

WSU Five-Year Program Review  
Self-Study

Cover Page

Department/Program: Masters of Health Administration

Semester Submitted: Fall, 2012

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## A. Brief Introductory Statement

The Master of Health Administration Program was established and approved by the Utah State Board of Regents in 2006. The first class of students was admitted to the MHA Program in the Fall Semester 2006. The Program resides in the Department of Health Administrative Services within the Dr. Ezekiel R. Dumke College of Health Professions. The college is not affiliated with a specialized accrediting agency.

The Master of Health Administration Program requires a minimum of 42 semester hours beyond the baccalaureate level. The program is structured so that full-time students can complete the program in four consecutive semesters over two academic years. Students taking 9 or more credit hours per semester are considered full-time at the graduate level. Students taking 5-8 credit hours are considered half-time.

The Program seeks to recruit early careerists from healthcare organizations throughout the Wasatch Front of Utah. The vast majority of students in the program are working in healthcare settings and so the evening format accommodates their work schedules. The Program accepted its first class of students in the Fall Semester of 2006 and graduated 19 members of that group in May 2008.

The program is currently seeking accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME). This program review process is being conducted in conjunction with the CAHME accreditation process. The program will undergo an initial accreditation site visit by CAHME on October 3-5, 2012.

## B. Mission Statement

**Mission:** The Master of Health Administration (MHA) program at Weber State University selects early- to mid- careerists in healthcare supervisory positions with the expectation that the graduate level education they receive will improve their ability to pursue leadership roles in the healthcare industry. This program strives to instill students with a desire to focus on self-development, critical thinking and life-long learning.

The program will attract and provide a mix of professionally and academically qualified faculty that combine academic credentials, scholarship and professional experience with real world application to teach students to be competent healthcare administrators.

The program serves the local community throughout the Wasatch Front of Utah by engaging students in community based learning experiences. By developing and maintaining a network of local practitioners the program provides points of contact where students can interact with practicing administrators in the real world, completing a consultative field study that serves as a benefit to the local community.

Vision: The MHA at Weber State University will be the program of choice in the Intermountain West and the desired source of new hires by the region's health organizations.

Values:

Academic excellence

Critical thinking

Interpersonal acumen

Cultural competence

## C. Curriculum

### Curriculum Map

	Competency											
Required Course	Communication	Relationship Management	Critical and Creative Thinking	Professionalism	Leadership	Org. Awareness and Governance	Community Awareness	Human Resources Mgmt.	Financial Mgmt.	Info. Tech. Mgmt.	Perf. Improvement and Qual. Mgmt.	Strategic Mgmt.
MHA 6000 Health Systems and the Healthcare Economy	3	3	3	2	2	3	3	1	1	1	2	2
MHA 6100 Leading and Managing People in Health Care	3	2	2	3	3	3	1	2	2	-	2	1
MHA 6200 Health Behavior and Managerial Epidemiology	2	1	3	-	-	1	3	-	-	1	1	3
MHA 6240 Human Resources Management in Healthcare	3	3	2	2	2	3	2	3	1	1	2	2
MHA 6250 Health Care Finance	2	1	2	1	-	1	1	1	3	2	2	2
MHA 6300 Quality Improvement and Risk Management in HSOs	2	2	3	1	1	2	3	-	-	1	3	2
MHA 6320 Health Policy and Economics	2	-	3	1	-	1	2	1	3	-	-	2
MHA 6350 Quantitative Decision Making	2	-	3	-	-	2	2	1	2	2	3	2
MHA 6400 Strategic Health Planning and Marketing	3	2	3	2	2	3	3	2	3	2	3	3
MHA 6440 Health Ethics and Law	2	2	3	2	2	3	3	-	1	-	2	3
MHA 6450 Managing Health Information	2	2	3	-	1	2	1	-	-	3	2	2
MHA 6500 Field Work	3	3	3	3	1	3	2	1	3	2	2	3

Key: 1=Students are expected to develop a minimal skill level for the given competency in this course  
2=Students are expected to develop a moderate skill level for the given competency in this course  
3=Students are expected to develop an extensive skill level for the given competency in this course

### Summary Information (as needed)

The program introduces students to the healthcare system in the first core course of the program, MHA 6000 Health System and the Health Care Economy. The course includes introductory content on elements of population health in sessions that address total healthcare expenditures and demand management. Succeeding coursework addresses specific knowledge areas such as health policy, management competencies in finance, human resources, information technology, marketing, strategic planning, law, ethics, and performance improvement.

