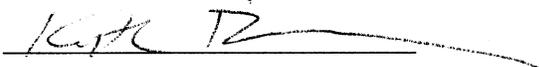


**PROPOSAL FOR A M.B.A. PROGRAM IN HEALTHCARE
ADMINISTRATION AND LEADERSHIP**

Classification of Instructional Programs:
51.0701- Health/Health Care Administration/Management

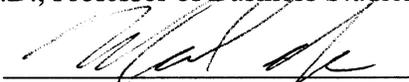
Proposal Coordinator:

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Assistant Professor of Business Studies, School of Business

/s/ 

Planning Committee:

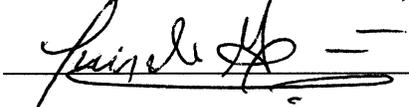
Dr. Michael Busler, Ph.D., Professor of Business Studies, School of Business

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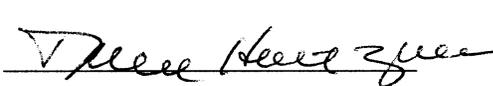
Dr. Ron Caplan, Ph.D., Associate Professor of Public Health, School of Health Sciences

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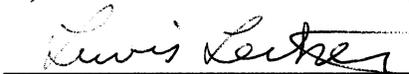
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STOCKTON | SCHOOL OF
UNIVERSITY | BUSINESS

Draft Date: April 5, 2019

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A. PROGRAM OBJECTIVES

1. Nature and Focus of Program

The study of healthcare administration and leadership prepares students to manage and lead health care operations and services across a diverse range of health care facilities and organizations. It includes instruction in healthcare management, leadership, finance, systems, ethics, law, strategy, policy, economics, analytics, informatics, and population health.

A Master of Business Administration (M.B.A.) in Healthcare Administration and Leadership is a graduate degree program aimed at providing graduates with the competencies necessary to excel in a variety of health care-focused businesses, such as hospitals, medical practices, pharmaceutical companies, insurance companies, medical device companies, digital health, and in entrepreneurship. This program falls within the programmatic mission of Stockton University as a master's degree granting institution.

Health care is a growing sector of the Southern New Jersey economy and there is a demand for professionals who can fulfill leadership roles in healthcare administration. This proposed program builds on Stockton's large and successful Business Studies and Health Science programs. With this proposed program, Stockton University is fulfilling an unmet need in the region with an interdisciplinary graduate program consistent with Stockton's traditions.

2. Conceptual Framework for the Program: Objectives, Knowledge, & Skills

We are proposing to develop a new specialized M.B.A. degree program in healthcare administration and leadership (hereinafter referred to as the "MBA-HAL"). This is a new M.B.A. program and not merely a new concentration. The objective of the MBA-HAL is to provide students with the knowledge, skills, and abilities necessary for leadership positions in healthcare organizations. It is a professional degree program aimed at educating students about the fundamentals of healthcare administration, such as hospital and other healthcare organization management.

The MBA-HAL will be housed in Stockton University's school of business. It will be staffed and led by faculty from both the Stockton University school of business and the Stockton University health science program. As a business school accredited by the Association to Advance Collegiate Schools of Business ("AACSB"), the conceptual framework for the program is rooted in a combination of AACSB standards pertaining to curriculum content¹ and the National Center for Healthcare Leadership ("NCHL") health leadership competency model.²

AACSB Standard 9 requires that accredited specialized master's degree programs, such as the MBA-HAL, include student experiences that enhance demarcated skills and knowledge areas.

¹ See AACSB standards, and specifically AACSB standard 9 pertaining to curriculum development, <https://www.aacsb.edu/accreditation/standards/business>

² See NCHL competency model v. 2.1, <http://nchl.org/static.asp?path=2852,8391>

Graduates of the MBA-HAL program will be provided with the knowledge and skills as set forth in AACSB standard 9, specifically:

The general skills that graduates of the MBA-HAL program will garner include:

- Written and oral communication (graduates will be able to communicate effectively orally and in writing);
- Ethical understanding and reasoning (graduates will be able to identify ethical issues and address the issues in a socially responsible manner);
- Analytical thinking (graduates will be able to analyze and frame problems);
- Information technology (graduates will be able to use current technologies in business and management contexts);
- Interpersonal relations and teamwork (graduates will be able to work effectively with others and in team environments);
- Diverse and multicultural work environments (graduates will be able to work effectively in diverse environments);
- Reflective thinking (graduates will be able to understand themselves in the context of society);
- Application of knowledge (graduates will be able to translate knowledge of business and management into practice);
- Leading in healthcare organizational situations (graduates will be able to lead in healthcare organizations);
- Managing in a diverse global context (graduates will be able to manage in diverse global contexts);
- Thinking creatively (graduates will be able to think creatively);
- Making sound decisions and exercising good judgment under uncertainty (graduates will be able to exercise good judgment under uncertainty);
- Technology agility (graduates will be able to utilize technology effectively and adapt to new technologies);
- Integrating knowledge across fields (graduates will be able to integrate knowledge across fields);
- Understanding the healthcare discipline from multiple perspectives (graduates will be able to understand healthcare from multiple perspectives);
- Framing problems and developing creative solutions in the healthcare discipline (graduates will be able to frame problems and develop creative solutions in healthcare settings); and
- Applying specialized healthcare knowledge in a diverse global context (graduates will be able to apply specialized healthcare knowledge in a diverse global context).³

The knowledge areas that graduates of the MBA-HAL program will be taught include:

³ AACSB standard 9. These general skills areas are incorporated in our curriculum map, attached hereto as Appendix A.

- Economic, political, regulatory, legal, technological, and social contexts of healthcare organizations in a global society;
- Social responsibility, including sustainability, diversity and ethical behavior and approaches to leading in healthcare management;
- Healthcare financial theories, analysis, reporting, and markets;
- Systems and processes in healthcare organizations, including planning and design, production and operations, supply chains, marketing, and distribution;
- Group and individual behaviors in healthcare organizations and society;
- Evidence-based decision making that integrates current and emerging business statistical techniques, data management, data analytics and information technology in the curriculum. Student experiences will integrate real-world healthcare business strategies, leadership strategies, privacy and security concerns, ethical issues, data management, data analytics, technology driven changes in the healthcare work environment, and the complexities of decision making; and
- Other specified areas of leadership and other study related to the specialization in healthcare administration and leadership.⁴

The specific leadership competencies that students will learn are rooted in the NCHL health leadership competency model. The NCHL health leadership competency model “was developed from extensive academic research and widespread application outside healthcare.”⁵ The model incorporates three broad domains containing 26 competencies for effective healthcare leadership.⁶ The three domains are transformation, execution, and people.⁷

The “Transformation” domain includes the following competencies: achievement orientation, analytical thinking, community orientation, financial skills, information seeking, innovative thinking, and strategic orientation.⁸

The “Execution” domain includes the following competencies: accountability, change leadership, collaboration, communication skills, impact and influence, information technology management, initiative, organizational awareness, performance measurement, process management/organizational design, and project management.⁹

The “People” domain includes the following competencies: human resources management, interpersonal understanding, professionalism, relationship building, self-confidence, self-development, talent development, and team leadership.¹⁰

⁴ AACSB standard 9. These knowledge areas are incorporated in our curriculum map, attached hereto as Appendix A.

⁵ Calhoun, J. G. et al. (2008). Development of an interprofessional competency model for healthcare leadership. *Journal of Healthcare Management* 53(6), 375-391.

⁶ Ibid.

⁷ Ibid.

⁸ For definitions of each of these competencies, see the NCHL competency model v. 2.1, <http://nchl.org/static.asp?path=2852,8391>; These competencies are incorporated in our curriculum map, attached hereto as Appendix A.

⁹ Ibid. These competencies are incorporated in our curriculum map, attached hereto as Appendix A.

¹⁰ Ibid. These competencies are incorporated in our curriculum map, attached hereto as Appendix A.

The MBA-HAL program will integrate these competencies throughout its curriculum, in conjunction with the AACSB specified skills and knowledge categories, to create a professional degree program that equips students with the skills, knowledge, and competencies they need to enter into management and leadership positions in the healthcare sector.

3. Cooperative Arrangements with Other Institutions

At this time, there are no cooperative arrangements with other institutions or external agencies. However, the MBA-HAL is being jointly developed and proposed by the Business Studies and Health Science programs at Stockton University. We anticipate continued collaboration between the programs, the sharing of faculty, and the sharing of leadership within the program.

B. EVALUATION AND LEARNING OUTCOMES ASSESSMENT PLAN

1. Program Goals and Assessment Process

The Stockton University school of business maintains an ongoing assessment process for all programs housed within the school of business. The MBA-HAL program will participate in the assessment process of the business school to ensure that the program goals and student outcomes are continuously being assessed, monitored, and improved.

Appendix A to this proposal contains the curriculum map, including program goals, student learning goals, student learning outcomes, leadership competencies, and points in the curriculum where these items will be assessed. The program goals for the MBA-HAL are:

1. To produce graduates who can articulate and connect economic, political, regulatory, legal, technological, and social contexts of health care organizations in a global society, including their own and other professionals' roles and responsibilities in health care contexts.
2. To produce graduates who can implement social responsibility strategies, including sustainability, diversity and ethical behavioral strategies and approaches to healthcare management.
3. To produce graduates who can utilize financial theories, analysis, reports, and markets.
4. To produce graduates who can articulate and connect systems and processes in healthcare organizations, including planning and design, production, operations, supply chains, marketing, quality assurance, and distribution.
5. To produce graduates who can characterize and accommodate group and individual behaviors, including leading, collaborating, and coordinating in healthcare organizations and society.

6. To produce graduates who can implement evidence-based decision making that integrates current and emerging technologies, including healthcare statistical techniques, data management, data analytics and information technology.
7. To produce graduates who can communicate effectively in healthcare environments.

The outcomes of these seven goals will be assessed in accordance with the Stockton business school assessment process. Every outcome will be assessed at least once within a three-year period, in a cyclical fashion. The assessment instruments utilized by the school of business include written examinations, hypothetical problem solving, written papers, and oral presentations that are designed to ensure student learning and competency goals are being met. It is anticipated that the outcomes (as defined in Appendix A) will be assessed beginning with the first semester that the program is running, in accordance with this timeline:

	Outcomes to Be Assessed in Year One			Outcomes to Be Assessed in Year Two		
	Fall	Spring	Summer	Fall	Spring	Summer
Management Practice and Development in Health Care	5.1.1; 5.1.2					
Health Systems	1.1.1; 1.1.3					
Healthcare Financial Analysis		3.1.1; 3.1.2; 3.1.3				
Healthcare Leadership		5.1.3				
Healthcare Policy			2.1.2; 7.1.1			
Healthcare Economics			3.1.4			
Healthcare Operations and Financial Management				4.1.1; 4.1.2		
Law and Ethics in Healthcare Administration				2.1.1		
Healthcare Informatics					6.1.1; 6.1.2	
Managing Population Health					1.1.2	
Analytics for Health Care						6.1.3
Healthcare Strategy and Leadership Capstone						7.1.2; 7.1.3

The assessment timeline will then be repeated in years three and four, and so-on in perpetuity. The outcomes of the goals will be assessed in the classes noted in the above timeline and curriculum map, included herein as Appendix A, to ensure a continuous process of improvement. Stockton Business school employs an assessment specialist who is charged with ensuring the

continuous assessment of all programs within the school. The assessment specialist and other institutional support will ensure the long-term sustainability of the assessment process.

2. Correlation of Program Goals to Stockton University Essential Learning Outcomes

Stockton University has adopted ten (10) institutional level learning goals, which are called “essential learning outcomes” (ELOs). Although the ELOs were designed for undergraduate programs at Stockton University, they carry through to graduate studies. The MBA-HAL program goals incorporate the ELOs, which are: 1) Adapting to Change; 2) Communication Skills; 3) Creativity & Innovation; 4) Critical Thinking; 5) Ethical Reasoning; 6) Global Awareness; 7) Information Literacy & Research Skills; 8) Program Competence; 9) Quantitative Reasoning; 10) Teamwork & Collaboration ¹¹ All ten of Stockton’s ELOs are apparent in the MBA-HAL program curriculum map (attached herein Appendix A).

C. RELATIONSHIP OF THE PROGRAM TO THE INSTITUTIONAL STRATEGIC PLAN AND ITS EFFECT ON OTHER PROGRAMS AT THE INSTITUTION

1. Proposed Program’s Relationship to Institutional Mission and Strategic Plan

The MBA-HAL fits squarely within Stockton University’s mission, strategic plan, and educational goals. Per Stockton University’s Mission Statement:

Stockton University’s mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.¹²

The MBA-HAL is an interdisciplinary program that supports the interdisciplinary tenet of Stockton University’s mission. Although the program will be housed in the school of business, the MBA-HAL will be jointly staffed and led by faculty from both the school of business and the health science program. These two programs will integrate to develop a degree program that meshes the sciences with management and leadership, to provide a gateway for students desiring to enter leadership and management positions within the field of healthcare.

As a graduate degree program, the MBA-HAL provides students with increased opportunity to pursue professional education in healthcare administration and leadership beyond the current undergraduate curriculum. Through advanced graduate studies, the program supports the lifelong learning and professional education tenets of Stockton University’s mission.

The MBA-HAL program also aligns with Stockton University’s FY 2018 strategic priorities. Stockton University’s Strategic Priority #1 is to “Advance the University’s mission of excellence

¹¹ See <https://stockton.edu/elo/index.html>

¹² See <https://stockton.edu/president/mission-statement.html>

in teaching and learning, scholarly and creative activity, and dedication to service.”¹³ Goal 1.1 of this priority is to “Focus institutional efforts toward student success and prepare a diverse group of students to continue to excel in a rapidly changing world.”¹⁴ Action item 3 of Goal 1.1 is to encourage the “Ongoing development of new academic programs.”¹⁵ Action item 9 of Goal 1.1. is to increase enrollment. The MBA-HAL aligns with Stockton’s strategies of ensuring student success and increased enrollment through the development of a new academic program in a field with projected growth.

Finally, the MBA-HAL program anticipates forming a “Healthcare Administration and Leadership Advisory Board,” which will be composed of healthcare professionals and other appropriate professionals from the local community. It will be modeled after the existing “Business Advisory Board”¹⁶ and “Hospitality and Tourism Management Board”¹⁷ that provide advisory functions for the respective programs. This board will promote Stockton University’s vision statement of positioning itself as “a community builder and partner in public service,” and in support of its strategic priorities #2, Goal 2.10 of building and amplifying “informational awareness of the University’s internal and external constituencies.”¹⁸ It will also promote engagement with the local business community.

2. Proposed Program’s Effect on Other Programs at Stockton

Given the unique interdisciplinary nature of the MBA-HAL, it is unlikely to impact any programs outside of the business school and school of health sciences. It may attract some students who would otherwise pursue the existing general MBA program, however, the MBA-HAL is anticipated to attract a variety of students who would not otherwise be interested in a general MBA, including graduates of the health science bachelor’s program, graduates of the public health program, and local professionals working in the healthcare sector. The new program is unlikely to affect other programs within the university.

