August 14, 2015

Gail Nicklason, Executive Director
Office of Institutional Effectiveness
Weber State University
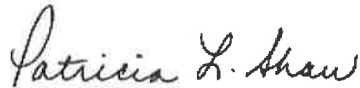3848 Harrison Boulevard
Ogden, UT 84408

Dear Ms. Nicklason:

Enclosed you will find a copy of the Department Response to Program Review Site Visit for the Health Administrative Services Department. The response includes the faculty response to committee recommendations. Attached to the report, you will find a curriculum map and evidence of learning measures. These two documents continue to be developed and refined by the faculty, as this will be a continual process. Measures for the courses outlined within the rotation schedule in the report will be provided to your office when we meet in October.

We appreciate your efforts in this matter and look forward to our upcoming discussion.

Sincerely,

Macey Buker, CPA, MHA
Instructor and HAS Program Director

Pat Shaw, M.Ed, RHIA, FAHIMA
Associate Professor and HIM Program Director
Chair, Health Administrative Services Department

Department Response to Program Review Site Visit

Department of Health Administration, Weber State University

August 14, 2015

Introduction

A committee consisting of Leigh Cellucci, East Carolina University; Tracy Farnsworth, Idaho State University; Laura Santurri, Weber State University; and Robert Walker, Weber State University conducted an evaluation of the Health Administrative Service and Long-Term Care Administration programs offered by Weber State University on April 1, 2015. The information provided in this report attempts to respond to the report provided by the committee.

Commendations

The Department of Health Administrative Services faculty appreciate the efforts of the committee in evaluating the program. During the review, the committee identified the following strengths.

- Faculty commitment to student success
- Community partnerships and connections
- Competent graduates
- Diverse professional experience and backgrounds
- Well-defined mission statements

We appreciate the recognition of these five areas. The areas noted reflect the high level of commitment from the faculty. The faculty have worked diligently in improving the curriculum and meeting student needs. Many have come directly from the healthcare industry and provided a direct link to a large network of individuals and organizations that have been very supportive of the program. The faculty are highly motivated and work in a collegial and collaborative manner that promotes student achievement and success.

Response to Recommendations

The review team developed a list of recommendations to strengthen the Health Administrative Services program. Each recommendation listed by the committee is listed below along with the faculty response.

STANDARD A- MISSION STATEMENT
- **Review Committee Recommendation:** The Committee recommends that the program list program goals and objectives under the mission statement (and not just in the assessment plan).

    o **Response.** The faculty concurs that the inclusion of program goals and objectives under the mission statement is appropriate and would highlight the specific measures of success in meeting the mission. A copy of current program goals and objectives are included in Appendix C. The Program Director will add the

program goals and objectives to be included under the mission statement prior to December 31, 2015.

- **Review Committee Recommendation:** The committee recommends that the standard University format be followed by the program. While the self-study indicated the last assessment period, there was no indication of how regularly assessment would occur.

  o **Response.** The faculty concurs that the self-study should be written in the standard format approved by the university. In addition, a regular assessment of program goals and objectives needs to be conducted in order to determine the success of the program. The Program Director will review the current program goals and objectives with faculty, identify any necessary changes, and develop an appropriate schedule of assessment based upon the updated goals and objectives. This assessment plan will be completed as part of the regular university schedule by the November 15, 2015 due date. See the schedule of evaluation of each required and elective course in the programs in the response below on competencies..

- **Review Committee Recommendation:** Competencies should tie directly to the curriculum. Committee members noted that the self-study document met AUPHA professional standards but lacks the depth and rigor that is expected by the University.

  o **Response.** The faculty agrees that competencies should be aligned with the curriculum. Appendix A includes an updated curriculum map that identifies competencies within each course. Appendix B provides a specific measure of competencies within each course. Courses will be evaluated every two years based upon the following schedule.