The program initially designed and developed courses that incorporated the 19 content areas listed in previous CAHME accreditation criteria. Then the course content was vetted in collaborative conversations with the program faculty and senior practitioners throughout the Wasatch Front. Faculty and members of the Advisory Council may recommend changes or additions to knowledge areas of the curriculum. Through research of the literature and participation in professional associations such as AUPHA, ACHE and HFMA faculty may identify knowledge areas needing change, updating or inclusion in the curriculum. The programs experience with field work projects has also brought attention to emerging knowledge areas.

D. Student Learning Outcomes and Assessment

E.

1. STUDENTS					
GOAL: THE PROGRAM WILL RECRUIT AND ENROLL QUALIFIED STUDENTS FROM THE WASATCH FRONT AND THE INTERMOUNTAIN REGION SUFFICIENT TO SUPPORT A STEADY STATE OF ENROLLMENTS LARGE ENOUGH TO MAINTAIN A SELF-SUPPORTED PROGRAM.					
Objective A: Enroll Qualified Applicants.					
Benchmark to be met	Measurement Description	Recent Assessment	Met	Measurement Results	Actions Based on Results
The Program will recruit a number of applicants sufficient to select 25 to 35 applicants each year	Recruit a pool of 50 or more applicants.	May 2011 Applicant count	Yes	Applicant pool included 56 applications that provided at least 25 qualified applicants	<ul style="list-style-type: none"> <li>Going forward set recruitment target for applicants at a range of 45 to 50 applications each year.</li> </ul>
The Program will use the MHA Applicant Evaluation Matrix to evaluate the applicant pool and admit a minimum of 25 qualified students each year.	MHA applicant evaluation Matrix compares selection criteria and provides a weighted measurement on which to base selections for admission.	Fall 2010 Admissions count Fall 2011 Admissions count	Yes  Yes	Selected 31 applicants for Fall 2010  Selected 34 applicants for Fall 2011	<ul style="list-style-type: none"> <li>Monitor recruitment and selection results and adjust targets as needed.</li> </ul>

The enrollment director will participate in at least 5 recruitment activities at local universities and health care organizations throughout the Academic Year	Activity count	The enrollment director participated in 7 activities during the 2010/2012 Academic Year and 8 activities during the 2011/2012 Academic Year.	Yes	Activities for the self-study year participation included 7 universities in Utah and southeast Idaho and ARUP Laboratories.	<ul style="list-style-type: none"> <li>Continue objective at 5 or more activities for 2012/2013 Academic Year.</li> </ul>
<b>Objective: Maintain Acceptable Student Academic Performance</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
Student performance will be evaluated by faculty with a variety of methods including papers, presentations, exams, case study analysis, computerized scenarios and simulations.	Students will maintain a "B" average or above in the Program.	December 2010 May 2011 December 2011 May 2012	Yes Yes Yes Yes	All Students had a B average of above at the end of the Fall Semester 2010, Spring Semester 2010, December 2011 and May 2012.	<ul style="list-style-type: none"> <li>Review Grades at the end of Spring 2011 Semester.</li> <li>Review Grades at the end of Fall 2011 Semester.</li> <li>Review Grades at the end of Spring 2012 Semester.</li> <li>Review Grades at the end of Fall 2012 Semester.</li> </ul>
95% of students will maintain a 3.0 GPA or higher.	Student records audits	April 2012	Yes	100% had a 3.0 GPA or higher.	<ul style="list-style-type: none"> <li>Audit again April 2013</li> </ul>

Students will complete a comprehensive field study project evaluated by both the preceptor/healthcare practitioner and the faculty member. The field study project is intended to engage the student where they must integrate the knowledge and skills taught in the Program curriculum and demonstrate competencies in a real world situation.	Grade of B or better for MHA 6500.	May 2012	Yes	24 out of 24 students completed with a grade of B or higher in MHA 6500.	<ul style="list-style-type: none"> <li>Reestablish the same objective the 2012/2013 Academic Year.</li> </ul>
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**2. CURRICULUM**

**Goal: The Program will incorporate competency development into the program curricula and assess student achievement of competencies at orientation, intra-program, graduation and post-graduation.**

**Objective A: The program will administer a competency self-assessment at orientation, mid-program, at graduation and post-graduation.**