D. JUSTIFICATION OF THE NEED FOR THIS PROGRAM

1. Labor Market Need, Job Titles, and Entry-Level Positions

Hanover Research, an independent consulting group, was employed to assess labor market needs in the region. Hanover Research conducted an analysis of specialized healthcare M.B.A. programs, and analyzed other healthcare master’s degree models that may compete with the M.B.A. The Hanover report is attached herein as Appendix B. Among the key findings from the report, Hanover identified that “Student and labor demand for master’s programs in healthcare administration is high,” and that “In Stockton’s region, healthcare administration and management master’s degree conferrals grew at a compounded annual rate of 15.3 percent between 2012 and 2016, much faster than the regional average. Additionally, openings for medical and health

¹³ See <https://stockton.edu/strategic-planning/strategic-priorities.html>

¹⁴ Ibid.

¹⁵ See https://stockton.edu/strategic-planning/documents/FY18_Strategic_Priorities_Document.pdf

¹⁶ See <https://stockton.edu/business/business-advisory-board.html>

¹⁷ See <https://stockton.edu/business/htms-advisory-board.html>

¹⁸ See <https://stockton.edu/strategic-planning/strategic-priorities.html>

services managers are projected to grow 12.1 percent between 2014 and 2024.”¹⁹ In light of this projected growth, historical growth, and current market trends, Hanover recommends that Stockton University pursue the development of the MBA-HAL program.

Hanover also researched entry-level positions and job titles for graduates of programs like the proposed MBA-HAL. They identified that common job titles include:

- Employee Assistance Program (EAP) Care Manager
- Senior Project Manager, Clinical Operations
- Program Manager
- Hospice Administrator
- Group Home Manager
- Director of Measures Development
- Project Manager
- Hospital Administrator
- Medical and Health Services Managers

The MBA-HAL is anticipated to attract both experienced health care professionals seeking to advance their careers and recent graduates of Stockton University. Recent graduates will be eligible for a variety of management-track positions in healthcare. Experienced healthcare professionals will be eligible for more senior-level positions. Healthcare is a field with continued anticipated growth and the MBA-HAL program will prepare graduates to enter this field.

2. Evidence of Student Demand

To assess student demand for the program, the proposal committee created a survey to gauge interest among current Stockton University undergraduate students. The survey was distributed via email to all undergraduates enrolled at Stockton during the Fall 2018 semester. Appendix C contains a report containing the student responses to the most relevant questions in the survey.

The survey results indicate that there is great interest in this program, particularly among students majoring in Health Sciences and Business. Of the 941 students who took the survey, 230 indicated that they agreed or strongly agreed with the statement: “If Stockton University offered a Master of Healthcare Administration and Leadership or similar degree, I would apply.” Likewise, 235 students indicated they were interested or very interested “in pursuing a Master of Healthcare Administration and Leadership or similar degree after completing [their] undergraduate degree.”

Of the students who agreed or strongly agreed that they would apply to the MBA-HAL program at Stockton, at least 88 were Health Science majors, at least 30 were Business Studies majors, and at least 27 were Business Studies minors.²⁰ These results are aligned with the intent of the program to draw from these two disciplines. Additionally, the Business Studies majors and minors will have completed the pre-requisite courses for the program. Among those students who indicated interest in applying to the program at Stockton who are not Business Studies students, 60 have or

¹⁹ See Appendix B.

²⁰ Not all respondents answered all questions in the survey and only 585 provided their major.

plan to take some Business Studies courses before graduating and more than 100 indicated that they were willing to take supplemental online course work to fulfill the anticipated prerequisite requirements. Thus, the pre-requisite requirements do not appear to be a barrier for most of the students who indicated they would apply to the program. Additionally, if the program is successfully launched, preceptors can begin advising their preceptees to take the prerequisite courses if they are interested in the program.

Additionally, the reported GPAs of the overwhelming majority of students who indicated interest in applying to the program suggest they will have the requisite academic record to succeed in the program. Among those who agreed or strongly agreed with the statement: “If Stockton University offered a Master of Healthcare Administration and Leadership or similar degree, I would apply,” 156 students indicated that they had a GPA above 3.0, with 82 having a GPA above 3.5

Importantly, these survey results only indicate interest among current Stockton undergraduate students. While self-selection bias prevents us from extrapolating greater interest among Stockton students than is indicated in the survey results, this survey does not capture any interest that exists beyond current Stockton students. The program will appeal to Stockton alumni and graduates of other universities who are interested in this field, particularly those already working in the healthcare industry, which is a major employer in southern New Jersey.

3. Results of Employer Surveys

Employers and professionals in Stockton University’s region were interviewed. The results of the interviews are attached herein as Appendix D. Employers anticipate a need for healthcare professionals with master’s level education in the coming years and provide support for the development of the MBA-HAL program. In particular, one local employer, AtlantiCare, with whom the Business School has an ongoing relationship, expressed an anticipated need for employees with master’s level education in healthcare in the coming years. Other employers made similar remarks and suggestions regarding the program such as it being a “door opener, particularly for entry-level management positions” and “would be more likely to hire” someone with this degree.²¹ Modifications were made to the proposed program based on employer input. Employers are generally supportive of the MBA-HAL initiative and believe it will bring value to the industry.

4. Relationship of the Proposed Program to Institutional Master Plan and Priorities

As an AACSB accredited institution, the MBA-HAL program will support our accreditation efforts within the school of business. Specialized master’s degrees in business administration are a growing trend among business schools.²² The MBA-HAL program will be housed within the business school, which is one of Stockton University’s largest schools. The MBA-HAL program is anticipated to draw students from the Business School, from the school of Health Sciences, and the Public Health program. As such, it will promote Stockton University’s goals of increasing student enrollment and providing graduate-level professional education to its graduates.²³

²¹ Appendix C.

²² See e.g. <https://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2017-03-17/health-care-management-on-the-rise-for-mba-students>

²³ See https://stockton.edu/strategic-planning/documents/FY18_Strategic_Priorities_Document.pdf

5. Comparison of Proposed Program to Similar Programs within the State and Neighboring States

In Southern New Jersey (the following counties: Atlantic, Ocean, Cape May, Burlington, Cumberland, Salem, Camden, and Gloucester), there is no currently existing master's degree in healthcare administration in any institution. The proposed MBA-HAL would be the first of its kind in the Southern New Jersey region.

The proposal committee examined three broader regions, beyond Southern New Jersey: (i) New Jersey as a whole, (ii) exclusively online programs, and (iii) the Northern Delaware and Philadelphia regions.²⁴

- (i) In New Jersey, similar programs are offered by New Jersey City University, Thomas Edison State University (online), Rutgers University- New Brunswick, Felician University, College of Saint Elizabeth, Rider University, Kean University, Seton Hall University, Saint Peter's University, and Farleigh Dickinson University.
- (ii) There are similar exclusively online programs offered through George Washington University, Regent University, Colorado State University, Kaplan University, Herzing University, Ashford University, and Saint Joseph's University.
- (iii) In the Northern Delaware and Philadelphia regions (adjacent to Southern New Jersey) there are similar programs at Wilmington University, the University of Pennsylvania, Drexel University, Goldey-Beacom College, Saint Joseph's University, Gwynedd Mercy University, Strayer University-Delaware, Rosemont College, and University of Delaware.

These competitors offer a variety of similar programs, most offering MS degrees, some offering MBA degrees, and yet others offering various other master's degrees (e.g., MA, MHA, MSM). We examined the benefits and burdens of the various degree programs, and concluded a MBA is the all-around most versatile degree program for our students.²⁵ An examination of purely MBA degrees reveals that:

- (i) In New Jersey, only Farleigh Dickinson University and Saint Peter's University offer MBAs in healthcare administration or management. Rutgers University- New Brunswick also offers a joint MS/MBA degree which allows for the simultaneous acquisition of a general MBA and a MS in biomedical science.
- (ii) In the exclusively online forum, Regents University, George Washington University, and Herzing University all offer a MBA program with a healthcare management or administration focus.

²⁴ See Appendix B for links to these program's websites.

²⁵ Ibid. See also employer interviews in Appendix D.

- (iii) In Northern Delaware and Philadelphia regions, Wilmington University, the University of Pennsylvania, Goldey-Beacom College, Gwynedd Mercy University, Strayer University-Delaware, and University of Delaware all offer a MBA program with a healthcare management or administration focus.

Thus, in Southern New Jersey, Stockton University's proposed MBA-HAL program would be the first MBA program of its kind, with very little state-wide MBA competition. In the broader Northern Delaware and Philadelphia regions, there is substantially more MBA competition but the commute to these programs from Southern New Jersey would not be feasible for working professionals.

The proposal committee also examined the curriculum content of these competitors. Four different models of MBA programs were examined:

1. Farleigh Dickinson University offers a 51 credit hour MBA program that includes Foundational Classes, Core Classes, and Specialization Healthcare Courses.²⁶
2. Saint Peter's University offers a 48 credit hour MBA program with Core Classes and Healthcare Concentration Classes.²⁷
3. George Washington University offers a fully online 55.5 credit hour MBA program with Core Classes, General Electives, and Healthcare Electives.²⁸
4. Regents University offers a fully online 42 credit hour MBA program with a set curriculum.²⁹

The MBA-HAL program is a 42 credit hour MBA program that includes 36 hours of core classes, 6 hours of general electives, and 20 hours of prerequisites (5 undergraduate prerequisites at 4 hours per class). The classes chosen in the MBA-HAL core are consistent with the healthcare-focused classes in other MBA programs, but emphasize leadership competencies. The MBA-HAL program, as part of the business school, will meet the qualifications of AACSB accreditation. The program is more fully described *infra* Section G.

E. ANTICIPATED STUDENT ENROLLMENT

Student enrollment in this program is anticipated to be 40-50 over any two-year period, with cohorts of approximately 20-25 students starting each year. The survey of Stockton undergraduate students about their interest in this program, attached as Appendix C, indicates that this enrollment goal is attainable within the first couple years of the program. The 230 students who indicated that they agreed or strongly agreed with the statement: "If Stockton University offered a Master of Healthcare Administration and Leadership or similar degree, I would apply" included 75 students

²⁶ See <https://view2.fdu.edu/academics/silberman-college/graduate/executive-mba/mba-for-executives-in-health-sector-management/>

²⁷ See <https://www.saintpeters.edu/academics/graduate-programs/business/master-of-business-administration/>

²⁸ See <https://healthcaremba.gwu.edu/program-details/>

²⁹ See <https://www.regent.edu/program/mba-healthcare-management/>

who will complete their undergraduate degrees during academic year 2018-2019, 60 students who will complete their undergraduate degrees during academic year 2019-2020, 48 students who will complete their undergraduate degrees during academic year 2020-2021, and 40 students who will complete their undergraduate degrees in Fall 2021 or after. It appears interest in the program will be immediate and enduring. This suggests that the program will reach full enrollment shortly after its commencement, as the serious interest from current Stockton students alone should provide sufficient applications to fill a cohort each year.

F. PROGRAM RESOURCES

The MBA-HAL program will make use of many already-existing classes which Stockton University currently offers and has faculty qualified to teach. Both the health science program and business school faculties will devote their teaching expertise to this program.³⁰

However, it is anticipated that this program will require at least one additional tenure-track faculty member and at least three adjunct/affiliated faculty with appropriate professional specialization in the healthcare industry. The program will also require the appointment of a new graduate program director, who will be an internal faculty member at Stockton University. Depending on program growth and enrollment, an additional tenure-track faculty member may be needed in later years. The MBA-HAL program must be staffed to stay compliant with AACSB faculty deployment and qualification standards.

The only library resources that are anticipated to be needed include specific software for certain classes, such as Healthcare Informatics and Analytics for Health Care. That is, no new library resources are anticipated aside from these, but there will be an increased demand for already available library resources and library support due to the increase in enrollment of students. No new equipment is anticipated to be needed. There will also be a likely increase in the need for career counseling advice and job placement assistance from the existing infrastructure. Some resources will need to be allocated to support the anticipated advisory board, and marketing of the new program.

The other aspects of the program will be supported through the existing construct of the school of business.³¹

G. DEGREE REQUIREMENTS

Prior to entry into the MBA-HAL program, students are required to fulfill 5 prerequisites (of 4 credit hours each) or their equivalent. The MBA-HAL degree is composed of 14 classes at 3 credit hours per class, totaling to a 42 credit hour MBA. Those 42 credit hours include 12 classes at 3 credit hours each of core classes (36 credit hours), and 2 classes at 3 credit hours each of electives (6 credit hours).

³⁰ See Appendix E, letter of intent to commit faculty to the MHAL from Dr. Margaret (Peg) Slusser, Dean of School of Health Sciences.

³¹ See Appendix F, letter of support from Dr. Janet Wagner, Dean of School of Business.

1. Prerequisites:

Prior to entry into the MBA-HAL program, students must take these prerequisites or their equivalent:

- i. Statistics (CSIS 1206) or Statistics for Health Professionals (HLTH 2305) or Statistical Methods (PSCY 2241)
- ii. Intro to Management (MGMT 2110)
- iii. Macroeconomics (ECON 1200) or Health Care Economics (ECON 2104)
- iv. Financial Accounting (ACCT 2110)
- v. Managerial Accounting (ACCT 2120)

All students graduating from any Business Studies program will graduate with these five prerequisites fulfilled. These five prerequisites are required classes within all Business Studies program degrees. All students graduating with a Public Health or Health Sciences concentration in Healthcare Administration will similarly have completed these prerequisites because they are required for the undergraduate degrees. These students and others, through proper advising, would seamlessly transition from their undergraduate studies to the MBA-HAL program.

2. Core Curriculum³²

First Year, Fall		6 Grad	First Year, Spring		6 Grad
MHAL 5***	Management Practice and Development in Health Care	3 cr.	MHAL 5***	Healthcare Financial Analysis	3 cr.
MHAL 5***	Health Systems	3 cr.	MHAL 5***	Healthcare Leadership	3 cr.
First Year, Summer		6 Grad	Second Year, Fall		6 Grad
MHAL 5***	Healthcare Policy	3 cr.	MHAL 5***	Healthcare Operations and Financial Management	3 cr.
MHAL 5***	Healthcare Economics	3 cr.	MHAL 5***	Law and Ethics in Healthcare Administration	3 cr.
Second Year, Spring		6 Grad	Second Year, Summer		6 Grad
MHAL 5***	Healthcare Informatics	3 cr.	MHAL 5***	Analytics for Health Care	3 cr.
MHAL 5***	Managing Population Health	3 cr.	MHAL 5***	Healthcare Strategy and Leadership Capstone	3 cr.

³² Many of the courses in the MBA-HAL’s core curriculum have been offered for many years through the Stockton University School of Business. Stockton University’s business, public health, and health sciences faculty have been collaborating to teach specialized healthcare administration courses for approximately six (6) years to three (3) cohorts of AtlantiCare students. We have renamed, modified, and changed the acronym and numbering of these courses for the purposes of the MBA-HAL, and have developed this curriculum based on years of research and experience in this sector.