    ▪ Courses to be reviewed and measured during even-years (2014-2015).
      - HAS 3000 - The Health Care System
      - HAS 3020 - Health Care Marketing
      - HAS 3150 - Community Health Agencies and Services
      - HAS 3190 - Cultural Diversity in Patient Education
      - HAS 3230 - Health Communication
      - HAS 3240 - Human Resource Development in Health Care
      - HAS 3260 - Health Care Administrative and Supervisory Theory
      - HAS 3750 - Health Care Financial Administration
      - HAS 4160 - Medical Practice Management
      - HAS 4320 - Health Care Economics and Policy
      - HIM 2330 - Classification Systems Topics and Reimbursement Issues
      - HIM 3000 - Computer Applications in Health Care
    ▪ Courses to be reviewed and measured during odd-years (2015-2016).

- HAS 4400 - Legal and Ethical Aspects of Health Administration
- HAS 4410 - Clinical Instructional Design and Evaluation
- HAS 4420 - Clinical Instructional Skills
- HAS 4525 - Health Facility Operations
- HAS 4620 - International Health and Health Care
- HAS 4740 - Senior Seminar
- HAS 4800 - Individual Study
- HAS 4850 - Study Abroad
- HAS 4860 - Practicum/Internship
- HAS 4990 - Seminar
- HIM 3200 – Epidemiology and Biostatistics
- HIM 3300 – Introduction to Quality Improvement in Healthcare

STANDARD B – CURRICULUM

- **Review Committee Recommendation:** The committee noted that there was a consistent theme for the need for additional faculty and space.

  o **Response.** The faculty will continue to work to identify and coordinate the resource needs of the program with the Department Chair and Dean. Resource needs will be evaluated based upon a continued evaluation of program admissions criteria, including a critical path assessment, which will be reviewed and evaluated prior to December 31, 2015.

- **Review Committee Recommendation:** The committee recommends that the standard University format be followed by the program. The current curriculum grid does not include information on how often/when each course is offered.

  o **Response.** The faculty agrees that the standard University format should be followed by the program for the curriculum map. An updated curriculum grid has been included in Appendix D to show the schedule of course offerings.

STANDARD C – STUDENT LEARNING OUTCOMES AND ASSESSMENT

- **Review Committee Recommendation:** Students suggest having some form of administrative internship or experience during the first year would be helpful.

  o **Response.** The faculty will discuss this suggestion during the fall semester 2015, and identify an appropriate experience that would enhance program goals and objectives if deemed appropriate by the faculty. Once an appropriate experience is identified, appropriate planning will be conducted to add the experience to the program. The identification of an appropriate experience will occur prior to December 31, 2015. The planning of the experience will occur between January 1, 2016 and May 1, 2016, with implementation to being Fall 2016.

- **Review Committee Recommendation:** The committee recommends that the standard University format be followed by the program for curriculum competency depth.

Committee members noted that it meets AUPHA professional standards but lacks the depth and rigor that is expected by the University. The program should indicate to what depth each competency is addressed in each course.

- o **Response.** The faculty agrees that the standard University format should be followed by the program. Appendix A provides a curriculum map that establishes the level of competencies taught in each course that is in the WSU format.

- **Review Committee Recommendation:** Although not specifically addressed with a recommendation, the Committee identified curriculum assessment as a concern because specific measures, frequency measured, and evaluation were not identified in the self-study.

- o **Response.** Appendix B has been provided to identify the appropriate measure of student outcomes for each course. This matrix will be updated during each course evaluation based upon the schedule listed above. Updated information will include the results of student outcome measurements, evaluation of meeting course objectives, and any revisions in the course necessary to meet the goals and objectives of the course or program.

STANDARD D – ACADEMIC ADVISING

- **Review Committee Recommendation:** With rapid program growth in the program the faculty may need to consider changing the policy on open enrollment. The program may also want to consider a formal method of assessing advising effectiveness, conducted on a periodic basis.

- o **Response.** The faculty agrees that the policy on open enrollment needs to be addressed. One solution that has been recommended by the faculty is to increase the minimum program GPA from 2.5 to 2.75. This will be discussed by the faculty at our opening fall department meeting and then a curriculum proposal will be made to the college and university curriculum committees if necessary. The faculty will discuss this issue further during strategic planning sessions to be held Fall 2015. The results of this discussion will be finalized prior to December 31, 2015 and implemented Fall 2016.