Benchmark to be met	Measurement Description	Recent Assessment	Met	Measurement Results	Actions Based on Results
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Self-assessments will be administered at the beginning of the program during program orientation for incoming students, while enrolled in MHA 6400 and prior to graduation in MHA 6500 and follow-up 3 year post graduation.	Self-assessment is a Likert scale (1-5) for achievement of each competency.	Fall 2010. Spring 2011 Fall 2011 Spring 2012	Yes Yes Yes Yes	Baseline self-assessment values for cohorts entering Fall 2010 and 2011 are set.	<ul style="list-style-type: none"> <li>Follow-up with Self-Assessment at the end of spring Semester 2013 in MHA 6400.</li> <li>Administer Self-Assessment to new cohort entering Fall 2012.</li> </ul>
Competency Self – assessment will be administered to all students enrolled in MHA 6400.	Self-assessment is a Likert scale (1-5) for achievement of each competency.	April 2011	Yes	Self-Assessment was administered to all students enrolled in MHA6400	<ul style="list-style-type: none"> <li>Compare results of self-assessment to results from orientation.</li> </ul>
At end of the program competency self-assessment will be administered to all students enrolled in MHA 6500 as they complete their field study.	Self-assessment is a Likert scale (1-5) for achievement of each competency.	Spring Semester 2012	Partially Met	22 of 24 students completed the self-assessment.	<ul style="list-style-type: none"> <li>Follow-up with the 2 students who did not complete the self-assessment during summer 2012.</li> </ul>
During MHA 6500 the instructor will complete an evaluation of the student's level of competency achievement.	Assessment of Competencies is a Likert scale (1-5) for each competency	Scheduled at the completion of the field work project in MHA 6500.	Pending		<ul style="list-style-type: none"> <li></li> </ul>

During MHA 6500 the executive practitioner will complete an evaluation the student's level of competency achievement and the instructor will complete an evaluation as well.	Assessment of Competencies is a Likert scale (1-5) for each competency	Scheduled at the completion of the field work project in MHA 6500	Pending		•
<b>Objective: Students engage in an integrative field experience that demonstrates application of theory to real world experience.</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
Students will complete a comprehensive field study project evaluated by both the preceptor/healthcare practitioner and the faculty member. The field study project is intended to engage the student where they must integrate the knowledge and skills taught in the Program curriculum and demonstrate competencies in a real world situation.	Grade of B or better for MHA 6500.	April 2012	Yes	24 Students enrolled and completed the course with a grade of B or better	•
<b>Goal: The program will maintain currency of course content and update as needed.</b>					

<b>Objective A: The program will review course syllabi periodically to ensure currency of content and consistency with competency development and assessment</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
At least 50% of all courses will be reviewed annually currency of course content and identify assessment tool(s) used to measure student demonstration of competency attainment with 100% of syllabi reviewed over a rolling two year period.	Compare the program syllabus template to actual syllabi and competency matrix from Figure 11 of CAHME self-study.	Fall 2012 Faculty Meeting Review and Advisory Board Meeting.	Yes	<p>Template for incorporating competencies in syllabi was presented to faculty. 50% of syllabi were reviewed and the template is being followed in preparation of syllabi.</p> <p>The knowledge and skills involving supply chain management were identified as needing greater inclusion in program curriculum</p>	<ul style="list-style-type: none"> <li>Review the remaining 50% of program syllabi over the Spring and Fall semester faculty meetings 2012/2013 AY.</li> <li>The program director will develop a plan for inclusion of supply chain management content in the curriculum either embedded in existing courses or proposing a new course to the Advisory Board. If a new course is recommended the course proposal should be submitted to the Faculty Senate Curriculum committee in time for inclusion in the Fall 2013 catalog.</li> </ul>
<b>Objective B: The faculty in consultation with the advisory board will review the curriculum to determine what if any modifications, additions or deletions should be made to the courses offered in the program.</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>

At least once each academic year the faculty will review the program curriculum and recommend changes to the advisory board.	Recommendations for changes if any will be recorded in the Advisory Board minutes.	Fall 2011 Advisory Board	yes	Decided to evaluate supply chain management for possible additions to curriculum content.	Develop final proposal for a Fall 2012 meeting.
<b>3. ALUMNI</b>					
<b>Goal: ALUMNI/AE ARE COMPETENT AND PROGRESSING IN CAREER ADVANCEMENT</b>					
<b>Objective A: The program will track and monitor career progression of alumni/ae.</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
The Program will survey alumni/ae at least bi-annually to track their placement and career progress.	60% response to email survey of Alumni/ae using Survey Monkey.	Spring 2012	No	After Three attempts to get alumni to complete the survey response was less than 60%	<ul style="list-style-type: none"> <li>Reconsider approach to administering the survey. Consider using the Graduate Assistant to conduct a telephonic survey of alumni to complete the survey.</li> </ul>
<b>Objective B: Alumni will participate in program decision making and development.</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
A minimum of one alumnus will participate as a member of the Program Advisory Board.	Verify that at least one Alumnus was in attendance at each Advisory Board meeting.	May 2011 Advisory Board Meeting November 2011 Advisory Board Meeting April 2012 Advisory board Meeting	Yes  Yes  Yes	2 alumni/ae have attended 3 consecutive Advisory Board Meetings.	<ul style="list-style-type: none"> <li>Continue participation of alumni/ae during the 2012/2013 academic year.</li> </ul>
<b>4. FACULTY</b>					
<b>GOAL : A faculty sufficiently prepared the needs of MHA students, demands of health management practice, and CAHME criteria.</b>					