3. Floating Electives

Motivated students who want a two-year program, may be able to fit in the floating electives as a third course on top of their core courses. We expect that for others, the floating electives will be taken in a seventh (Third Year, Fall) semester. In addition to the core curriculum students are required to take two three-credit hour general MBA electives from the following programs: BUSN, MGMT, MKTG, BUSA, FINA, ACCT, MHAL, or PLAW. A list of current general MBA program electives is enclosed in Appendix G. With program permission, students can use up to one graduate class from another graduate program in lieu of one MBA program elective. A tentative list of healthcare and leadership related electives currently offered in other Stockton graduate programs is enclosed in Appendix H. These courses, with program approval, could satisfy one of the two elective requirements. Students can take the two elective courses at any time during the program or can stay an extra semester to complete them.

4. Course Delivery

The MBA-HAL program is anticipated to run, at least in its initial years, as a “cohort model” program. The “cohort model is based on the collective work of higher education students that progress through an academic program together. Cohorts are believed to benefit students by providing academic and logistical support in order to complete program requirements in a timely fashion — making enrollment in courses automatic or non-competitive.”³³

It is anticipated that MBA-HAL classes will run primarily on Saturdays as face-to-face classes, with potential hybrid offerings. It is anticipated that all cohort classes will be offered on the Galloway main campus on Saturdays, with class meetings generally from 9am-12pm and 1pm-4pm. The only classes that will not be offered at this time will be the two floating electives. A list of current general MBA program electives is enclosed in Appendix G. As described in Appendix G, there are a variety of general MBA program electives available for students to choose from, and current space in those classes. Additional specialized electives may also be developed.

The cohort experience will culminate in a capstone course, “Healthcare Strategy and Leadership Capstone,” which will synthesize the knowledge acquired from prior classes into interactive case studies, field projects, and team leading exercises. It will offer students an experiential learning opportunity that synthesizes the knowledge, skills, and leadership competencies learned throughout the program.

5. Course Descriptions

*MHAL 5*** Management Practice and Development in Health Care*

This course focuses on becoming a professional manager with a sound grasp of organizational behavior theory and its application in managing others through systems thinking and the application of management skills. The course combines elements of organizational and human behavior with a focus on the human elements in the practice of management and working with

³³ 4 Ways Cohort Models Benefit Graduate Students, <https://education.gsu.edu/4-ways-cohorts-models-benefit-graduate-students/>

employees, stakeholders, and patients. Examples of topics covered include: empathy, caring for/managing/working with diverse people including the differences of generations. The course allows for integration of healthcare and patient examples. Readings and case studies focusing on healthcare examples are included in this course. *Qualified Teaching Faculty: Diane Holtzman*

MHAL 5*** Healthcare Financial Analysis

This course examines the role that financial management plays in organizations, with particular emphasis on its role in healthcare organizations. Students will study the concepts, terminology, tools and techniques used in financial management. These tools and techniques will be used to solve problems, evaluate case studies, and interpret real world financial events. *Qualified Teaching Faculty: Michael Busler*

MHAL 5*** Law and Ethics in Healthcare Administration

This course focuses on the ethical and legal issues that impact employees and managers in healthcare administration. It covers such topics as ethical theory (including virtue, utilitarian, deontological, and justice approaches to ethics), stakeholder analysis, employment at will, discrimination laws, diversity, oppression, social responsibility, and employment and healthcare laws relevant to healthcare administration. *Qualified Teaching Faculty: Keith Diener or Audrey Latourette*

MHAL 5*** Healthcare Policy

This course focuses on the factors influencing healthcare focused public policy development in the United States. It examines the role of stakeholder interests in the structure of the United States health system, the policy-making process, and ethical implications of it. It also includes a comparative analysis of global systems, and consideration of human capital. *Qualified Teaching Faculty: Kerrin Wolf*

MHAL 5*** Healthcare Leadership

This course addresses the fundamentals of leading and managing in healthcare contexts. It equips participants to lead with purpose in diverse environments, to manage through change, to transform through leadership, and to engage in and with communities. It prepares students for management and leadership roles in the healthcare sector. *Qualified Teaching Faculty: Ameer Shah or Luis Garcia*

MHAL 5*** Healthcare Systems

This course focuses on methods to support decision making in healthcare contexts, by considering stakeholders involved in healthcare organizations in both the U.S. and across national and community boundaries. It addresses, among other topics, questions of diversity, human capital, community engagement, and systems thinking. Students utilize models to communicate systems problems and solutions. *Qualified Teaching Faculty: Luis Garcia or Ameer Shah*

MHAL 5*** Healthcare Operations & Financial Management

This course examines the environment of health care delivery and financial management, including productivity and quality, operations management in the healthcare sector, competitive strategies, and strategic and financial management. *Qualified Teaching Faculty: TBD*

MHAL 5*** Healthcare Informatics

This course presents an introduction to informatics in healthcare. Students are introduced to the planning, implementation, adoption, management and evaluation of topics associated with health information technologies. This course also explores healthcare data management issues related to privacy, confidentiality and security. *Qualified Teaching Faculty: Yulong (Helen) Gu*

MHAL 5*** Health Care Economics

This course will introduce the basic theoretical concepts of neoclassical microeconomics. It will use these concepts to investigate health care markets and health care reforms (government regulation vs. market competition) in the United States. It will conclude with a discussion of policy implications. One of the main questions discussed in this course is whether health care should be a commodity (based on one's ability to pay) or a basic human right. This discussion raises a lot of issues around fairness and equity (as opposed to only the "efficiency of the marketplace"). The course also discusses the policy implications of both views, which raises many more issues concerning social justice. *Qualified Teaching Faculty: Ron Caplan*

MHAL 5*** Managing Population Health

This course provides a foundation for public health and population health management through the introduction of the analytic framework provided by contemporary models of Community Health and Community Health Assessment. It explores how health outcomes for populations are influenced by a broad range of factors--social, economic, environmental, behavioral and political. It describes how clinical and non-clinical evidence is used to measure health-related outcomes, analyze patterns, communicate results, identify best practices and implement effective interventions. *Qualified Teaching Faculty: Luis Garcia or TBD*

MHAL 5*** Analytics for Health Care

This course covers health care data analytics methods and concepts, such as datasets, their creation and structure, data warehousing, large databases, public health, healthcare datasets, and descriptive and predictive analytics. *Qualified Teaching Faculty: Janet Wagner*

MHAL 5*** Healthcare Strategy and Leadership Capstone

This capstone course is designed to help students move from the theory of healthcare delivery to practice. It is a project-based capstone that integrates all of the knowledge acquired from prior classes into interactive case studies, field projects, and team leading exercises. It offers students an experiential leadership learning opportunity. *Qualified Teaching Faculty: Lewis Leitner*

Program Electives

Students will choose any two general MBA electives from the following programs: BUSN, MGMT, MKTG, BUSA, FINA, ACCT, MHAL, or PLAW. A list of current general MBA program electives is enclosed in Appendix G. With program permission, students can use up to one graduate class from another graduate program in lieu of one general MBA program elective. A tentative list of healthcare and leadership related electives currently offered in other Stockton graduate programs is enclosed in Appendix H. These courses, with program approval, could satisfy one of the two elective requirements. *Qualified Teaching Faculty: Many Faculty Teach Electives*

H. APPENDICES

The following Appendices are attached herewith:

Appendix A: Curriculum Map

Appendix B: Hanover Market Analysis Report

Appendix C: Student Survey Results

Appendix D: Employer Interview Results

Appendix E: Letter of Support from Dean of School of Health Sciences

Appendix F: Letter of Support from Dean of School of Business

Appendix G: Current General MBA Program Electives

Appendix H: Related Electives in Other Stockton University Graduate Programs

**Appendix A:
Curriculum Map**

Curriculum Map

Program Goals	Student Learning Goals	Student Learning Outcomes	Student Leadership Competencies	Courses or other points in the curriculum where outcomes are assessed
<p>1. To produce graduates who can articulate and connect economic, political, regulatory, legal, technological, and social contexts of health care organizations in a global society, including their own and other professionals' roles and responsibilities in health care contexts.</p>	<p>1.1. Students will learn the formal and informal decision-making structures and power relationships in a health care organization</p> <p>1.2. Students will learn to lead and manage in diverse, global healthcare contexts</p> <p>1.3. Students will learn to understand health care in multiple environments</p> <p>1.4. Students will learn to understand themselves in the context of health care organizations and society</p>	<p>1.1.1. Graduates will be able to explain the internal, external and, global systems of healthcare</p> <p>1.1.2. Graduates will develop strategies for health care organizations to meet the needs of the communities and populations they serve</p> <p>1.1.3. Graduates will demonstrate an understanding of their own and other's roles and responsibilities in health care contexts</p>	<p>1.a. Community orientation</p> <p>1.b. Organizational awareness</p> <p>1.c. Process management/organizational design</p> <p>1.d. Self-confidence</p> <p>1.e. Self-development</p>	<p>Health Care Systems (1.1.1, 1.1.3)</p> <p>Managing Population Health (1.1.2)</p>
<p>2. To produce graduates who can implement social</p>	<p>2.1. Students will learn to identify and analyze questions</p>	<p>2.1.1. Graduates will demonstrate the ability to apply ethical</p>	<p>2.a. Human resources management</p>	<p>Law and Ethics in Healthcare Administration (2.1.1)</p>

<p>responsibility strategies, including sustainability, diversity and ethical behavioral strategies and approaches to healthcare management.</p>	<p>involving ethical issues and produce ethically justifiable and socially responsible solutions</p> <p>2.2. Students will learn to analyze and frame problems and develop creative and innovative solutions in healthcare environments</p> <p>2.3. Students will learn to engage professionally with others by engaging in sound professional practices, social accountability, and community stewardship</p>	<p>theory to reach justifiable and socially responsible conclusions</p> <p>2.1.2. Graduates will demonstrate the ability to make reasoned decisions and provide a rationale for their actions</p>	<p>2.b. Interpersonal understanding</p> <p>2.c. Professionalism</p> <p>2.d. Accountability</p> <p>2.e. Talent development</p>	<p>Healthcare Policy (2.1.2)</p>
<p>3. To produce graduates who can utilize financial theories, analysis, reports, and markets.</p>	<p>3.1. Students will learn to translate knowledge of business and healthcare management into practice</p> <p>3.2. Students will learn to budget, forecast, and report finances for health care organizations</p>	<p>3.1.1. Graduates will be able to read and understand financial reports</p> <p>3.1.2. Graduates will be able to budget and forecast finances in healthcare settings</p> <p>3.1.3. Graduates will be able to develop a financial plan for</p>	<p>3.a. Financial skills</p> <p>3.b. Performance measurement</p> <p>3.c. Achievement orientation</p>	<p>Healthcare Financial Analysis (3.1.1, 3.1.2, 3.1.3)</p> <p>Healthcare Economics (3.1.4)</p>

	<p>3.3. Students will learn to understand financial and economic information, and how to make sound short and long-term investment decisions</p>	<p>health care that meets the needs of payers, manages risk, and reflects efficiencies in operations</p> <p>3.1.4. Graduates will demonstrate an understanding of medical markets, and the ability to compare and contrast market systems</p>		
<p>4. To produce graduates who can articulate and connect systems and processes in healthcare organizations, including planning and design, production, operations, supply chains, marketing, quality assurance, and distribution.</p>	<p>4.1. Students will learn to work within a stakeholder and market system</p> <p>4.2. Students will learn to lead, plan, and design in the context of health care supply chains and operations</p> <p>4.3. Students will learn to adapt to changing environments and circumstances</p>	<p>4.1.1. Graduates will be able to explain health care systems and operations</p> <p>4.1.2. Graduates will demonstrate knowledge of health care delivery in US and trends impacting the system</p>	<p>4.a. Project management</p> <p>4.b. Impact and influence</p> <p>4.c. Organizational awareness</p> <p>4.d. Process management/organizational design</p>	<p>Healthcare Operations and Financial Management (4.1.1, 4.1.2)</p>
<p>5. To produce graduates who can characterize and accommodate group and individual behaviors, including leading,</p>	<p>5.1. Students will learn to make sound decisions and exercise good judgment under uncertainty</p> <p>5.2. Students will learn to work</p>	<p>5.1.1. Graduates will demonstrate the ability to work effectively in team settings to develop strategies and affect change</p>	<p>5.a. Team leadership</p> <p>5.b. Collaboration</p> <p>5.c. Analytical thinking</p>	<p>Management Practice and Development in Health Care (5.1.1, 5.1.2)</p> <p>Healthcare Leadership (5.1.3)</p>

<p>collaborating, and coordinating in healthcare organizations and society.</p>	<p>effectively with others and in diverse team environments</p>	<p>5.1.2. Graduates will be able to explain the importance of respecting diverse viewpoints</p> <p>5.1.3. Graduate will be able to explain leadership theory and the group process</p>	<p>5.d. Innovative thinking</p> <p>5.e. Change leadership</p> <p>5.f. Talent development</p> <p>5.g. Relationship building</p>	
<p>6. To produce graduates who can implement evidence-based decision making that integrates current and emerging technologies, including healthcare statistical techniques, data management, data analytics and information technology.</p>	<p>6.1. Students will learn to think creatively</p> <p>6.2. Students will learn to integrate knowledge across fields</p> <p>6.3. Students will learn to integrate real-world business strategies, privacy and security concerns, ethical issues, data management, data analytics, and technology driven changes to find solutions in the work environment</p> <p>6.4. Students will learn to use current technologies in business and healthcare management contexts</p>	<p>6.1.1. Graduates will demonstrate the ability to utilize technology ethically and effectively</p> <p>6.1.2. Graduates will be able to analyze and explain data relevant to health care systems</p> <p>6.1.3. Graduates will demonstrate the ability to utilize data to effectively devise strategies for health care organizations</p>	<p>6.a. Information technology management</p> <p>6.b. Initiative</p> <p>6.c. Information seeking</p> <p>6.d. Strategic orientation</p>	<p>Healthcare Informatics (6.1.1, 6.1.2)</p> <p>Analytics for Health Care (6.1.3)</p>

	<p>6.5. Students will learn the ethical use and dissemination of data, including privacy and security of data</p> <p>6.6. Students will learn the role of technology in healthcare organizations, society, and the behavioral implications of it</p>			
<p>7. To produce graduates who can communicate effectively in healthcare environments.</p>	<p>7.1. Students will learn to write in a clear, logical, and grammatically correct manner in formal and informal situations</p> <p>7.2. Students will learn to orally communicate effectively both interpersonally and in front of groups</p> <p>7.3. Students will learn to communicate with individuals of diverse backgrounds and experiences</p> <p>7.4. Students will learn to prepare cogent business presentations</p>	<p>7.1.1. Graduates will demonstrate the ability to write effectively</p> <p>7.1.2. Graduates will be able to prepare presentations and orally present in front of groups</p> <p>7.1.3. Graduates will demonstrate the ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions, and communicate successful strategies that continually improve the long-term success and</p>	<p>7.a. Collaboration</p> <p>7.b. Communication skills</p> <p>7.c. Self-confidence</p> <p>7.d. Self-development</p>	<p>Healthcare Policy (7.1.1)</p> <p>Healthcare Strategy and Leadership Capstone (7.1.2, 7.1.3)</p>

	7.5. Students will learn to successfully lead, facilitate, and participate in group activities	viability of the organization		
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Appendix B:
Hanover Market Analysis Report

Market Analysis: Master's Degree in Healthcare Administration, Management, and Leadership

Prepared for Stockton University

September 2018

In the following report, Hanover assesses demand for master's degree programs in healthcare administration/management, specifically highlighting trends within Stockton's region. This report includes an examination of student and labor market demand and an analysis of potential competitor programs.