- **Review Committee Recommendation:** Students suggested that student orientations be held more often.

- o **Response.** The faculty agree this is a good idea and will discuss the details of developing and scheduling an orientation session for all department majors twice a year. This decision will be made during the opening department meeting and we will try to schedule something early in September, 2015. This issue will discussed further during strategic planning sessions during Fall 2015. Discussions will include appropriate topics such as academic advising, career services, and student resources.

STANDARD E – FACULTY

- **Review Committee Recommendation:** The program should demonstrate efforts to achieve demographic diversity in its faculty. Report did not include this information in the self-study. The committee rated this on / observation only.

  - **Response.** Faculty believes that diversity is representative of the demographics of the population in the local market; however, we are aware of the benefits of employing a diverse faculty. We have tried to recruit diverse candidates to fill our open positions, but our salary limitations have made this difficult. During our hiring process in the 2014-2015 academic year for two open positions, we had two candidates with diverse background – one withdrew for personal reasons and one withdrew due to our salary range. Although the current faculty does not represent individuals with diverse races or ethnicity, we do have a good mix of male and female faculty members.

- **Review Committee Recommendation:** Information should be obtained on adjunct faculty teaching and evaluation.

  - **Response.** Current course evaluations are conducted for all Health Administrative Services courses, including adjunct faculty. The department chair and program director reviews each of the course evaluations for all adjunct faculty members. If there are issues noted in the evaluation, either the program director or the department chair will address these with the adjunct in person or by telephone. Adjunct faculty are invited to the adjunct faculty retreat provided by the Teaching and Learning Forum annually.

Additional Plans

The review committee identified a number of weaknesses within the program. Weaknesses were specifically listed by the committee included the following.

- May need additional faculty and staff to effectively address long-term growth needs
- Better tracking of graduates
- Space constraints
- Needs additional measurable objectives included in the assessment plan in order to more accurately and fully capture student achievement and success throughout the program

Three of the four weaknesses have been discussed as responses to committee recommendations. The one weakness that will need to be addressed in this section is the better tracking of graduates. Recent changes to the university databases and the transition to an information warehouse environment will assist the program in tracking our graduates better. In addition to this, we are investigating the option of creating a program Linked In account. We will then ask all current students to join our Linked In account and then invite all of program graduates to join as well. Linked In is a good use of social media to network with healthcare industry leaders and our program alumni. This account can then be used to contact graduates to complete our

alumni/graduate surveys as well as invite this group to participate in our Future Healthcare Leaders Association (FHLA) fall banquet and our spring golf tournament.

In addition to the information addressed in this report, faculty will continue to develop improvements within the program addressed in the committee's report that were identified as being adequate. The primary focus of the faculty will be prioritized based upon the response within this report.

Respectfully submitted,

Macey Buker, CPA, MHA
Instructor and HAS Program Director

Pat Shaw, M.Ed, RHIA, FAHIMA
Associate Professor and HIM Program Director
Chair, Health Administrative Services Department