<b>Objective A: Faculty who can, as demonstrated by professional training and/or academic and experiential background, deliver a rigorous and relevant course of study covering all curriculum areas</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
85% of MHA Faculty with a terminal degree in a field of study related to the course content they are teaching.	Proof of terminal degree for submission of transcript.	2011/2012 Academic year	No	9/12 (82%) faculty members hold a terminal degree	<ul style="list-style-type: none"> <li>Pat Shaw holds a Masters of Education and is working to complete a doctoral degree.</li> <li>Brent Jones holds a MBA and teaches Long Term Care as an adjunct.</li> </ul>
100% of faculty who do not possess a terminal degree will have significant professional experience in the area in which they teach.	CV	2010/2011 Academic Year	Yes	2/11 Faculty do not hold a terminal degree but possess significant professional experience in the area in which they teach.	<ul style="list-style-type: none"> <li>Pat Shaw is a Registered Health Information Administrator and is working on completion of a doctoral degree.</li> <li>Brent Jones is an experienced executive in Long-Term Care Administration and holds an MBA.</li> </ul>
<b>Goal: Full-time Program faculty will be tenured or hold tenure track appointments and demonstrate satisfactory progress towards granting of tenure.</b>					
<b>Objective A: Documentation of tenured status or progress towards earning tenure.</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
100% of Tenure Track faculty not yet tenured will demonstrate satisfactory progression towards tenure and promotion. This process also includes a peer review of the faculty member's teaching effectiveness.	Faculty with either have received a letter granting tenure or letter of satisfactory progress	3 <sup>rd</sup> and 6 <sup>th</sup> year review 2010/2011 Academic Year	Yes	Dr's Dahlkemper and Wyant received letter of satisfactory progress for their 3 <sup>rd</sup> year reviews. Dr. Burton, Dr Johnson and Pat Shaw are tenured.	<ul style="list-style-type: none"> <li>Prepare for 6<sup>th</sup> year review and tenure application process.</li> </ul>

Full-time Program faculty will show evidence annually of ongoing scholarly activities that enhance coursework in which they are involved. This may include funded research, published articles, presentations at a regional or national level, and projects with local healthcare partners.	At least one peer reviewed publication during rating period.	Ongoing	Yes	Dr. Dahlkemper published prior to 3 <sup>rd</sup> year review, Dr. Wyant published prior to 3 <sup>rd</sup> year review. Pat Shaw completed 4 <sup>th</sup> edition of her textbook Spring 2011	<ul style="list-style-type: none"> <li>Dr's Dahlkemper and Wyant should be submitting articles to journals during 2012-2013 AY.</li> </ul>
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**Goal: Faculty will provide effective teaching in the classroom and online environments.**

**Objective A: Regularly evaluate teaching effectiveness.**

Benchmark to be met	Measurement Description	Recent Assessment	Met	Measurement Results	Actions Based on Results
100% of program courses will include an end of course student evaluation of teaching effectiveness each semester.	An online course evaluation addressing elements of teaching effectiveness using a 4 point scale.	Spring 2011	No	In 2 out of 7 courses course evaluations were not done.	Monitor and manage more effectively the administration of evaluations. Consider reverting to use of paper evaluations in the classroom rather than online.

The program director will meet personally with 100% faculty members within one month of a succeeding semester to review course evaluation results from the previous semester.	Program director log of review meetings with faculty.	Pending Fall 2011 semester.	Pending		•
<b>5. SERVICE</b>					
<b>GOAL : FACULTY WILL ENGAGE IN SERVICE ACTIVITIES AT THE LOCAL AND NATIONAL LEVEL</b>					
<b>OBJECTIVE A: PARTICIPATE IN PROFESSIONAL ASSOCIATIONS, SCHOLARLY ASSOCIATIONS, COMMUNITY ORGANIZATIONS AND GOVERNMENT AGENCIES.</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
Program faculty will annually identify their active support of at least one community health care partner by way of consultation, board membership, project development or support, staff training, research partnership, or a similar activity.	Faculty annual report of activities will document active support	Report due end of Spring 2011 Semester	No	One faculty member did not actively support at least one community health care partner	Work with faculty to establish involvement of all faculty with community health care partners.