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Master's in Healthcare Administration, Management, and Leadership

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<u>Degree Completions Analysis</u>	<u>Page 4</u>
<u>Labor Market Analysis</u>	<u>Page 5</u>
<u>Competitor Analysis</u>	<u>Page 7</u>
<u>Program Benchmarking</u>	<u>Page 8</u>
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Executive Summary

Master's in Healthcare Administration, Management, and Leadership

Recommendations

Based on an analysis of degree completions, labor market demand, and regional competitors, Hanover recommends that:

1 Stockton University develop the proposed master's degree in healthcare administration, management, and leadership.

The healthcare administration/management field is in high demand, supported by recent growth in master's degree conferrals as well as above average projected job openings for medical and health services managers.

2 Stockton University consider creating a healthcare management specialization under its current MBA program or a standalone MS or MHA program.

Six universities in Stockton's region offer healthcare administration as an MBA specialization, in addition to other concentrations/majors within their MBA programs. Three of the top four largest programs in the region are MBA programs, though there does not appear to be a major advantage in offering one degree type over the other.

Key Findings and Program Demand Forecast

For master's in healthcare administration/management programs in Stockton's region:

Student and labor demand for master's programs in healthcare administration is high.

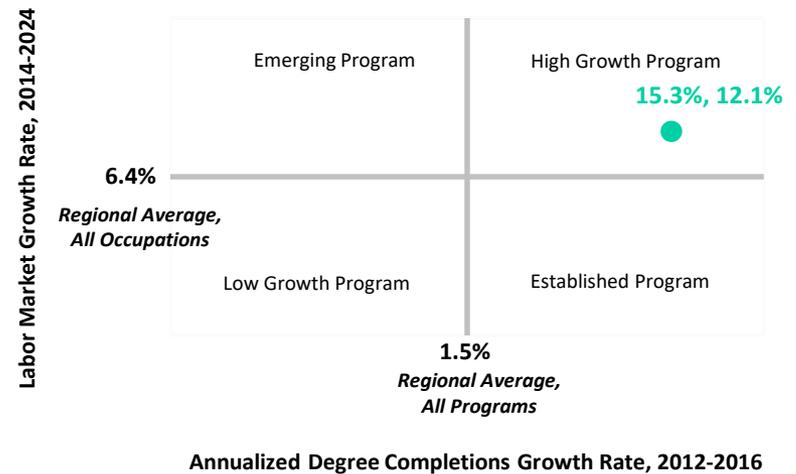
In Stockton's region, healthcare administration and management master's degree conferrals grew at a compound annual rate of 15.3 percent between 2012 and 2016, much faster than the regional average. Additionally, openings for medical and health service managers are projected to grow by 12.1 percent between 2014 and 2024.

The main difference between the MBA and MS/MHA is that the MBA focuses on general business practices rather than those specific to the healthcare industry and allows for more flexibility in one's career.

Generally, an MBA in healthcare is targeted to students wanting to manage the business operations of a healthcare institution, while the MS/MHA is intended for students who wish to advance into leadership positions within a healthcare institution.

Stockton Region Competitor Analysis

Comparison of healthcare administration/management completions and relevant labor market to all completions and all occupations in Stockton's region.



Fast Facts



15.3%

Student conferral growth annually for healthcare administration/management master's programs in Stockton's region.



12.1%

Projected occupational growth for medical and health service managers in Stockton's Region.



11

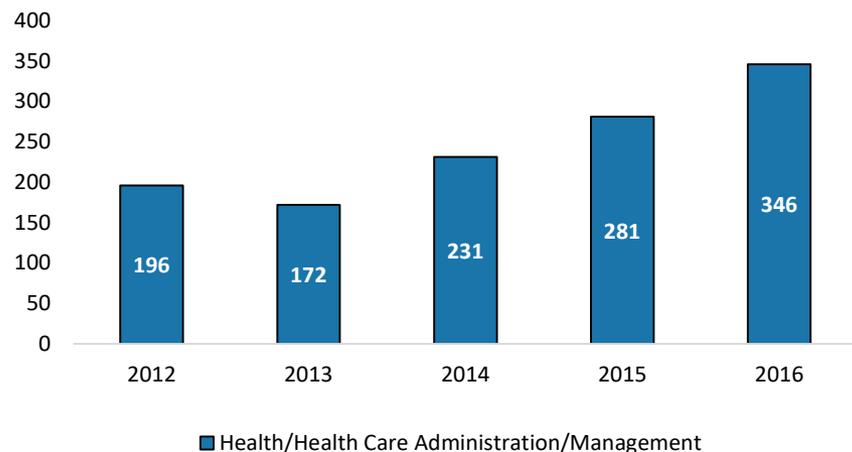
Number of potential competitor programs in New Jersey

Degree Completions Analysis

Master's in Healthcare Administration, Management, and Leadership

Stockton Region* Degree Completions Volume

Regional distribution of master's degree completions from 2012 to 2016



Total Degree Completions

Aggregate degree completions by geographic level (2016)

	Stockton Region	New Jersey	National
Health/Health Care Administration/Management	346	90	9,317
Total	346	90	9,317
5-Year Annualized Growth Rate	15.3%	-5.9%	8.6%

Source: IPEDS¹

*In this analysis, the "Stockton Region" includes the following counties: Atlantic, Ocean, Cape May, Burlington, Cumberland, Salem, Camden, Gloucester (NJ), New Castle (DE), Philadelphia, Delaware, Chester, and Montgomery (PA)

Analysis of Findings

Student demand for healthcare administration/management master's degree programs is growing rapidly in Stockton's region and nationally.

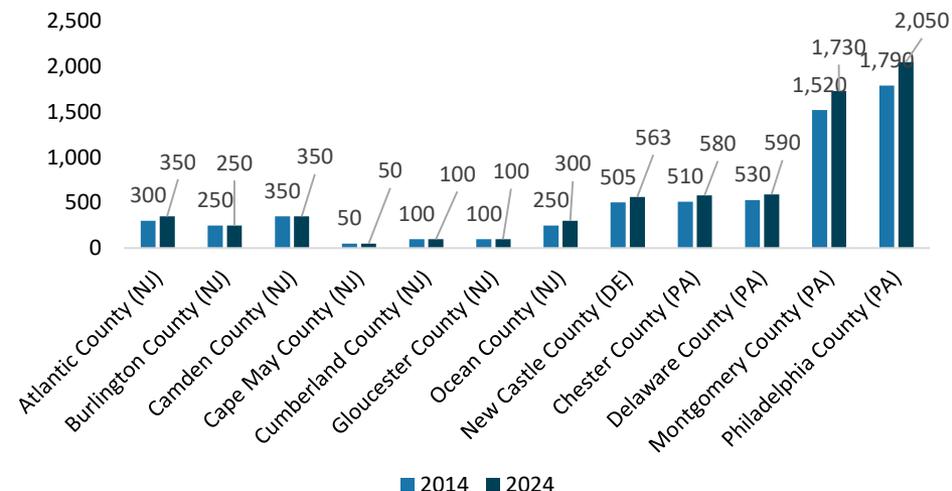
Between 2012 and 2016, degree completions for master's in healthcare administration/management programs in Stockton's region increased by an average annual rate of 15.3 percent, as compared to 1.5 percent completion growth for all master's programs in the region. This growth was particularly acute in Northern Delaware and the Philadelphia region, with Wilmington University's program experiencing a 13.7 percent annual increase in conferrals, and the 2015 opening of healthcare administration master's program at Drexel University and Goldey-Beacom College.

In New Jersey, completions for master's degrees in healthcare administration/management decreased by an average of 5.9 percent per year, however there could be multiple factors contributing to the decline.

Several of the healthcare administration programs in New Jersey, including Kean University's MPA and Rider University's MA, are not specified under Health/Health Care Administration/Management in IPEDS, the classification used in this analysis. Therefore, the student conferrals for master's in healthcare administration programs in New Jersey may not fully capture the complete landscape of students enrolled in such programs in the state and should be interpreted with caution. While located outside of Stockton's region, one New Jersey program that does fall under this classification and has experienced growth is Saint Peter's University's MBA in Healthcare Administration program. This program has seen a sharp increase in conferrals (41.1 percent), from six conferrals in 2012 to 24 in 2016.

Stockton Region Current and Projected Job Availability

Regional Medical and Health Service Managers positions as of 2014 and 2024 (projected)



Analysis of Findings

Medical and Health Services Managers are in high demand across all geographic levels.

According to O*Net, on a national level this occupation has a “bright outlook”, meaning that jobs for medical and health service managers are expected to grow rapidly at a rate of 20.5 percent through 2026 (O*Net).

In Stockton’s region, medical and health service manager positions are expected to grow by 12.1 percent between 2014 and 2024. This growth is faster than the average for all occupations in the region over the same period (6.4 percent). Philadelphia County in Pennsylvania has the highest *number* of current and projected occupational openings for medical and health service managers, with job openings expected to reach 2,050 by 2024. Additionally, Ocean County in New Jersey is expected to see the largest projected employment *growth* for medical and health services managers in the region (20.0 percent).

Similar trends appear for medical and health services managers at the state level. In New Jersey, job openings for Medical and Health Service Managers are projected to grow much faster than the average for all occupations in the state (13.7 percent vs. 6.5 percent).

Total Labor Market

Aggregate Healthcare Administration-related job availability by geographic level

	Stockton Region	New Jersey	National
Estimated Employment (Baseline Year)	6,255	10,010	352,200
Projected Employment (10-Year)	7,013	11,380	424,300
Growth Rate	12.1%	13.7%	20.5%
Total Annual Openings	229	390	36,700

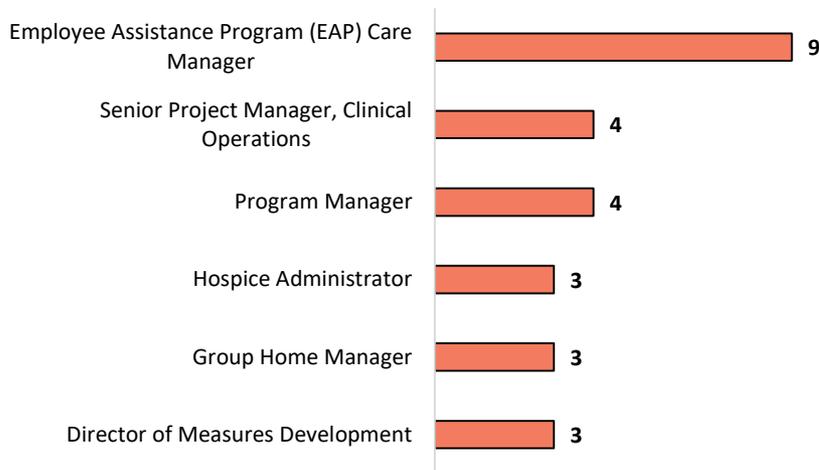
Source: Projections Central² Delaware Department of Labor, Pennsylvania Department of Labor & Industry, New Jersey Department of Labor and Workforce Development

Methodology Note

State and region employment projections correspond to 2014 to 2024 projections. National projections correspond to 2016 to 2026.

Stockton Region Job Postings Analysis

Top regional medical and health service manager-related positions specifying a master's degree, by job title during the past 180 days as of August 2018. Over 320 medical and health service manager-related positions reported at least one job opening



Source: JobsEQ

In-Demand Skills & Salary

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Communication • Organization • Supervision • Problem Solving | <ul style="list-style-type: none"> • Customer Service • Leadership • Project Management • Microsoft Office | <ul style="list-style-type: none"> • Self-Motivated • Cooperative • Accountable • Analytical |
|---|--|--|

Occupation	Average Salary	
	New Jersey	U.S.
Medical and Health Services Managers	\$118,290	\$111,680

Source: JobsEQ and BLS

Analysis of Findings

There are a total of 4,397 job postings for Medical and Health Services Manager-related positions in Stockton's region over a 180-day period ending 8/29/2018.

Out of the 4,397 openings, 406 postings specifically stated a master's degree is required. For postings at all degree levels, the most common job title is project manager with 51 postings.

Employers prefer master's degrees in business/administration or health administration coupled with managerial and supervisory experience in a health care setting.

Hanover also examined individual postings to check if one degree type (e.g. MBA) is preferred over another (e.g. MS). Although no definitive degree type appeared more frequently than another, several postings specify a "Master's degree in administration or a health-related field," or "Master's degree in business or health care administration (is) preferred." Along with this requirement, relevant job postings for hospital administrators prefer 3-5 years of experience in a managerial role, including customer service experience.

Targeted Employers

Jobs postings noted the following companies as employers of medical and health service managers in Stockton's region requiring a master's degree: The largest employer in Stockton's region is the University of Pennsylvania.

- University of Pennsylvania
- Christiana Care Health System
- GlaxoSmithKline
- Anthem, Inc.
- Penn Medicine
- Trinity Health
- AstraZeneca Pharmaceuticals
- AtlantiCare

Source: JobsEQ

Competitor Analysis

Master's in Healthcare Administration, Management, and Leadership

Stockton Region Competitive Saturation

Based on an analysis of the competitive saturation in Stockton's region, Hanover concludes the following:

Competitive conditions in Stockton's region support a new degree program.

In Southern New Jersey (Atlantic, Ocean, Cape May, Burlington, Cumberland, Salem, Camden, and Gloucester counties), no master's in healthcare administration programs reported degree conferrals to IPEDS in 2016. However, including counties in the Philadelphia area and Northern Delaware (referred to as Stockton's region in this analysis), nine institutions reported offering this program. Given increasing student demand, competitive conditions support a new program in Southern New Jersey.

Six out of nine competitors in Stockton's region offer MBA programs with concentrations in healthcare administration/management. These MBA programs report high conferral volumes as compared to other master's in healthcare administration degrees.

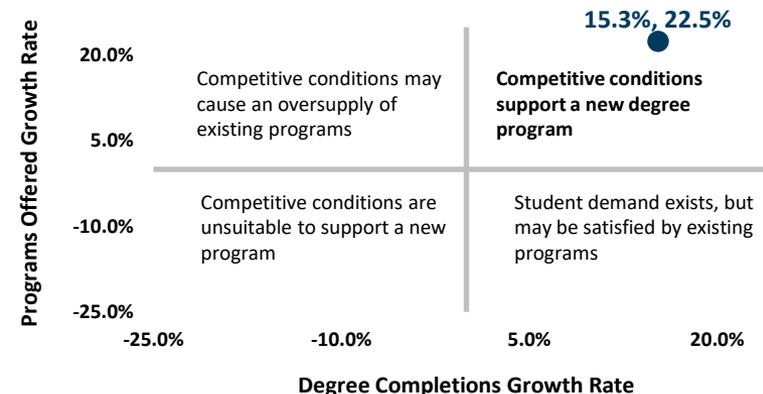
Three of the top four largest programs in the region based on 2016 student conferrals are MBA programs. The largest program is Wilmington University's MBA in Healthcare Administration, which reported 157 student conferrals in 2016 and growth over time. According to [US News and World Report](#), healthcare management specializations within MBA programs are on the rise; such specializations teach MBA students about the policy and financial management side of healthcare organizations.