CURRICULUM MAP

Course Number	Course Name	When in curriculum	If Other, When?	Required or Elective?	Credits	Communication	Collaboration and Teamwork
HAS 3000	The Health Care System	Year 1 Fall		Required	3	X	X
HAS 3020	Health Care Marketing	Year 1 Fall		Required	3	E	A
HAS 3150	Community Health Agencies and Svcs.	Year 1 Fall		Required	3		
HAS 3230	Health Communication	Year 1 Fall		Required	3	A	I
HAS 3240	Human Resources Development in HC	Year 1 Spring		Required	3	I	
HAS 3260	HC Admin and Supervisory Theory	Year 1 Spring		Required	3	X	X
HAS 3750	Health Care Financial Administration	Year 1 Spring		Required	3	U	U
HAS 4320	Health Care Economics and Policy	Year 2 Spring		Required	3	U	U
HAS 4400	Legal & Ethical Aspects of Health Admin	Year 2 Fall		Required	3	A	E
HAS 4741	Senior Seminar	Year 2 Spring		Required	3	X	X
HAS 4860	Internship	Year 2 Spring		Required	6	X	X
HIM 2330	Classification Systems Topics & Reimb.	Year 1 Spring		Required	2		X
HIM 3000	Computer Applications in Health Care	Year 1 Spring		Required	3	X	X
HIM 3200	Epidemiology and Biostatistics	Year 1 Fall		Required	3	U	E
HIM 3300	Intro to Quality Improvement in HC	Year 2 Fall		Required	3	E	E
HAS 3190	Cultural Diversity in Patient Education	Other	Year 2 Fall or Spring	Elective	3	A	
HAS 4410	Clinical Instructional Design & Evaluation	Other	Year 2 Fall or Spring	Elective	3	U	
HAS 4420	Clinical Instructional Skills	Other	Year 2 Fall or Spring	Elective	3	U	
HAS 4520	Long Term Care Administration	Other	Year 2 Fall or Spring	Elective	2		
HAS 4525	Health Facility Operations	Other	Year 2 Fall or Spring	Elective	1	I	
HAS 4620	International Health and Health Care	Other	Year 2 Fall or Spring	Elective	3	I	E

I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensive, X = Needs Updating

COMPETENCIES ADDRESSED IN COURSE

Critical and Creative Thinking	Professionalism	Leadership	Organizational Awareness and Governance	Community Awareness	Human Resources Management	Financial Management	Information Technology Management	Performance Improvement and Quality Management	Marketing and Strategic Planning
E			X	X	X	X			A
U	A		E	E					
I	E	U	A	A					
		U	I		I				
U	X	E	X	X	X	A	X		X
U	E	E	E	U	X	X	X	X	X
U	E	E	E		E	E		E	
A	E	U	I	I	X	A			
U	E	X	E	U	X	X	I	E	X
A	X	X	X	I	X				X
X	X	E	X	X	E			A	
X	X	E		E	X				
X	X				I			A	
U	E			A	E				X
U		I			I	A		A	
U		I	I		E	A		A	I
U			A		E	A			
I	I	A	A	A	I	I		E	

I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensive, X = Needs Updating

Appendix B
Evidence of Learning and Student Outcomes

Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
HAS 3000 The Healthcare System					
Learning Outcome 1.A: Demonstrate university level writing in a research paper (Communication)	Measure 1: Research Paper	Measure 1: At least 90% of students will earn a C or higher	Measure 1: 93% of students scored C or higher	Measure 1: Students successfully demonstrated communication skills	Measure 1: No curricular or pedagogical changes needed at this time
Learning Outcome 2.A: Collaborate with teammates in planning and researching a current health care issue, writing a research paper, and presenting the paper to the class (Collaboration and Teamwork)	Measure 1: Teamwork grade out of 40 points based on evaluation points by teammates and instructor	Measure 1: At least 80% of students will score 32 points or more	Measure 1: 87% of students scored 32 points or more	Measure 1: Students successfully demonstrated collaboration and teamwork; 6% of students received failing grade	Measure 1: Evaluations instituted earlier in semester via student journal entries so non-participating students are identified early.
HAS 3020 Healthcare Marketing					
HAS 3150 Community Health Agencies and Services					
Learning Outcome 1: Community Awareness: Students will investigate the population health	Measure 1: Students will research and report on population and	Measure 1: At least 90% of students will find population and	Measure 1: More than 95% of the students successfully found	Measure 1: Students successfully demonstrated	Measure 1: No curricular or pedagogical changes needed at

