and secure”
    - “Instructional facilities are adequate”
  - Bottom rated (<80%)
    - Faculty “care about me”
    - Advisor “concerned about my success”
    - “Program requirements are clear”

- Top three communication tools rated as most effective:
  - DMU email
  - Angel Course mail
  - Angel Announcements

- MHA Report: Almost all students responding to survey stated that they received the newsletter; most did review or read; and, most said the information was helpful.

- The first (online opportunities), second (academic reputation), and fourth (geographic location) factors students considered in their decision to enroll in MHA program at DMU remained the same. The third rated response for 2010 was “Cost” and in 2008 it was “Course scheduling/convenience”

Conclusion:
The MHA faculty reviewed the results and analysis of the 2010 Student Opinionnaire, and made the following decisions to improve the student experience:

- Administer a separate electronic survey to students to help faculty know how to demonstrate that they care.
- Continue with efforts to improve courses and the student experience.
- Continue pursuing program-level or specialized accreditation with CAHME.