Program faculty will annually identify their active participation in and support of professional organizations such as AUPHA, ACHE, MGMA, HIMSS, HFMA or other related to their field of study and local chapters of said organizations.	At least 80% of faculty in attendance at annual meetings or committee meetings of professional organizations	Annually	Met	All faculty are members of a professional organization and attended at least one meeting during the 2011-2012AY.	All faculty are members of a professional organization and are scheduled to attend at least one meeting during the 2012-2013AY.
<b>OBJECTIVE B: PARTICIPATE IN UNIVERSITY AND COLLEGE COMMITTEES AND SERVICE ACTIVITIES</b>					
<b>Benchmark to be met</b>	<b>Measurement Description</b>	<b>Recent Assessment</b>	<b>Met</b>	<b>Measurement Results</b>	<b>Actions Based on Results</b>
100% of Faculty will engage in service within the university commensurate with Weber State University and Dumke College of Health Professions requirements for service activities outlined in Policy and Procedure Manual 8-11.	Committee assignments list	Fall Semester 2010	Yes	100% of Faculty were assigned to at least one committee at the college and university level during the 2010/2011 AY	Verify committee assignments Fall 2012



## F. Academic Advising

Currently, the advantage of having an enrollment director within the program is that students are provided with personalized one on one counseling and advisement from the time of application through graduation. The enrollment director meets with students on a regular basis to discuss their class registration and progress through the program. The enrollment director provides advisement to all students entering the program. An individual meeting is scheduled with each student when they are notified of their acceptance to the program. During this meeting students are oriented to the program, advised on the courses they should enroll in and a plan is laid out for the courses they will need to complete the entire program. Then a follow up meeting is scheduled during the first academic year to discuss progress towards program completion and determine what courses they should enroll in for the following academic year. In the last semester prior to graduation the student meets with the Enrollment Director to confirm that all requirements for graduation have been met.

In the Fall Semester 2010 a mentoring program was initiated. The enrollment director solicited volunteer mentors from alumni and local practitioners. Students were matched with mentors who agreed to meet with the student throughout the school year to discuss their progress through the program and offer career advice.

In addition to these two key elements of advising, MHA faculty meet with students upon request and informally to advising them on academic and career plans.

### Effectiveness of Advising

Exit interviews are conducted when students are counseled during graduation clearance to solicit comments on advising.

Alumni Surveys will include requests for comments on the efficacy and effectiveness of advising.

Students have a very good rapport with the enrollment director and seem to be very open and honest in comments they make to him. In addition, they make suggestions to the program director and faculty. One change made as a result of such comments is the mentoring program. Some of the MHA students are seasoned healthcare veterans; some have less experience and have expressed a greater desire for mentoring. The enrollment director developed this program based on these comments.

### Past Changes and Future Recommendations

Initial program review so not comments on past changes. Alumni survey information will inform the program about future changes needed.

### G. Faculty

#### Faculty Demographic Information

The MHA program has 2 full time faculty and 1 fulltime professional staff position. Three other department faculty and one college faculty member teach a class or two in the program. The program uses 6 individuals in an adjunct faculty capacity to meet the needs of the program. In the 2013-2014 the program anticipates that one additional faculty line will be added to the HAS department faculty.

#### Programmatic/Departmental Teaching Standards

Faculty Peer Evaluation process is completed on all HAS department faculty in accordance with WSU Policies and Procedures (non-tenured track faculty will be evaluated at a minimum of every three years; tenure-track faculty will conduct a Peer Evaluation before each level of evaluation). In addition, the department chair or Dean conducts an annual assessment of faculty in the areas of teaching, scholarship and service.

Faculty are evaluated in three categories of criteria; teaching, scholarship, and administrative and/or professionally related service. Each category is evaluated on a nominal scale of excellent, good, satisfactory or unsatisfactory. Faculty must meet or exceed ratings in at least one of five channels laid out in the table under Evaluation Summary ([http://www.weber.edu/FacultyAndStaffResources/hp\\_tenure.html](http://www.weber.edu/FacultyAndStaffResources/hp_tenure.html)) in order to advance for promotion or tenure. Each of the three categories contains specific criteria that are used to evaluate the faculty member's record of performance and determine what rating will be applied. Thus, a faculty member who may have a stronger record of performance in one category over others may capitalize on their record in that category. However, under the teaching category all five channels require a rating of Good or better whereas a rating of satisfactory is accepted in one of the other categories if that is offset by a rating excellent at least another category.