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Learning Outcome	Measure	Criteria for Success	Findings	Action
characteristics and assess population health needs of their local community. They will demonstrate an awareness of the ecological and social factors that influence health behaviors. (Personal and Professional Development)	death rates of Weber Country from two different years. Measure 2: death rates of Weber Country from two different assigned years.	Measure 1: 90% of students will be able to find data related to an existing health problem and how officials are intervening to improve health. and reported these data. Measure 2: At least than 95% of the students successfully found and reported these data.	critical and creative thinking. They were able to find secondary data and interpret those data. Measure 2: More than 95% of the students successfully demonstrated critical and creative thinking. They were able to find secondary data and interpret those data. Measure 2: Students successfully demonstrated critical and creative thinking. They were able to find secondary data and interpret those data.	this time. Measure 2: No curricular or pedagogical changes needed at this time.
Learning Outcome 2: Factors that Influence Health: Students will identify and analyze factors that influence health behaviors. (Professional Development)	Measure 1: Students read about and/or discuss in class a number of health behavior models, positive health behaviors, and environment health issues. Their understanding is measured with course exams.	Measure 1: 90% of students will pass course exam with a grade of "C" or better.	Measure 1: At least than 90% of the students received a "C" or better on the exam. Measure 1: More than 90% of the students received a "C" or better on the exam. Measure 1: Students successfully identified factors that influence health behaviors.	Measure 1: No curricular or pedagogical changes needed at this time.
HAS 3230 Health Communication				
Learning Outcome 1.A:	Measure 1:			

Understand and implement basic models of communication (Communication)	Current research on interpersonal, personal and organizational communication with group presentation			
	Measure 2: Assignment 3 review of communication structures in professional clinical setting			
Learning Outcome 1.B: Demonstrate concepts of emotional intelligence and emotional quotient (Communication)	Measure 1: Assignments 1 and 2 of self-evaluations and leadership self-assessments			
Learning Outcome 2. A: Demonstrate how to be more adaptable and innovative within teams and organizational units (Leadership)	Measure 1: Assignments 3 and 4 group projects and team interactions. Possible points awarded by group			

members based on assignment rubrics	
Learning Outcome 2. B: Know current behaviors and understand how to have more self-control (Leadership)	Measure 1: SWOT analysis and Final project
HAS 3240 Human Resources Development in Healthcare	
Learning Outcome 1. A: Describe role and influence of HR in a healthcare setting (Human Resource Management)	Measure 1: All 4 assignments
(Human Resource Management)	Measure 2: Quizzes
Learning Outcome 1.B: Perform job analysis and create job descriptions (Human Resource Management)	Measure 1: Assignments 1 and 2
Learning Outcome 1. C: Determine appropriate employee orientation and training procedures (Human Resource Management)	Measure 1: Assignment 4

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Learning Outcome 2.A: Understand and develop employee performance appraisals (Performance Improvement and Quality Management)	Measure 1: Assignment 2		
	Measure 2: Final exam		
Learning Outcome 2.B: Recognize individual employee performance in a clinical or healthcare group setting and manage individual contributions (Performance Improvement and Quality Management)	Measure 1: Assignment 4		
	Measure 2: Final exam		
Learning Outcome 2.C: Implement HR systems that diversify the workforce and ensure quality employees (Performance Improvement and Quality Management)	Measure 1: All 4 assignments		
	Measure 2: Quizzes		
HAS 3260 Healthcare Administration and Supervisory Theory			
HAS 3750 Healthcare Financial Administration			

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Demonstrate an understanding of financial reports, the ability to perform a financial analysis, budget variances, long-term financing, and capital budgeting.	Measure 1: Final exam	Measure 1: At least 90% of students will earn a C or higher.			
Demonstrate an understanding of the differences between non-profit, for-profit, hospitals, clinics, and long-term care.	Measure 1: Exam 1	Measure 1: At least 90% of students will earn a C or higher.			
Demonstrate an ability to utilize and apply financial ratios, form conclusions, and make recommendations.	Measure 1: Final Project	Measure 1: At least 90% of students will earn a B or higher.			
Demonstrate an ability to communicate financial information.	Measure 1: Final Project	Measure 1: At least 90% of students will earn a B or higher.			
HAS 4320 Healthcare Economics and Policy					
Describes and applies the role of US health policy and the process of policy making to the functioning	Measure 1: Quizzes	Measure 1: At least 90% of students will earn a C or higher			