Each competitor who offers a healthcare administration specialization as part of its MBA program offers several other MBA concentrations or majors.

For example, The University of Pennsylvania offers a Health Care Management major as part of its MBA program along with 18 additional majors including accounting, finance, and marketing. Similarly, Wilmington University's MBA in Healthcare Administration is one of 12 concentrations offered while Goldey-Beacom's MBA in Health Care Management is one of eight concentrations offered.

Stockton Region Market Saturation (2012-2016)

Within the Stockton Region, do competitive conditions support an additional Master's in healthcare administration program?



Stockton Region Competitor Programs

Institution	Program	2016 Program Completions
Wilmington University	MSM or MBA Healthcare Administration	157
University of Pennsylvania	MBA in Health Care Management	82
Drexel University	Master of Health Administration (MHA)	50
Goldey-Beacom College	MBA in Health Care Management	44
Saint Joseph's University	M.S. in Health Administration	6
Gwynedd Mercy University	MBA Healthcare Administration	4
Stayer University-Delaware	MS Health Services Administration MBA Health Services Administration	2
Rosemont College	MS Healthcare Administration	1
University of Delaware	MBA in Healthcare Management	N/A

Source: IPEDS

Note: "Stockton Region" includes the following counties: Atlantic, Ocean, Cape May, Burlington, Cumberland, Salem, Camden, Gloucester (NJ), New Castle (DE), Philadelphia, Delaware, Chester, and Montgomery (PA)

Program Benchmarking

Master's in Healthcare Administration, Management, and Leadership

Master's in Healthcare Administration Competitor Benchmarking: New Jersey

Benchmarked programs are institutions located in New Jersey, offering master's degrees in healthcare administration/management. Hanover also included George Washington University, as its program is of interest to Stockton.

Institution	Program	Program Size	Delivery Format	Target Audience	Specializations Offered	Graduate Outcomes
New Jersey City University	M.S. Health Science - Health Admin	N/A	On-Campus	Health science professionals looking to augment career	None	<ul style="list-style-type: none"> Counselors, public health advocates, researchers, administrators. Some work in traditional hospital centers while others work in government, nonprofit, health insurance companies, and schools.
Thomas Edison State University	M.S. in Healthcare Management	N/A	Online	Those who work or wish to work in management positions in a health care setting	None	<ul style="list-style-type: none"> Healthcare managers with finance, leadership, human capital management, technology, and quality improvement skillset
Rutgers University	Joint MS in Biomedical Sciences/MBA	N/A	On-Campus (both schools)	Lab technicians, nurses, medical technicians, scientists, bachelor's in biology graduates	None	<ul style="list-style-type: none"> Pharmaceutical or Biotechnology management
Rutgers University	M.S. in Health Care Management	9	Online	Health professionals that want to advance career	<ul style="list-style-type: none"> Management and Leadership Informatics Psychiatric Rehabilitation 	<ul style="list-style-type: none"> Healthcare supervisor Manager in the mental healthcare service system Manager in healthcare informatics
Felician University	M.S. in Healthcare Administration	7	Hybrid	Advancing professionals who wish to develop strategic leadership approaches to solving problems in organizations	None	<ul style="list-style-type: none"> Healthcare management, info systems management Health policy evaluators Operations analysts
College of Saint Elizabeth	M.S. in Health Administration	12	On-Campus	Early and mid-level careerists in the health care industry and students with little to no health care experience	None	<ul style="list-style-type: none"> Diverse job opportunities in hospitals, health agencies, health insurance companies, life care facilities, medical group practices, pharma and biomedical industries.

Source: Institutional Websites (see embedded hyperlinks)

Program Benchmarking

Master's in Healthcare Administration, Management, and Leadership

Master's in Healthcare Administration Competitor Benchmarking: New Jersey

Benchmarked programs are institutions located in New Jersey, offering master's degrees in healthcare administration/management. Hanover also included George Washington University, as its program is of interest to Stockton.

Institution	Program	Program Size	Delivery Format	Target Audience	Specializations Offered	Graduate Outcomes
Rider University	M.A. in Business Communication, Health Communication Concentration	6	Online	Working professionals, seeking to advance career in health communication	None	<ul style="list-style-type: none"> Health communicator: public relations for hospitals, public health campaign evaluator, communication consultant, patient advocate, patient educator, drug and medical devices marketing
Kean University	MPA in Health Services Administration	N/A	On-Campus	Diverse audiences including government workers, nonprofit, healthcare, or those with no healthcare experience	None	<ul style="list-style-type: none"> Management positions in health services organizations
Seton Hall University	Master of Health Administration (MHA)	38	On-Campus or Online	Health care professionals seeking managerial roles, as well as those with no prior healthcare experience	None	<ul style="list-style-type: none"> Supervisors, coordinators, managers, directors, and executives in hospitals, assisted living, pharma, health law firms, home care agencies, insurance companies, medical supplies
George Washington University*	Master of Health Administration (MHA)	N/A	On-Campus or Online	Future leaders in the healthcare industry	None	<ul style="list-style-type: none"> Careers in leadership, research, and consulting
Saint Peter's University	MBA in Health Care Administration	24	Hybrid – Evening/Saturday courses mixed with online	Not available	None	<ul style="list-style-type: none"> Professionals responsive to a diverse work environment and focused on business innovation in health care
Farleigh Dickinson University	Executive MBA in Health Sector Management	N/A	Saturday-only classes at conference center (executive format)	Mid-career health professionals, with a minimum of 5 years work experience, interested in advancing	None	<ul style="list-style-type: none"> Leadership position in health care or life science industry Results-driven managers
George Washington University*	MBA in Healthcare	N/A	Online	Experienced and aspiring health care professionals	None	<ul style="list-style-type: none"> Healthcare administrator Hospital management

Source: Institutional Websites (see embedded hyperlinks)

*George Washington University included in competitor benchmarking due to Stockton's particular interest in this institution

Competitor Trends in New Jersey

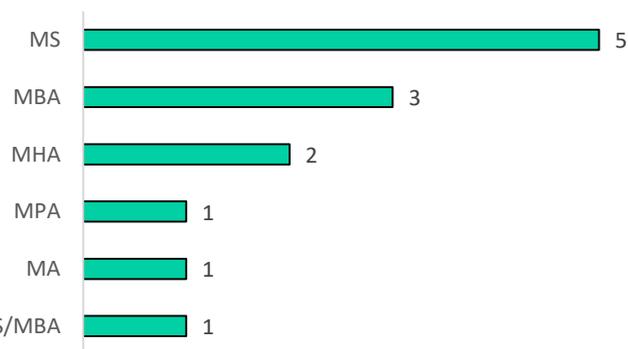
Among competitors in New Jersey, master's degree programs in healthcare administration are most commonly offered as MS or MBA degrees.

Degrees are offered less frequently in the form of a Master of Health Administration (MHA), Master of Public Administration (MPA), or Master of Arts (MA). The main difference between the MBA and MS/MHA/MPA curriculum is that MBA programs are more focused on the financial and business aspects of a health care system, while the others emphasize managing and evaluating a health care system. The only benchmarked MA program is for health communications, designed for professionals who are seeking communication careers in the health care industry, such as public health campaign organizers, or hospital public relations specialists.

It is not uncommon for institutions to offer more than one healthcare management degree in separate schools such as an MBA with a specialization in healthcare management as well as a MS in Healthcare Administration or Master of Healthcare Administration (MHA).

For example, Rutgers University offers both an MBA/MS in Biomedical Sciences, as well as a separate MS in Healthcare Administration. Similarly, George Washington University offers an MBA in Healthcare Management and a MHA.

Degree Types



Source: Institution websites

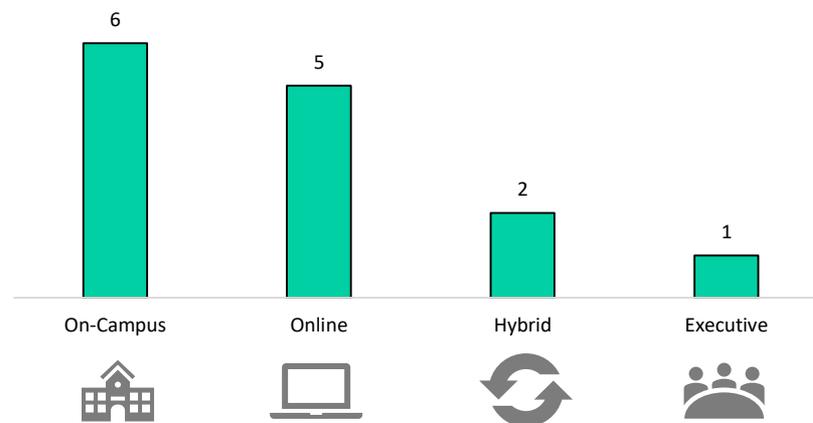
Specialization Areas

Rutgers University's MS in Health Care Management is the only competitor program to offer specialized tracks within the healthcare management degree.

The three tracks from which students may choose are Management and Leadership, Informatics (offered jointly with the School of Health Professions and Department of Health Informatics), and Psychiatric Rehabilitation. Each track is aimed at a unique audience and allows for 15 credits within the specialty track in addition to the 18-credit core and 6-credit capstone project completed by all MS in Health Care Management students.

Delivery Format

Most competitor institutions offer at least one flexible option for their master's in healthcare administration programs. Five institutions offer fully online programs and three operate programs that are targeted toward working professionals through either a hybrid or executive education format.



Source: Institution websites

Note: Seton Hall University and George Washington University offer both an on-campus program and a fully on-line program. Students must commit to one format or the other.

Target Audience and Graduate Outcomes

Across New Jersey competitors, programs are targeted to workers in the healthcare sector seeking to advance to managerial positions. However, not all programs require previous healthcare experience. The majority of competitors target their programs to early and mid-career individuals wishing to advance their careers. This includes nurses, therapists, health care assistants, hospital workers, or professionals with no prior healthcare experience. The only program that requires a minimum 5-year work experience is the executive MBA in healthcare sector management program at Farleigh Dickinson University.

Post graduate job titles include supervisors, administrators, coordinators, managers, directors, executives, and evaluators in healthcare systems such as: hospitals, assisted living homes, pharmaceutical and biotech companies, health law firms, home care agencies, insurance companies, and medical supplies companies.

George Washington University

"...help you develop a specialized expertise to pursue leadership roles, including health services manager, hospital administrator and executive." (GW)

Rutgers University

"This fully online program builds upon the experiences of current health professionals by strengthening competencies in management, leadership, strategic planning, finance, quality assurance, informatics, legal compliance and ethics." (Rutgers)

Seton Hall University

"Our students come from all areas of the industry, including hospitals, healthcare systems, assisted-living facilities, insurance organizations, pharmaceutical companies and many other healthcare institutions." (Seton Hall)

Marketed Outcomes by Degree Type

MBA	<ul style="list-style-type: none"> ▪ Accounting, finance, economics, organizational behavior, operations and human resources ▪ Beyond healthcare sector ▪ Digital health, insurance, finance, pharma/biotech, medical devices, venture capital, entrepreneurship
MS	<ul style="list-style-type: none"> ▪ Managing in healthcare setting ▪ Evaluation of the impact of healthcare project management ▪ Data analysis skills ▪ Legal and ethical issues in health care
MHA	<ul style="list-style-type: none"> ▪ Managing and Evaluation of a healthcare setting
MA	<ul style="list-style-type: none"> • Public Relations for a Hospital System • Public Health Campaigns
MPA	<ul style="list-style-type: none"> • Public Health Policy • Manager in a Health Service Organization (non-profit, public, government) • Community Health Services

Source: Institution websites

Spotlight:



GW's MBA in Healthcare vs MHA

George Washington University offers both an MBA in Healthcare through the Business School as well as a Masters in Health Administration through the School of Public Health. According to GW, the main difference between the MBA and the MHA is that "the former gives students a broader understanding of general business practices rather than those specific to the health care industry" (GW).

According to GW, with an MBA the average base salary for a healthcare manager is \$90,000 to \$113,000. With an MHA, the average annual income for a healthcare administrator is \$84,000 (GW).

Endnotes

Master's in Healthcare Administration, Management, and Leadership

1. "IPEDS Data Center." National Center for Education Statistics. <https://nces.ed.gov/ipeds/datacenter/>
2. "Long Term Occupational Projections." Projections Central. <http://www.projectionscentral.com/Projections/LongTerm>

HR HANOVER
RESEARCH



Appendix C:
Student Survey Results

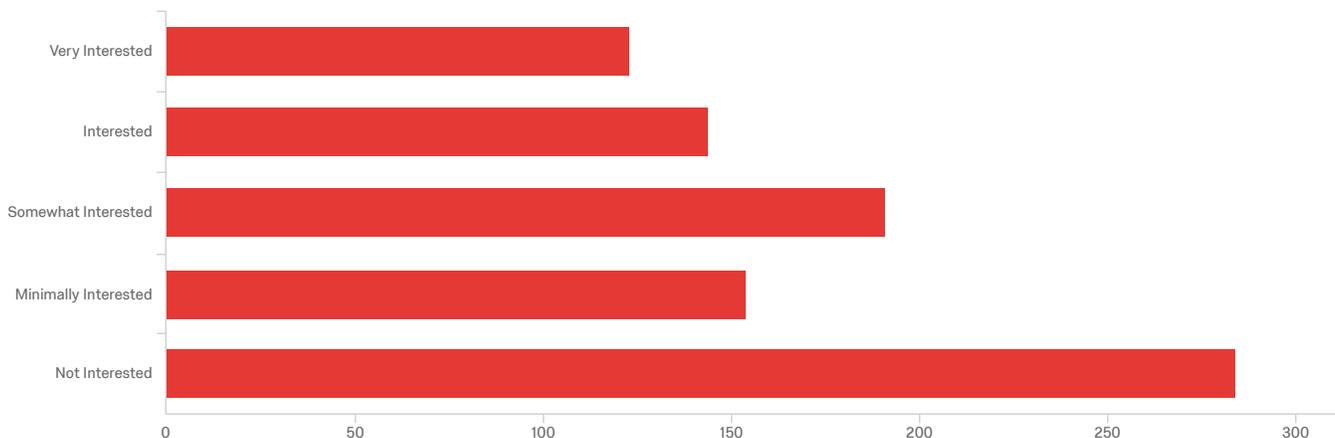
Default Report

Final MHAL Interest Survey

October 8, 2018 6:47 PM MDT

Q4 - What level of interest do you have in pursuing a Master of Healthcare Administration

and Leadership or similar degree after completing your undergraduate degree?