## Faculty Qualifications

Faculty Name <sup>1</sup> (LAST, FIRST)	High est degree earned & year	Date appointed to Program	Qualified <sup>2</sup> (a)/ (pr)	Faculty <sup>3</sup> (C)/(Adj)	Program responsibility <sup>4</sup>	% Remuneration carried in budget	Courses Taught in Self Study Year (# of credits)
Example:							
Burton, Lloyd <sup>1</sup>	DM 1998	7/2000	A	C	T=50% Ad=50% R=0% S=0% NP=0%	70%	MHA 6400 Strategic Health Planning and Marketing (3) MHA 6250 Human Resources Management (3) MHA 6500 Field Work
Dahlkemper, Richard	Ph.D. 2009	7/2002	A	C	T=75% Ad=25%	9%	MHA 6000 Health Systems and the Healthcare Economy (3)
Johnson, Kenneth <sup>1</sup>	Ph.D. 1998	7/1998	A	C	T=25% Ad=75%	4%	MHA 6100 Leading and Managing People in Healthcare (3) MHA 6400 Strategic Health Planning and Marketing (3) MHA 6360 Comparative International Health Systems (3)
Shaw, Patricia <sup>1</sup>	M.Ed. 1997.	2/1991	Pr	C	T=75% Ad=25%	9%	MHA 6450 Managing

<sup>1</sup> List faculty members in alphabetical order and indicate, with superscript whether: 1= tenured, 2 = promoted in academic rank during SS year, 3 = holds joint appointment

<sup>2</sup> Use A to indicate Academically Qualified and PR to indicate Professionally Qualified

<sup>3</sup> Use C to indicate Core Faculty and Adj to indicate Adjunct Faculty

<sup>4</sup> Specify percentage of teaching (T), research (R), Community Service (S) and Administration (Ad) devoted to accredited program, (NP) to specify all other non program activity

							Health Information (3)
Wyant, David	Ph.D. 1995	1/2009	A	C	T=75% R=25%	100%	MHA 6250 Health Care Finance (3) MHA 6320 Health Policy and Economics (3) MHA 6350 Decision Making in Health Care (3)
Bruce Davis	Ph.D. 2007	3/2009	A	Adj	T=100%	100%	MHA 6180 Health Care Entrepreneurship
David Gessel	JD 1991	10/2006	Pr	Adj	T=100%	100%	MHA 6440 Health Ethics and Law
Brent Jones	MBA	8/2006	Pr	Adj	T=100%	100%	MHA 6140 Long-Term Care Management
Diane Kelly	Dr.PH. 2002	1/2007	A	Adj	T=100%	100%	MHA 6300 Quality Improvement and Risk Management in Health Services Organizations
Douglas Reinhardt	M.D. 1984	10/2006	Pr	Adj	T=100%	100%	MHA 6160 Medical Group Management
Robert Walker	Ph.D. 1996	10/2006	A	Adj	T=100%	100%	MHA 6200 Health Behavior and Managerial Epidemiology

### Evidence of Effective Instruction

In addition to the formal peer evaluation process, the department chair reviews student evaluations of each faculty member and addresses issues as they arise.

### Mentoring Activities

In conjunction with the Dean's office, all faculty in the tenure process have the opportunity to be matched up with another faculty in the College that will serve as a mentor for them. The department chair, also offers assistance and guidance to department faculty in the policies and procedures, teaching organization, etc.

### Diversity of Faculty

The core faculty in the Masters of Health Administration program includes one female and four males; and the adjunct faculty includes one female and five males, all Caucasian.

### Ongoing Review and Professional Development

The University supports the program director and faculty in attending professional association meetings. In addition, faculty have access to free training through the Faculty Senate Teaching, Learning and Assessment Forum, and on campus training for specific software programs and systems. All staff and faculty also have the option of taking up to six credits a semester free of charge. Finally, the Dumke College of Health Professions has two endowment funds available to faculty and staff for both continuing education and to enable faculty to pursue advanced degrees. Both of these funds require the faculty to submit a request for funding to a committee for approval. MHA program faculty have benefitted greatly from these endowments over the years.

## H. Support Staff, Administration, Facilities, Equipment, and Library

### Adequacy of Staff

The HAS Department has one administrative specialist assigned to support the department chair and the faculty. The administrative specialist divides her services between the MHA program and the undergraduate programs in the department. The MHA budget includes additional funds to cover duties and responsibilities added when the MHA program was initiated. The office specialist was originally a .50 FTE position identified as a secretary. The position was converted to an office specialist position and increased to a .83 FTE. During the self-study year the position was again increased to 100% FTE. The increase in salary was supported by MHA. The enrollment director is assigned to cover the administrative activities associated with recruitment, selection, enrollment, advisement, and alumni relations for the MHA program. Starting in the Fall semester 2012 the program will have a

graduate assistant working 20 hours a week. All three positions are funded through a combination of MHA program and departmental budgets.