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of the health care system and specific issues.	Measure 1: Quizzes Measure 2:Policy Analysis Papers Grading Rubric	Measure 2: At least 90% of students will earn a C or higher			
Explains and applies basic principles and concepts of health economics from the flow of funds to a wider macroeconomic perspective to functioning of the health care system.	Measure 1: Quizzes Measure 2:Issue Debates Grading Rubric	Measure 1: At least 90% of students will earn a C or higher Measure 2: At least 90% of students will earn a C or higher			
Compares/contrasts US health system to another country.	Measure 1: Quizzes Measure 2:Team Paper and Presentation Grading Rubric	Measure 1: At least 90% of students will earn a C or higher Measure 2: At least 90% of students will earn a C or higher			
Present effective team policy presentations and debates	Measure 1: Debate/Health System Presentations Grading Rubrics	Measure 1: At least 90% of students will earn a C or higher			

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Create and support proposed written policy solutions papers based on issue analysis	Measure 1: Policy Papers Grading Rubrics	Measure 1: At least 90% of students will earn a C or higher				
HAS 4400 Legal and Ethical Aspects of Health Administration						
Learning Outcome 1.a: Demonstrate university level writing in a research paper/presentation (Communication)	Measure 1: Epidemiologic Analysis Research Project	Measure 1: At least 90% of students will earn a C or higher				
Learning Outcome 1.b: Collaborate with teammates in planning and researching a topic related to health administration, creating a presentation, and presenting the research to the class (Collaboration and Teamwork)	Measure 1: Teamwork grade out of 75 points based on evaluation by teammates and instructor	Measure 1: At least 80% of students will score 53 points or more				
Learning Outcome 2: Use critical thinking skills to apply legal and ethical concepts to real world case studies (Critical and Creative Thinking)	Measure 1: Case Study scores	Measure 1: At least 80% of the students will achieve 70% or higher on the Case Studies				

Learning Outcome 3: Show professionalism in all work completed (Professionalism)	Measure 1: Assignment scores include an specific element for professionalism	Measure 1: At least 80% of the students will achieve 70% or higher on the assignments		
Learning Outcome 4: Demonstrate and awareness of community issues related to law and ethics. (community awareness)	Measure 1: Students are required to find, follow, and report on a bill through the Utah Legislature	Measure 1: At least 80% of the students will achieve 70% or higher on the Legislative assignment		
Learning Outcome 5: Demonstrate the application of ethics and law in relation to leadership roles. (Leadership)	Measure 1: Case Study scores	Measure 1: At least 80% of the students will achieve 70% or higher on the Case Studies		
Learning Outcome 6: Demonstrate a knowledge of how law and ethics apply to organizational governance. (Organizational Awareness and Governance)	Measure 1: Case Study scores	Measure 1: At least 80% of the students will achieve 70% or higher on the Case Studies		

			HAS 4741 Senior Seminar	HAS 4860 Internship	HIM 2330 Classification Systems Topics & Reimbursement
Learning Outcome 7: Demonstrate a knowledge of how law and ethics apply to human resources in healthcare. (Human Resource Management)	Measure 1: Quiz and Exam scores	Measure 1: At least 80% of the students will achieve 70% or higher on the quizzes and exams.			
Learning Outcome 8: Introduced to how information technology can enhance compliance with regulations	Measure 1: This concept will be introduced through lecture and measured through attendance.	Measure 1: At least 80% of the students will attend class 70% of the time			
Learning Outcome 9: Demonstrate a knowledge of how law and ethics play a role in performance improvement and quality management in healthcare. (Performance Improvement and Quality Management)	Measure 1: Quiz and Exam scores	Measure 1: At least 80% of the students will achieve 70% or higher on the quizzes and exams.			