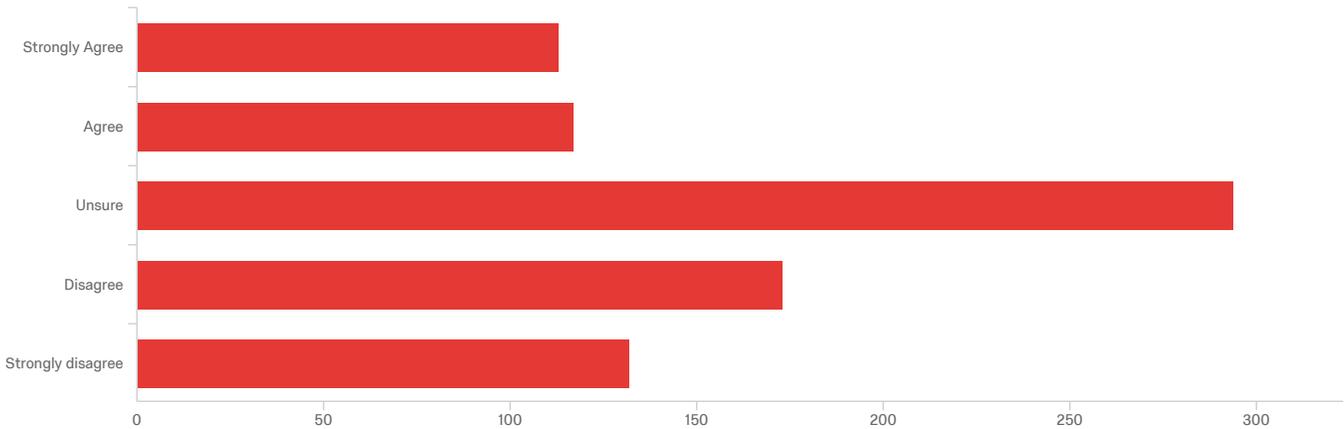
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What level of interest do you have in pursuing a Master of Healthcare Administration and Leadership or similar degree after completing your undergraduate degree?	1.00	5.00	3.37	1.42	2.01	896

#	Field	Choice Count
1	Very Interested	13.73% 123
2	Interested	16.07% 144
3	Somewhat Interested	21.32% 191
4	Minimally Interested	17.19% 154
5	Not Interested	31.70% 284
		896

Showing rows 1 - 6 of 6

End of Report

Q8 - To what extent do you agree with the following statement? If Stockton University offered a Master of Healthcare Administration and Leadership or similar degree, I would apply.

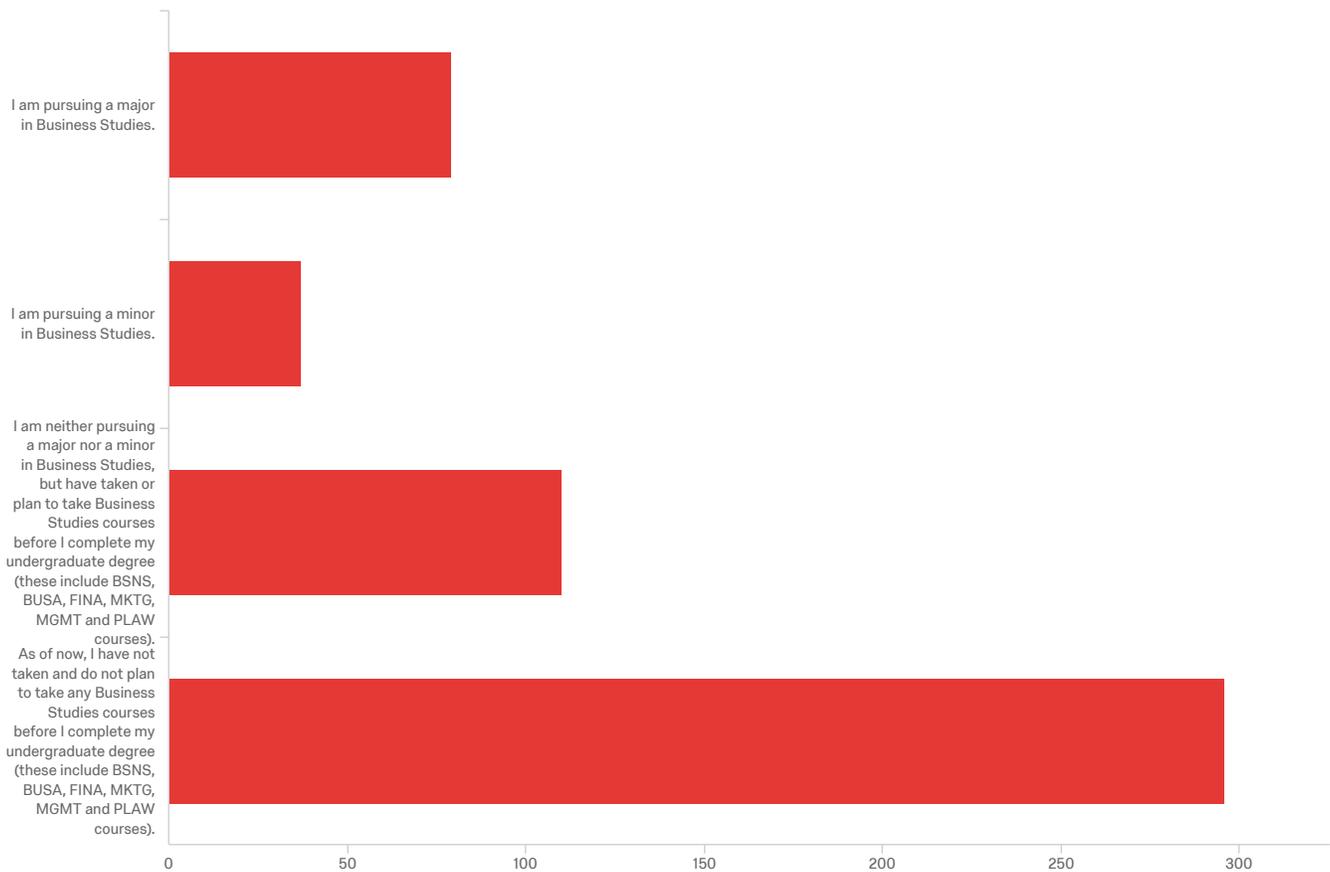


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you agree with the following statement? If Stockton University offered a Master of Healthcare Administration and Leadership or similar degree, I would apply.	1.00	5.00	3.11	1.23	1.52	829

#	Field	Choice Count
1	Strongly Agree	13.63% 113
2	Agree	14.11% 117
3	Unsure	35.46% 294
4	Disagree	20.87% 173
5	Strongly disagree	15.92% 132
		829

Showing Rows: 1 - 6 Of 6

Q9 - Which of the following best describes you?

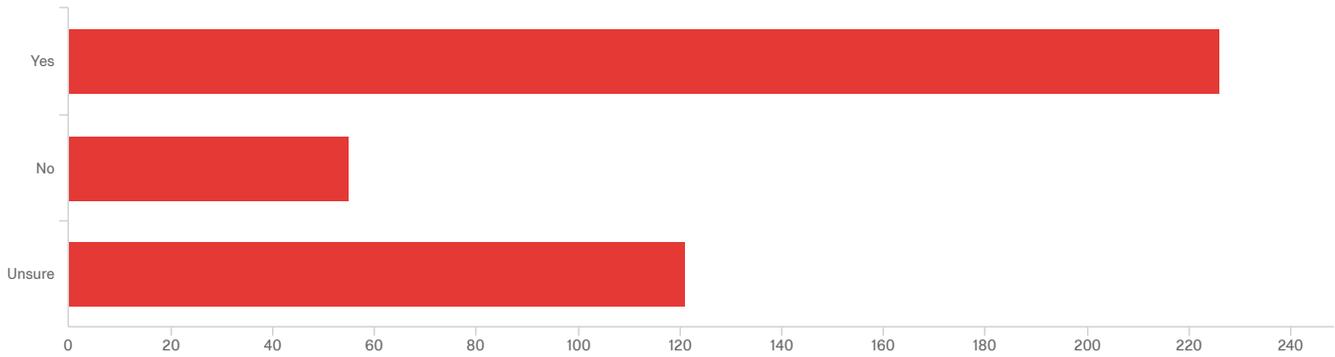


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes you?	1.00	4.00	3.19	1.10	1.21	522

#	Field	Choice Count
1	I am pursuing a major in Business Studies.	15.13% 79
2	I am pursuing a minor in Business Studies.	7.09% 37
3	I am neither pursuing a major nor a minor in Business Studies, but have taken or plan to take Business Studies courses before I complete my undergraduate degree (these include BSNS, BUSA, FINA, MKTG, MGMT and PLAW courses).	21.07% 110
4	As of now, I have not taken and do not plan to take any Business Studies courses before I complete my undergraduate degree (these include BSNS, BUSA, FINA, MKTG, MGMT and PLAW courses).	56.70% 296

522

Q10 - If it were required in order to enroll in a Master of Healthcare Administration and Leadership or similar program, would you be willing to take condensed online courses in business studies topics such as Accounting and Finance?

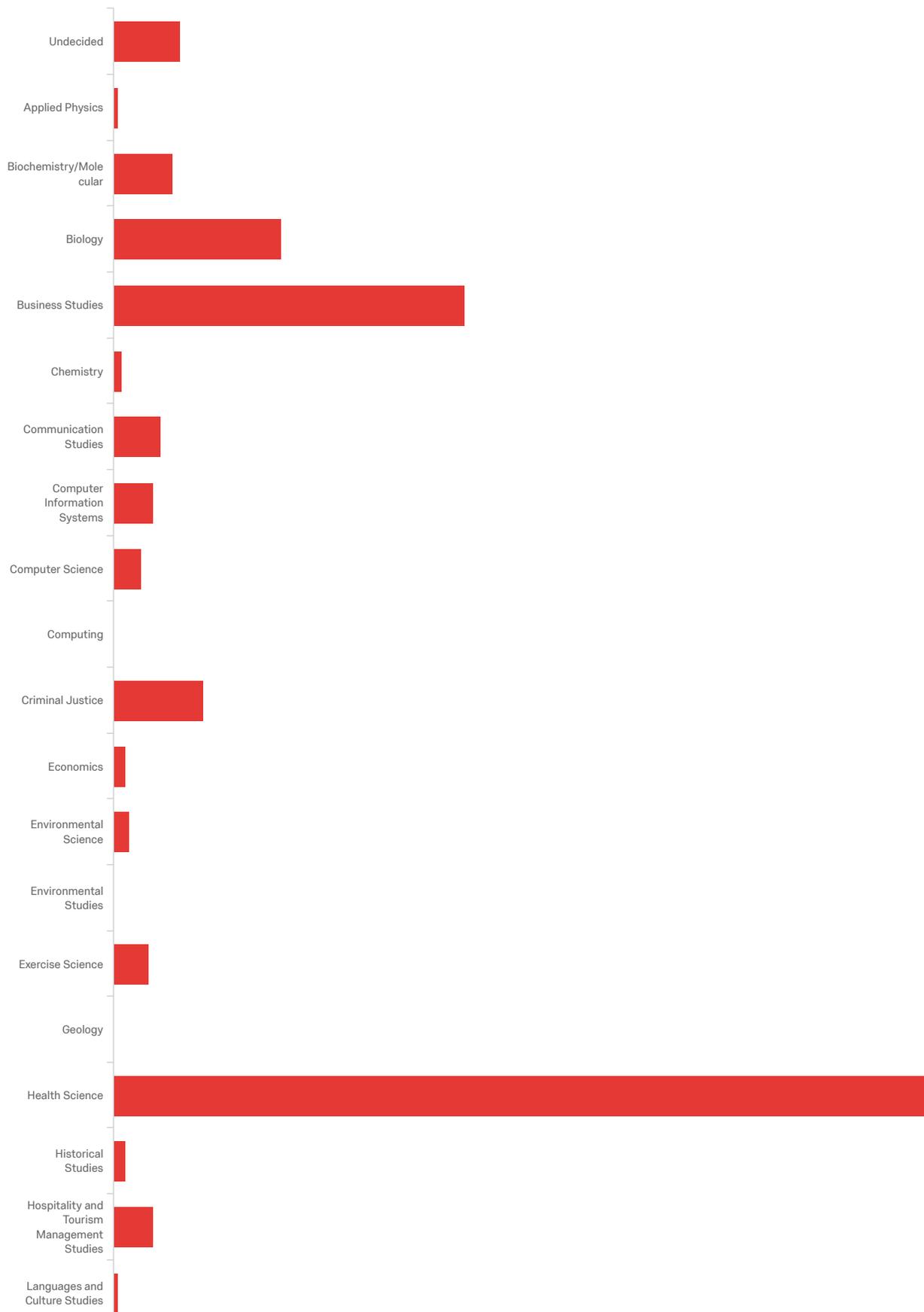


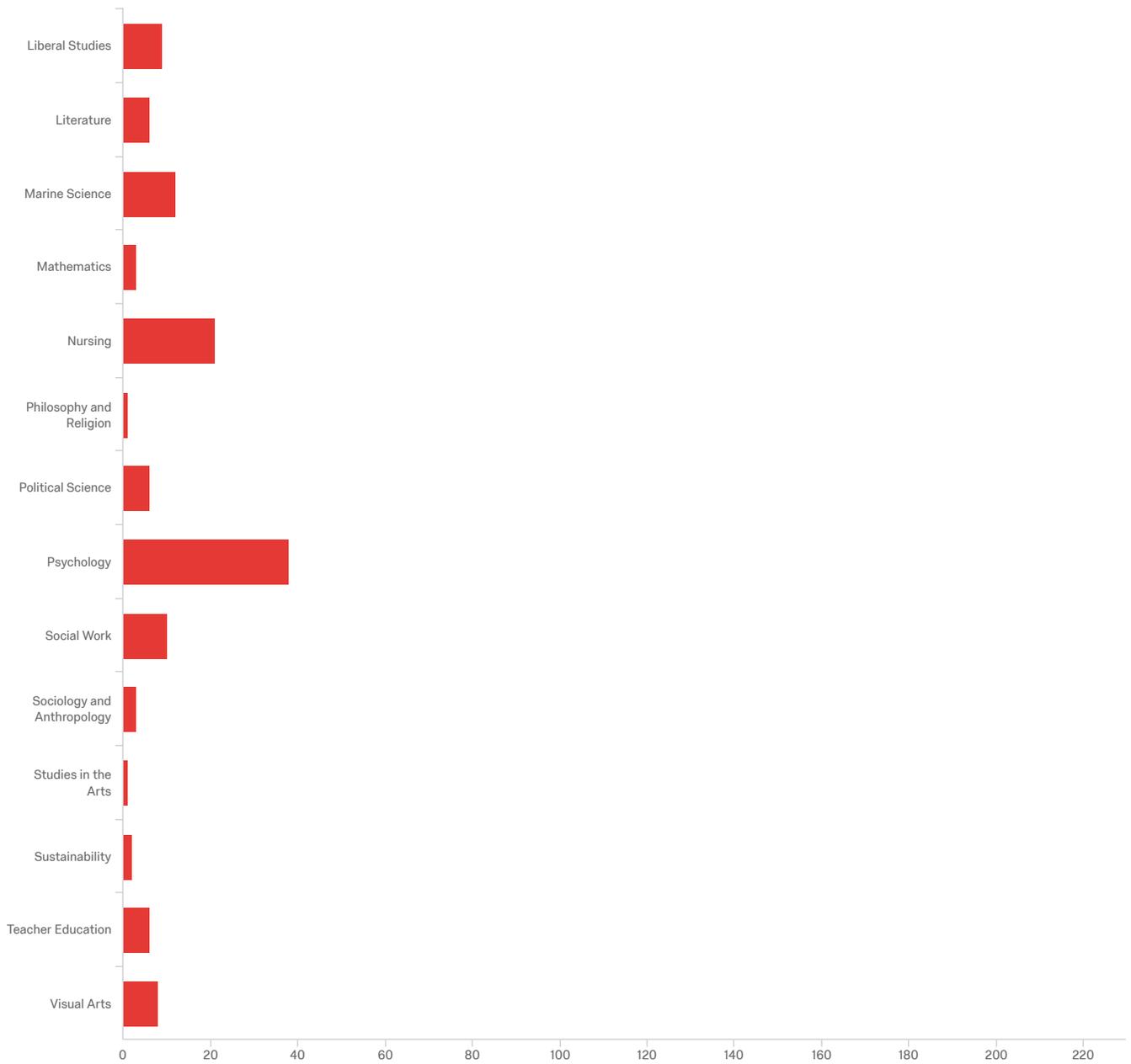
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If it were required in order to enroll in a Master of Healthcare Administration and Leadership or similar program, would you be willing to take condensed online courses in business studies topics such as Accounting and Finance?	1.00	3.00	1.74	0.89	0.79	402

#	Field	Choice Count
1	Yes	56.22% 226
2	No	13.68% 55
3	Unsure	30.10% 121
		402

Showing Rows: 1 - 4 Of 4

Q12 - What is your major?