- i. Ongoing Staff Development  
Staff members have access to free training through the campus “Learn” program. Training is available for Weber State Specific information (Facilities Management, People Tracker, ePar, WSU Cash Handling); Personal/Professional Development (Personal Finance, Franklin Covey series); Computer/Technology Skills (Writing for the Web, Intro to Chi Tester, etc.); and, Health and Wellness (Yoga, Pilates, etc.). All staff and faculty also have the option of taking up to six credits a semester free of charge.

#### Adequacy of Administrative Support

The current staffing level and funding to support it is working well. However, in the future the Program faces a challenge and significant competition from other programs regarding adequate funding for competitive salary and benefits for faculty as turnover occurs.

Program funding has grown over the past six years and has provided for increased resources in the form of staff and faculty time and salaries. WSU remains at risk, however, in funding competitive salaries when compared with many MHA programs across the country. A recent effort to replace a faculty member has shed light on this issue. In response, funding was slightly increased in order to make a competitive offer. This now creates a challenge for leadership with current faculty. Future recommendations will look at how to bring current faculty salaries more in line with industry norms. The budget process takes place during the spring of each year in preparation for the school year beginning July 1.

On a positive note, the Program anticipates an additional faculty member, currently the president of WSU, in the Fall 2013. This will increase the number of full-time faculty lines available to the HAS department, which plans to use much of that addition in the MHA Program.

#### Adequacy of Facilities and Equipment

Since its inception, the WSU MHA Program has enjoyed the support of the highest levels of University administration. Initially, funding was tied directly to the tuition and fees gathered from students. Over time, that funding has grown and stabilized. Currently, the Program enjoys a significant amount of base, or state, funding that covers fully or partially the costs of key full-time faculty, adjunct faculty, the enrollment director, and funds for current

expenses and travel. Faculty in the Program are not dependent upon research dollars and can focus their efforts on the teaching mission of the Program.

The program has a fulltime position dedicated to recruitment, enrollment, advisement and alumni relations.

Stewart Library has designated a specific staff member to support the MHA program with library resources.

The Career Placement office dedicates a fulltime career counselor to the College of Health Professions. That individual is available to assist MHA students with job searches and career counseling.

All classroom facilities used by the MHA program are located on the Davis Campus which allows students to commute more easily to classes. The current facilities have been more than adequate to provide space and classroom technology needed to conduct courses on campus. The Utah Legislature has allocated funds and ground has been broken to construct a new 120,000 square foot building on the Davis Campus. This will more than double the floor space on the campus and provide additional Davis Campus office space for the Program.

### Adequacy of Library Resources

The Stewart Library text collection located on the Weber State University campus totals more than 350,000 volumes and over 2,500 literary, scientific and education journals and periodicals. Included in this combined collection of texts and journals is a large body of reference material dealing with the healthcare field in general and material specific to health administration.

Online information and full-text databases are available to students and faculty through the Stewart Library, <http://library.weber.edu/>.

- The Program, itself, subscribes to several key health and health administration journals. These include the following.
  - Health Services Management Review
  - Journal of American Health Information Management Association
  - Journal of Health Administration Education
  - Journal of Healthcare Management
  - Journal of Health Policy and Law
  - Modern Healthcare
  - Advance for Health Information Professionals
  - American Journal of Health Education
  - The Academy of Management Journal
  - The Journal of Medical Practice Management
  - Health Care Management Review

The Davis Campus library is linked to the main campus library and provides terminals that allow students to conduct research online or through interlibrary loans. <http://library.weber.edu/davis/>

## I. Relationships with External Communities

### Description of Role in External Communities

The MHA Advisory Committee meets at least annually to discuss the outcomes of the programs, curriculum issues and future planning for the programs. The Advisory Committee includes health management leaders from healthcare organizations throughout the Wasatch Front and alumni who also occupy health management positions in the external community.

### Summary of External Advisory Committee Minutes

During Advisory board meetings the program curriculum and content have been evaluated and discussed. In the 2010-2011 academic year and Fall of 2011 the competencies were reviewed and evaluated for their presentation and assessment throughout each of the courses in the program. Input from alumni and practitioners were particularly valuable. One area of competency that has been identified for evaluation and integration into course content is supply chain management. The program places a number of students in field study projects that were part of the Intermountain Healthcare Supply Chain Initiative. The program is currently considering whether this area of competency and course content should be included in a new stand-alone course or integrated to a number of courses across the curriculum. During Spring Semester 2012 direction of the evaluation process was limited because the program director was hospitalized and recovering from coronary bypass surgery for first half of the semester. The program needs to refocus attention and time for faculty evaluation of program. Student evaluation of course content and teaching needs improvement. An online evaluation is made available to students at the end of each course. However, completion of the end of course evaluation is voluntary and completion rates have been very low. In the Fall semester 2011 the enrollment director converted the online end of course student to an in-class evaluation system using remote clickers to collect data from each student in the classroom. Although the approach is effective in getting closer to 100% student participation implementation of the technology using clickers was problematic. There is a need to determine what end of course evaluation tools should be used and how students should be incentivized to complete them.