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HIM 3000 Computer Applications in Healthcare

HIM 3200 Epidemiology and Biostatistics

Learning Outcome 1.a: Demonstrate university level writing in a research paper/presentation (Communication)	Measure 1: Epidemiologic Analysis Research Project	Measure 1: At least 90% of students will earn a C or higher	
Learning Outcome 1.b: Collaborate with teammates in planning and researching a disease, creating a presentation, and presenting the research to the class (Collaboration and Teamwork)	Measure 1: Teamwork grade out of 75 points based on evaluation by teammates and instructor	Measure 1: At least 80% of students will score 53 points or more	
Learning Outcome 2: Use critical thinking skills to apply epidemiological and statistical methods to solve problems (Critical and Creative Thinking)	Measure 1: Exam and Quiz scores	Measure 1: At least 80% of the students will achieve 70% or higher on the exams and quizzes	
Learning Outcome 3: Show professionalism in all work completed (Professionalism)	Measure 1: Assignment scores include an specific element for professionalism	Measure 1: At least 80% of the students will achieve 70% or higher on the	

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			assignments	
Learning Outcome 4: Demonstrate and awareness of community issues related to epidemiology. (community awareness)	Measure 1: Exam and Quiz scores	Measure 1: At least 80% of the students will achieve 70% or higher on the exams and quizzes		
Learning Outcome 5: Be introduced to how epidemiology can play a role in strategic planning at the organizational and community level. (Strategic Planning)	Measure 1: Concepts will be introduced through lecture so class attendance is the best measure	Measure 1: 80% of the students will attend or participate in class 70% of the time		
HIM 3300 Introduction to Quality Improvement in Healthcare				
Learning Outcome - Apply team communication tools such as minutes, quarterly reports, and storyboards as used in quality management functions - Demonstrate effective communication skills through the group project and presentation (communication –	Measure 1: PI project presentation	Measure 1: At least 90% of students will earn a B or higher		

Learning Outcome	Measure	Criteria	Findings	Analysis	Action
emphasized)					
Learning Outcome - Describe the distinction between organization-wide performance improvement activities and team-based performance improvement activities. - Understand the composition of PI Teams. - Differentiate the roles and responsibilities of team leaders, facilitators, scribes, and members (collaboration and teamwork – emphasized)	Measure 1: Case Study 3	Measure 1: At least 80% of students will score 85% or higher (8.5 points or more)			
HAS 3190 Cultural Diversity in Patient Education					
Learning Outcome 1: Students will demonstrate professional level proficiency in written communication, be able to communicate across health disciplines, and prepare effect reports on health cultures different than their own.	Measure 1: Students will research and report the health traditions of individuals coming from cultures different than their own.	Measure 1: At least 90% of students will prepare three written papers on health traditions of people from diverse cultures and receive a "C"	Measure 1: More than 95% of the students successfully found and reported these traditions.	Measure 1: Students successfully demonstrated oral and written communication skills.	Measure 1: No curricular or pedagogical changes needed at this time.

traditions. (Communication)	These reports will include an interview with someone from that culture.	or better.			
Learning Outcome 2: Students will investigate the health traditions of a variety of cultures, religions, and world populations. Students will be able to demonstrate an awareness of ecological and social factors that influence health behavior. (Community Awareness)	Measure 1: Students will research and report the health traditions of individuals coming from cultures different than their own. These reports will include an interview with someone from that culture.	Measure 1: At least 90% of students will prepare three written papers on successfully found and reported these traditions.	Measure 1: More than 95% of the students successfully demonstrated understanding of diverse cultures and receive a "C" or better.	Measure 1: Students successfully demonstrated understanding of diverse health traditions.	Measure 1: No curricular or pedagogical changes needed at this time.
HAS 4410 Clinical Instructional Design & Evaluation					
Identify and apply principles of adult learning to the evaluation and design of a learning experience.	Measure 1: Assignment with Grading Rubrics	Measure 1: At least 90% of students will earn a C or higher			
Identify and apply the principles of each step in instructional design to the development of	Measure 1: Individual assignments for instructional design	Measure 1: At least 90% of students will earn a C or higher			