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your major?	1.00	34.00	14.72	8.51	72.45	585

#	Field	Choice Count
1	Undecided	2.91% 17
2	Applied Physics	0.17% 1
3	Biochemistry/Molecular	2.56% 15

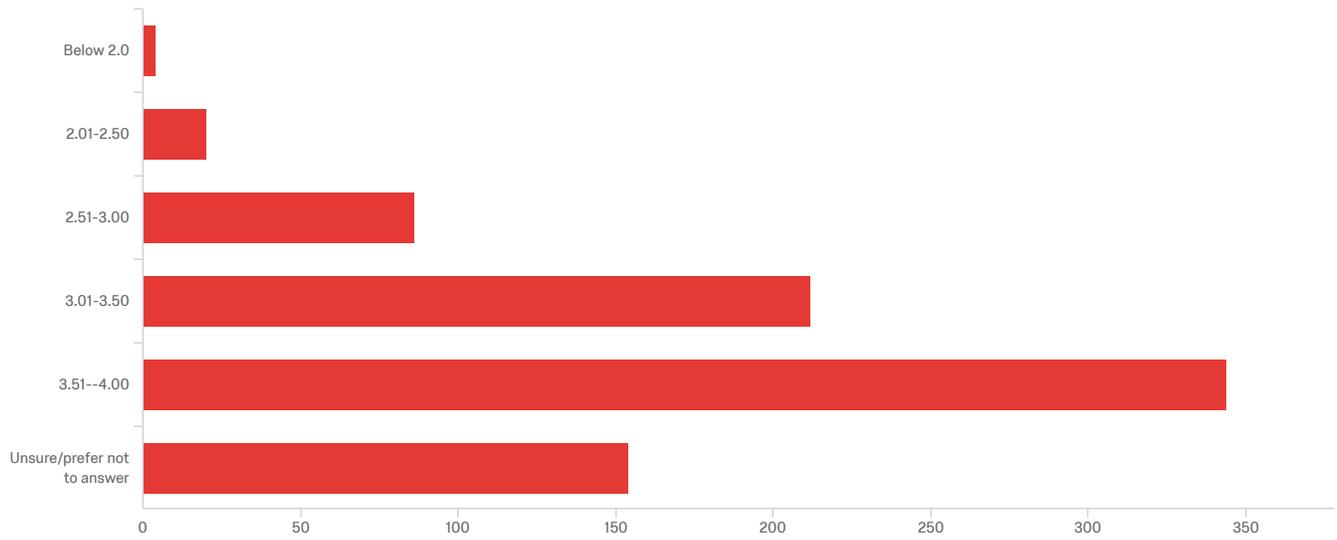
4	Biology	7.35%	43
5	Business Studies	15.38%	90
6	Chemistry	0.34%	2
7	Communication Studies	2.05%	12
8	Computer Information Systems	1.71%	10
9	Computer Science	1.20%	7
10	Computing	0.00%	0
11	Criminal Justice	3.93%	23
12	Economics	0.51%	3
13	Environmental Science	0.68%	4
14	Environmental Studies	0.00%	0
15	Exercise Science	1.54%	9
16	Geology	0.00%	0
17	Health Science	35.73%	209
18	Historical Studies	0.51%	3
19	Hospitality and Tourism Management Studies	1.71%	10
20	Languages and Culture Studies	0.17%	1
21	Liberal Studies	1.54%	9
22	Literature	1.03%	6
23	Marine Science	2.05%	12
24	Mathematics	0.51%	3
25	Nursing	3.59%	21
26	Philosophy and Religion	0.17%	1
27	Political Science	1.03%	6
28	Psychology	6.50%	38
29	Social Work	1.71%	10
30	Sociology and Anthropology	0.51%	3
31	Studies in the Arts	0.17%	1
32	Sustainability	0.34%	2

33	Teacher Education	1.03%	6
34	Visual Arts	1.37%	8

585

Showing Rows: 1 - 35 Of 35

Q13 - What is your current GPA?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current GPA?	1.00	6.00	4.63	1.01	1.02	820

#	Field	Choice Count
1	Below 2.0	0.49% 4
2	2.01-2.50	2.44% 20
3	2.51-3.00	10.49% 86
4	3.01-3.50	25.85% 212
5	3.51--4.00	41.95% 344
6	Unsure/prefer not to answer	18.78% 154

820

Showing Rows: 1 - 7 Of 7

End of Report

Final MHAL Interest Survey Cross Tabulation(1)

		To what extent do you agree with the following statement? If Stockton University offered a Master...					Total
		Strongly Agree	Agree	Unsure	Disagree	Strongly disagree	
Which of the following best describes you?	I am pursuing a major in Business Studies.	16	14	49	0	0	79
	I am pursuing a minor in Business Studies.	18	9	10	0	0	37
	I am neither pursuing a major nor a minor in Business Studies, but have taken or plan to take Business Studies courses before I complete my undergraduate degree (these include BSNS, BUSA, FINA, MKTG, MGMT and PLAW courses).	30	30	50	0	0	110
	As of now, I have not taken and do not plan to take any Business Studies courses before I complete my undergraduate degree (these include BSNS, BUSA, FINA, MKTG, MGMT and PLAW courses).	48	64	183	0	0	295
Total		112	117	292	0	0	521
If it were required in order to enroll in a Master of Healthcare Administration and Leadership or...	Yes	56	52	117	0	0	225
	No	6	14	35	0	0	55
	Unsure	17	27	77	0	0	121
	Total	79	93	229	0	0	401

		To what extent do you agree with the following statement? If Stockton University offered a Master...
Which of the following best describes you?	Chi Square	30.41*
	Degrees of Freedom	12
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

		To what extent do you agree with the following statement? If Stockton University offered a Master...
If it were required in order to enroll in a Master of Healthcare Administration and Leadership or...	Chi Square	9.70*
	Degrees of Freedom	8
	p-value	0.29

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Final MHAL Interest Survey Cross Tabulation(1)

		To what extent do you agree with the following statement? If Stockton University offered a Master...					Total
		Strongly Agree	Agree	Unsure	Disagree	Strongly disagree	
What is your major?	Undecided	0	3	9	3	2	17
	Applied Physics	0	0	0	0	1	1
	Biochemistry/Molecular	2	1	7	2	3	15
	Biology	6	8	13	12	4	43
	Business Studies	15	10	37	20	8	90
	Chemistry	0	0	0	1	1	2
	Communication Studies	0	0	5	4	3	12
	Computer Information Systems	2	1	1	4	2	10
	Computer Science	0	0	0	3	4	7
	Computing	0	0	0	0	0	0
	Criminal Justice	0	1	7	9	6	23
	Economics	0	0	1	1	1	3
	Environmental Science	0	0	3	0	1	4
	Environmental Studies	0	0	0	0	0	0
	Exercise Science	1	1	4	1	2	9
	Geology	0	0	0	0	0	0
	Health Science	48	40	68	40	13	209
	Historical Studies	0	0	0	1	2	3
	Hospitality and Tourism Management Studies	0	1	1	1	7	10
	Languages and Culture Studies	0	0	0	0	1	1
	Liberal Studies	1	0	3	2	3	9
	Literature	0	0	0	2	4	6
	Marine Science	0	0	2	1	9	12
	Mathematics	0	0	1	1	1	3
	Nursing	1	3	13	4	0	21
	Philosophy and Religion	0	0	0	0	1	1
	Political Science	1	2	0	1	2	6
	Psychology	4	6	14	8	6	38
	Social Work	1	2	4	1	2	10
	Sociology and Anthropology	1	0	0	1	1	3
	Studies in the Arts	0	1	0	0	0	1
	Sustainability	0	0	1	0	1	2
	Teacher Education	0	0	3	2	1	6
Visual Arts	0	1	1	3	3	8	
	Total	83	81	198	128	95	585
What is your current GPA?	Below 2.0	1	0	2	1	0	4
	2.01-2.50	1	6	8	3	2	20
	2.51-3.00	23	9	26	16	12	86
	3.01-3.50	37	37	64	45	29	212
	3.51--4.00	39	43	115	80	66	343
	Unsure/prefer not to answer	12	19	72	28	23	154
	Total	113	114	287	173	132	819
When do you anticipate graduating from Stockton University?	Fall 2018 or Spring 2019	42	32	71	49	39	233
	Fall 2019 or Spring 2020	32	28	69	44	43	216
	Fall 2020 or Spring 2021	21	27	47	31	26	152
	Fall 2021 or after	15	25	91	45	20	196
	Unsure	2	4	9	4	4	23
	Total	112	116	287	173	132	820

		To what extent do you agree with the following statement? If Stockton University offered a Master...
What is your major?	Chi Square	213.79*
	Degrees of Freedom	132
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		To what extent do you agree with the following statement? If Stockton University offered a Master...
What is your current GPA?	Chi Square	42.19*
	Degrees of Freedom	20
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		To what extent do you agree with the following statement? If Stockton University offered a Master...
When do you anticipate graduating from Stockton University?	Chi Square	28.15*
	Degrees of Freedom	16
	p-value	0.03

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Appendix D:
Employer Interview Results

Interview Notes
Master's Degree in Health Care Administration and Leadership
Stockton University

Interviewer	
Name: <u>Keith Diener/ Lewis Leitner</u>	Date: <u>August 1, 2018</u>
Title: <u>Asst./Prof. Business</u>	Phone Number: <u>609-626-3581</u>

Interviewee	
Name: <u>Stuart Fine</u>	Company Name: <u>Temple University</u>
Title: <u>Retired CEO/Professor</u>	Phone Number: <u>215-816-1945</u>

Questions	
Question:	Is there a demand for someone with this degree?
Notes:	<u>Do a market survey. Yes, healthcare is 18%+ of our economy.</u>
Question:	Which groups should be targeted / which groups may be interested?
Notes:	<u>Future managers, future apprentices, and current healthcare professionals, but he suggests we focus on a target audience.</u>
Question:	What other suggestions do you have for us?
Notes:	<u>From a business plan perspective, examine what coursework Stockton offers so that we have capacity to offer program cost effectively by taking advantage of existing courses. Consider an internship or consulting project. Two accounting classes as prerequisites is overkill. Add "Healthcare Financial Management" component to the informatics class.</u>

Additional Notes	
Examples of Employment Opportunities:	First, you must narrow to a specific degree, and then can determine employment opportunities. MBA or MS would provide jobs in management or apprenticeships to management respectively. MBA is more versatile. Many students may come from insurance company, drug companies, etc. and not all from hospitals
Other Questions or Feedback:	Well-qualified faculty are available in our area to work as adjuncts. That is what the typical state school does.

See Below Addendum

ADDENDUM

- Take a Business Plan approach to new program development.
- Discuss and choose a Mission, Vision and Targeted Audience
- Marketing Survey is needed.
- 4 Models to consider:
 1. MBA including health care administration courses
 - 2. MS in Healthcare Administration (Target is undergraduate baccalaureates)
 - 3. MHA (Master of Health Administration) (Target is working professionals)
 - 4. Master's in Public Health
- Financial Accounting as a prerequisite is not useful or needed. Managerial Accounting has value for these students.
- Determine what course work can we deliver with existing faculty.
- Use adjuncts to teach specialized courses (make sure they are devoted to education).
- Consider an internship or other types of projects.
- Consider collapsing two courses into one if possible. Then create more courses to strengthen the curriculum.
- Commission on Accreditation of Healthcare Management Education (CAHME) and Association to Advance Collegiate Schools of Business (AACSB) may be working together soon to make accreditation more efficient.
- Doctor Fine has a direct connection to the CEO of CAHME. He is willing to connect us to the CEO if we so desire.
- Include the growth of technology in healthcare in several courses.
- National Center for Healthcare Leadership (NCHL) competency models of healthcare administration should be integrated into several courses.
- Case studies, analytic work, critical thinking, flipped classroom and "students up front" are valuable tools.

Stuart Fine (Temple University)

Contact

225 Ritter Annex
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122
215-204-8163
stuart.fine@temple.edu

Education

- DHA, The Medical University of South Carolina

- MBA, Health Administration, Temple University
- BS, Health Planning & Administration, The Pennsylvania State University

Biography

After having served as a health system CEO for more than 30 years, Dr. Stuart H. Fine joined the faculty of Temple University in 2014 as Associate Professor & Director of Programs in Healthcare Management for the Fox School of Business. In 2017 he accepted the position of Associate Professor & MPH Health Policy & Management Program Director for Temple's College of Public Health.

A native of Framingham, MA, Dr. Fine earned his undergraduate degree in Health Planning & Administration from The Pennsylvania State University. He went on to earn a Master of Business Administration – Health Administration from Temple University, and Doctorate in Health Administration from the Medical University of South Carolina.

Stu's particular area of professional interest is the pursuit of high value healthcare, be that through the application of technology, such as telemedicine, or the "prudent purchasing" of healthcare, through Value-Based Insurance Design (VBID).

Interview Notes
Master's Degree in Health Care Administration and Leadership
Stockton University

Interviewer	
Name: <u>Lewis Leitner</u>	Date: <u>October 17, 2018</u>
Title: <u>Professor of Business</u>	Phone Number: _____

Interviewee	
Name: <u>Craig Loundas</u>	Company Name: <u>Penn Medicine Experience</u>
Title: <u>Associate VP</u>	Phone Number: <u>267-758-4630</u>

Questions	
Question:	Is there a demand for someone with this degree?
Notes:	There is not an overall demand for these degrees per se. Many leadership roles have a requirement for an advanced graduate degree, and accordingly, it's included in the job requirements.
Question:	Which groups should be targeted / which groups may be interested?
Notes:	There are a lot of programs producing MBA and MHA graduates. We have staff in administrative support roles with MBA's. It's equally important that there are knowledge and skills that fit the role. Simply having the degree does not trigger advancement. People need to have experience in healthcare. A person just having an MHA or MBA without experience, is not a candidate we would seek.
Question:	What other suggestions do you have for us?
Notes:	_____ _____ _____

Additional Notes	
Examples of Employment Opportunities:	Having this degree doesn't automatically get you into a higher level role. The roles they may be considered for may be lower level than the candidate would think they should be qualified for.
Other Questions or Feedback:	Online vs. in person- recruiters look at it differently where online degree is from. It depends on the caliber and reputation of the online program.