## J. Results of Previous Program Reviews



This is the initial program review and external accreditation review for this program.

K. Action Plan for Ongoing Assessment Based on Current Self Study Findings

This is the initial program review and external accreditation review for this program. The program will receive an initial assessment at the conclusion of the formal review by the site visit team on October 5<sup>th</sup>. Then a formal report will be received from CAHME in about 4 weeks after the site visit that the program will respond to factually, and final determination in the spring, 2013 after the CAHME accreditation council meeting.

Please see noted action plans for ongoing assessment activities by the program in section D above.

L. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Students transcripts	95% of students will maintain a B average Students maintain a B average	End of Spring Semester	Banner and student file
Student self-assessment of program competency	Competency development by students	At program orientation End of first year (MHA 6400) End of program (MHA 6500)	Spreadsheet format by Admin. Asst.
Applicant Evaluation Matrix	Enroll Qualified Applicants	At selection	Program director file
Course Evaluation	Faculty effectiveness	Each semester	Chitester

Summary Information (as needed)

## APPENDICES

### Appendix A: Student and Faculty Statistical Summary

#### APPENDIX 3

#### **Department of Masters in Health Administration**

#### Student and Faculty Statistical Summary

(data provided by Institutional Research)

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Student Credit Hours Total</b>	<b>579</b>	<b>765</b>	<b>753</b>	<b>1,098</b>	<b>1,257</b>	<b>1,062</b>
<b>Student FTE Total</b>	<b>28.95</b>	<b>38.25</b>	<b>37.65</b>	<b>54.90</b>	<b>62.85</b>	<b>53.10</b>
<b>Student Majors</b>						
Masters of Health Administration	<b>30</b>	<b>42</b>	<b>39</b>	<b>59</b>	<b>56</b>	<b>53</b>
<b>Program Graduates</b>						
Masters	0	19	8	20	24	29
<b>Student Demographic Profile</b>	<b>30</b>	<b>42</b>	<b>39</b>	<b>59</b>	<b>56</b>	<b>53</b>
Female	10	17	16	15	16	15
Male	20	25	23	44	40	38
<b>Faculty FTE Total</b>	<b>NA</b>	<b>NA</b>	<b>2.46</b>	<b>3.32</b>	<b>3.86</b>	<b>3.16</b>
Adjunct FTE	NA	NA	1.97	2.21	2.75	1.97
Contract FTE	NA	NA	0.49	1.11	1.11	1.19
<b>Student/Faculty Ratio</b>	<b>NA</b>	<b>NA</b>	<b>15.30</b>	<b>16.54</b>	<b>16.28238</b>	<b>16.80</b>

*Note:* Data provided by Institutional Research  
Summary Information (as needed)

## Appendix B: Contract/Adjunct Faculty Profile

See information provided in section D.

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Love, Shari	F	W	Administrative Assistant	7	Admin Support
Moss, Cory	M	W	Enrollment Director	5	Advising, recruitment, teaching adjunct

Summary Information (as needed)

The program has adequate staff at this time.

Appendix D: Financial Analysis Summary

<b>Health Administrative Services (Master's)</b>					
<b>Cost</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Direct Instructional Expenditures	144,225	190,263	281,403	254,353	278,089
Cost Per Student FTE	3,771	5,053	5,126	4,047	5,237
<b>Funding</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Appropriated Fund	95,802	126,383	148,186	130,992	192,316
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	48,423	63,880	133,217	123,361	85,773
<b>Total</b>	<b>144,225</b>	<b>190,263</b>	<b>281,403</b>	<b>254,353</b>	<b>278,089</b>

FTE	FTE	FTE	FTE	FTE
38.25	37.65	54.90	62.85	53.10

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Rand Kerr	CEO, Lakeview Hospital
Mike Jensen	CEO, Davis Hospital and Medical Center
Mark Adams	CEO, Ogden Regional Medical Center
Derek Vance	COO, Davis Hospital and Medical Center
Scott Davis	COO, Ogden Regional Medical Center
Ben Tanner	COO, Huntsman Cancer Institute Alumni
Rosemary Bowden	Human Resource Manager, Primary Children's Medical Center Alumni
Mark Stevenson	WSU, MBA Enrollment Director
Matt Mouritsen	WSU, MBA Program Director
Bruce Davis	WSU, Vice Provost and Dean of Continuing Education Adjunct Faculty
Kurt Forsyth	Current MHA Student

Appendix F: External Community Involvement Financial Contributions

Not Applicable