Interview Notes
Master's Degree in Health Care Administration and Leadership
Stockton University

Interviewer	
Name: <u>Lewis Leitner</u>	Date: <u>October 17, 2018</u>
Title: <u>Professor of Business</u>	Phone Number: _____

Interviewee	
Name: <u>Jeremey Cohen</u>	Company Name: <u>Capital Health</u>
Title: _____	Phone Number: _____

Questions	
Question:	Is there a demand for someone with this degree?
Notes:	<u>Yes, we have a number of positions that require masters degrees. But we're not so restrictive as to only accept an MBA as opposed to an MHA.</u>
Question:	Which groups should be targeted / which groups may be interested?
Notes:	<u>There is definitely a preference for those students who have significant work experience before getting their graduate degree, whether it is in healthcare or not. Beyond that, yes, there is a preference for hiring graduates who have previous healthcare experience.</u>
Question:	What other suggestions do you have for us?
Notes:	<u>From my personal experience, (MBA in Healthcare Management at Temple University,) I was looking for a program that would at least give me an MBA. I was a career switcher, moving from the printing industry to healthcare, so I wasn't sure that I was going to stay in healthcare indefinitely. The MBA provided me the flexibility of applying my degree to industries outside of healthcare, in case I didn't want to stay there. So based on that, I would recommend an MBA/MHA to you. Purely from the hospital perspective, I don't think it makes a big difference. We tend to just use the term "graduate degree" in the job requirements. We would then speak with the applicant about the types of classes that they took to make sure that it aligns with what we are looking for</u>

Additional Notes	
Examples of Employment Opportunities:	_____

Other Questions or Feedback:	_____
	For those of us who graduated a while ago, online classes

either did not exist or were of poor educational value. As a result, we may have a bias against those programs. Over time, I'm sure that will change.

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Interviewer	
Name: <u>Kerrin Wolf</u>	Date: <u>9/27/18</u>
Title: <u>Asst. Professor</u>	Phone Number: _____

Interviewee	
Name: <u>Lori Gustave</u>	Company Name: <u>University of Penn. Health Systems</u>
Title: <u>Senior Vice Pres. for Bus. Development</u>	Phone Number: _____

Questions	
Question:	Is there a demand for someone with this degree?
Notes:	Interviewee indicated that a MHAL would be a door opener, particularly for entry-level management positions. Without it, you have to spend a lot of time working your way up to gain access to such positions in healthcare organizations. At higher levels of management, such degrees are now a foregone conclusions.
Question:	Which groups should be targeted / which groups may be interested?
Notes:	Interview indicated that recent college graduates and those who have worked in healthcare for a short time and want to enter the management level should pursue such a degree.
Question:	What other suggestions do you have for us?
Notes:	Interviewee indicated that our ability to help students find meaningful internships and post-graduate fellowships is critical. Our list of proposed courses sounds appropriate, though a course in public health may not be necessary and courses on strategy and business planning are critical. Also, the law course should cover laws affecting mergers and acquisitions relating to health organizations because such an understanding is critical and would be a nice asset for our students.

Additional Notes
Examples of Employment Opportunities: Health systems in Philadelphia, and South Jersey between Philadelphia, Cape May and Princeton will be looking for people with such a degree for the foreseeable future.

Other Questions or Feedback:

Interview prefers the MBA over the MS because the coursework would be most relevant, but she still values the MS/MHA.

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Interviewer	
Name: Ron Caplan	Date: August 22, 2018
Title: Associate Professor of	Phone Number: 609 652 4567

Interviewee	
Name: Rick Lovering	Company Name: AtlantiCare Health System
Title: Senior VP of Human Resources	Phone Number: 609 677 7266

Questions	
Question:	Is there a demand for someone with this degree? Yes, there is a demand. Been a tremendous growth in the complexity and competition of the health care businesses. Educated health care leaders are critical to the success of an organization. Would give an organization a competitive advantage. Would be more likely to hire and/or promote someone with this skill set/competencies
Notes:	
Question:	Which groups should be targeted / which groups may be interested?
Notes:	People already working in the health care field who want to move toward administration or up the administration ladder. Attractive for undergraduates who have a health administration background.
Question:	What other suggestions do you have for us?
Notes:	Brand it and market it as an MBA degree program. Would be the most recognizable and marketable graduate degree. Don't have it all online. Face to face interaction is important. Some hybrid courses would be ok. Would discount or more closely question an applicant with an entirely on-line degree. Do they like working alone? Would they be able to be a "team player"? Are they a "loner"? On the other hand, more on-line course would be more convenient for students.

Additional Notes

Examples of Employment Opportunities: Yes, there would be specific employment opportunities for someone with this degree coupled with the proper

experience. Could be a department director. This degree along with a clinical background would be a powerful combination.

Other Questions or Feedback:

_____ How would this new program fit in with the existing MBA program. How would it be different?
? _____

—
I would not discourage you from moving forward with this degree program for the general public. The existing MBA program is working well for AtlantiCare employees. We are just starting our third cohort. _____

Interview Notes
Master's Degree in Health Care Administration and Leadership
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Interviewer

Name: Low Leitner Date: August 8, 2018
 Title: Professor Phone Number: _____

Interviewee

Name: Roseann Kobialka Company Name: Atlanticare
 Title: _____ Phone Number: _____

Questions

Question: **Is there a demand for someone with this degree?**
 Notes: Roseann liked the idea of an MHA in Healthcare Administration. Potentially valuable to Atlanticare personnel down the road.

Question: **Which groups should be targeted / which groups may be interested?**
 Notes: Advanced Practice Nurses (APN) typically do not take the MHA degree. Hospital Directors need the MHA. Current supervisors only need a baccalaureate degree. She foresees a wave of retirees over the next 5-7 years. Atlanticare will be recruiting baccalaureate and MHA personnel.

Question: **What other suggestions do you have for us?**
 Notes: She thought that at least two courses should be dedicated to internship or project work, the program should definitely integrate a competency model, a budgeting course or mini-course is valuable knowledge for MHA personnel, and healthcare financing also very important

Additional Notes

Examples of Employment Opportunities: Hospital directors and more junior Atlanticare employees.

Other Questions or Feedback: We should contact Richard Lovering, Senior Vice President Administrative Services & Chief Human Resources Officer

at Atlanticare, and Mary Tait, Human Resources Director for Atlanticare Regional Medical Center (Pomona)

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Interviewer	
Name: <u>Lewis Leitner</u>	Date: <u>October 17, 2018</u>
Title: <u>Professor of Business</u>	Phone Number: _____

Interviewee	
Name: <u>Suzanne Borgos</u>	Company Name: <u>Capital Health</u>
Title: _____	Phone Number: _____

Questions	
Question:	Is there a demand for someone with this degree?
Notes:	There is a demand for strong business, analytical, decision support skills that are combined with a basic understanding of the healthcare field. Healthcare is slowly catching up to other industries with regard to business informatics, but the industry needs individuals who can make sense of the data and provide it in a way that will inform decisions.
Question:	Which groups should be targeted / which groups may be interested?
Notes:	Experience is a huge asset. I tell all students that I mentor to at least pursue an administrative residency after completing your masters degree
Question:	What other suggestions do you have for us?
Notes:	Personally learn better in a classroom setting but I agree with Jeremye that this next generation will probably succeed under either model. I do think that networking with peers is lost in online classes and it limits group projects so I would hope that a future program can offer a mix of both.

Additional Notes	
Examples of Employment Opportunities:	_____

Other Questions or Feedback:	I am a strong proponent for an MBA/MHA or an MBA with a healthcare concentration. I pursued an MBA/MHA because it was important to me to acquire solid analytical skills and I do believe that business school models are stronger in this area.

Appendix E:
**Letter of Support from Dean of School
of Health Sciences**



October 8, 2018

Dear Members of the Stockton University Academic Programs and Planning Committee and Stockton University Faculty Senate:

I am writing in support of the MBA Program in Healthcare Administration and Leadership (MHAL) that is being proposed by Dr. Keith Diener of the School of Business. I had the pleasure of serving on the Planning Committee for this new program and can attest to the high level of critical thinking and rigor of design that went into the development of the proposal.

I participated on the committee in my role of Program Coordinator of the Bachelor of Science in Health Science (BSHS) program. Many BSHS students either minor in Business or select the BSHS-Health Administration Concentration (formerly PUBH-Health Administration track). From the standpoint of the BSHS program, the proposed graduate curriculum offers a clear pathway to advanced careers in healthcare administration and leadership for many students. With the reopening of the Public Health Program in Fall, 2019 the benefit to students is sure to continue.

I strongly support this proposal. It is not unusual for faculty from both the School of Health Sciences and the School of Business to provide courses in each other's graduate and undergraduate programs. This practice provides expertise where needed and serves to broaden the perspectives of students and faculty alike. The School of Health Sciences is committed to providing faculty to teach in this innovative MHAL program. This program brings exciting new opportunities for faculty in both schools to continue to partner in the delivery of a cutting-edge curriculum. The professional expertise and collegiality of faculty in both Schools will lead to an exemplary program in Healthcare Administration and Leadership.

Thank you for the opportunity to support the approval and establishment of the MHAL Program.

Sincerely,

A handwritten signature in black ink that reads "Margaret M. Slusser". The signature is fluid and cursive.

Margaret M. Slusser, Ph.D., RN
Dean, School of Health Sciences
Founding Program Coordinator,
Bachelor of Science in Health Science Program

margaret.slusser@stockton.edu

**Appendix F: Letter of
Support from Dean of School
of Business**

School of Business

Ph: 609.652.4534

Fax: 609.626.5539



101 Vera King Farris Drive
Galloway, NJ 08205

www.stockton.edu

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

November 13, 2018

Dear Members of the Stockton University Academic Programs and Planning Committee and Stockton University Faculty Senate:

This letter is to express my strong support for the proposed Master's in Healthcare Administration and Leadership. Health care is one of the major industries in our region, and the demographic trend of an aging population leads one to think that there are many current opportunities for well qualified health care administrators and leaders. I concur with my colleague, Dean Slusser, that this proposal shows "a high level of critical thinking and rigor of design". This document makes a strong case for the need for this program, explains how it advances Stockton's mission, clearly presents the curriculum and needed implementation details, and has a particularly well thought out and documented assessment plan.

I do, however, want to reinforce that I strongly believe that to even start this program, we will need to hire one new full-time faculty member to be the Graduate Director of MHAL and to teach within it. My expectation that even with a cohort size of 20-25, a second new faculty member is likely to be needed in fairly short order. Section F leads with "The MHAL program will make use of many already-existing classes which Stockton University currently offers and has faculty qualified to teach." This statement is true, but doesn't tell the full picture. The BSNS/MBA faculty now, without MHAL, is already stretched due to strong growth in both the BSNS and MBA programs. Taking Fall 2014 as a baseline, a target growth rate of 2% a year would imply an 8.2% increase in Fall 2018. BSNS has experienced 26% growth in this period, while the MBA has experienced 23% growth in this period (although faculty growth has remained at 8% from Fall 2014 to Fall 2018). Our BSNS and MBA classes are full, we are struggling to meet our AACSB staffing ratios, and our BSNS/MBA faculty are teaching high numbers of overload. The MHAL program as proposed in the first year will need 4 additional new sections plus a graduate director (taking the equivalent of 2 more sections) --- hence a full-time person. There is simply no capacity to move full-time BSNS/MBA faculty to a new program, and we can't start this program on the backs of 6 adjuncts. On the plus side, my back-of-the-envelope calculations show even in allowing for 50% overhead, that a cohort size of 24 students would break even in the first year and would be modestly profitable going forward. Help with staffing from HLTH will also support this program's implementation and growth.

School of Business

Ph: 609.652.4534

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Galloway, NJ 08205

www.stockton.edu

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

In summary, I believe this is a great proposal for a much needed program. I believe such a program would be a needed addition to Stockton's portfolio of graduate programs. It has my strongest support.

Janet M Wagner

Janet Wagner
Dean of Business

Appendix G:
General MBA Electives

General MBA Electives Offered Between Fall 2016 and Fall 2018
(including sections and enrollment)

Course	Course Title	Fall 2016	Spring 2017	Sum. 2017	Fall 2017	Spring 2018	Sum. 2018	Fall 2018
ACCT 5401	SPECIAL TOPICS IN ACCOUNTING					1 (9)		
ACCT 5405	ACCOUNTING INFO SYSTEMS							1 (6)
BSNS 5310	MANAGEMENT ISSUES IN THE HOSP			1 (11)			1 (9)	
BSNS 5340	UNDERSTANDING CORPORATE FRAUD	1 (17)			1 (7)			1 (11)
BSNS 5346	NEW VENTURES		1 (23)			1 (21)		
BSNS 5348	MANAGERIAL ECONOMICS AND BSNS	1 (19)			1 (19)			1 (12)
BSNS 5601	BSNS LEADERSHIP DEVELOPMENT					1 (20)		
FINA 5340	PORTFOLIO MANAGEMENT		1 (8)					
MGMT 5325	PRACTICAL BUSINESS ETHICS	1 (11)						1 (11)
MGMT 5345	LEADERSHIP IN AGE OF INNOVATION		1 (12)					
MGMT 5407	ISSUES IN GLOBAL MANAGEMENT						1 (19)	
MGMT 5410	CRITICAL ISSUES IN HR MGMT			1 (6)				
MKTG 5315	SERVICE MARKETING			1 (9)			1 (21)	

MKTG 5340	MKTG COMM & SOCIAL MEDIA	1 (14)	1 (21)		1 (12)			1 (12)
MKTG 5355	STRATEGIC BRAND MANAGEMENT	1 (18)			1 (10)			1 (11)
MKTG 5405	SELECTED TOPICS IN MARKETING					1 (18)		

**Appendix H: Related Electives
Offered in Other Stockton
University Graduate Programs**

Related Electives Offered in other Stockton University Graduate Programs

(Tentative list of related electives that could, with program permission, fulfill one of the two elective requirements for the MBA-HAL)

CRIM 5210	Forensic Psychopathology and Treatment
CRIM 5348	Drugs, Crime, and Criminal Justice
CRIM 5460	Organizational Psychology
CRIM 5509	Fundamentals and Theory of Emergency Management
CRIM 5521	Borders and Displacement
CRIM 5222	Victimology
SOWK 5512	Clinical Social Work Practice With Groups
SOWK 5515	Clinical Social Work Practice in Health Settings
SOWK 5530	Psychopathology, Psychopharmacology, and Cultural Neuroscience
SOWK 5535	Substance Abuse: Treatment and Recovery
SOWK 5540	Clinical Gerontological Social Work Practice
SOWK 5570	Trauma-Informed Social Work Practice
SOWK 5575	Forensic Interviewing of Children
SOWK 5561	Leadership & Management I: Leading and Managing Human Service Organizations
SOWK 5562	Leadership & Management II: Supervision and Consultation
SOWK 5563	Leadership & Management III: Program Planning, Development, and Funding
AMST 5023	Ethnography of the U.S.
AMST 5010	American Sexualities