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	process				
instructional components for an online course.	Measure 2:Final outline of course and its modules Grading Rubric	Measure 2: At least 90% of students will earn a C or higher			
Using the Canvas Learning Management System, apply best practices for the design of an effective online course environment.	Measure 1: Successful Completion of Canvas Training Course for instructors	Measure 1: At least 90% of students successfully complete training course			
	Measure 2: Reflective Discussion Grading Rubric	Measure 2: At least 90% of students will earn a C or higher			
Create and build an effective online course that enables adult learners to achieve identified learning outcomes including learning objectives, appropriate learning activities and evaluation strategies	Measure 1: Project: Development of Short Online Course with Grading Rubric	Measure 1: At least 90% of students will earn a C or higher			

HAS 4420 Clinical Instructional Skills

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Identify and apply the principles of each step in instructional design process to the development of instructional session.	Measure 1: Individual assignments for instructional design process	Measure 1: At least 90% of students will earn a C or higher			
Describe and apply effective facilitation skills for lecture, guided discussion and structured learning activities.	Measure 1 : Individual assignments for facilitating learning sessions / Critiques and Grading Rubrics for practice exercise	Measure 1: At least 90% of students will earn a C or higher			
Develop and plan an effective instructional session that enables adult learners to achieve identified learning outcomes including learning objectives, appropriate learning activities and evaluation strategies.	Measure 1: Project: Instructional Plan Grading Rubric	Measure 1: At least 90% of students will earn a C or higher			
Facilitates an effective instructional session that includes interactive lecture/guided discussion	Measure 1: Instructional Session Presentation with	Measure 1: At least 90% of students will earn a C or higher			

	Grading Rubric	HAS 4520 Long Term Care Administration			
and a structured learning activity.					
Learning Outcome 1. A: Explore operational financial tools and budgets (Financial Management)	Measure 1: Facility report and project				
Learning Outcome 1.B: Introduction to labor and expense control (Financial Management)	Measure 1: Exam and quizzes				
Learning Outcome 1.C: Understand financial payers (Financial Management)	Measure 1: Facility report				
Learning Outcome 2.A: Introduction to MDS assessments (Performance Improvement and Quality Management)	Measure 1: Exam				
Learning Outcome 2.B: Understand state survey and regulatory process (Performance	Measure 1: Facility report				

		HAS 4525 Health Facility Operations		
Improvement and Quality Management)				
HAS 4525 Learning Outcome 1.A: Assess current status of LTC industry, regionally, locally (Organizational Awareness and Governance, Community Awareness)	Measure 1: Assignment 3 assessing local labor, wages, staff shortages and quality outcomes on NH Compare			
HAS 4520 Learning Outcome 1.B: Assess future of LTC industry (Organizational Awareness and Governance, Community Awareness)	Measure 1: Assignments 2 and 4 on quality initiatives and PPS financial structures			
Learning Outcome 2.A: Understand MCR, MCD and private insurance and their impacts on LTC (Financial management)	Measure 1: Assignment 4 on PPS and financials			
Learning Outcome 2.B: Understand financial role	Measure 1: Assignment 4			

of CMS and other regulatory organizations (Financial Management)				
HAS 4620 International Health and Healthcare				
Learning Outcome 1: Measure burden of disease, identify socioeconomic determinants of health, identify NCD's, understand environmental factors which impact health and global disease initiatives (Community Awareness)	Measure 1: Country specific research paper			
	Measure 2: Assignments 1, 2 and 3 content papers			
Learning Outcome 2: Understand global health and globalization of health and its financial impacts (Organizational Awareness and Governance)	Measure 1: Quizzes			

Mission: The DCHP Health Administrative Services Program (HAS) provides the best education and opportunities to prepare students to pursue graduate studies or employment, the best support of faculty, and the best relationships with its healthcare partners and community.

Vision: The DCHP Health Administrative Services Program (HAS) will be recognized as a producer of highly competent graduates by employers, graduate schools, community leaders, its alumni, and its peers in the Association of University Programs in Health Administration (AUPHA) and similar professional organizations. DCHP HAS graduates will be health care managers and administrators in Utah and many HAS alumni will have earned graduate degrees and will be executive leaders in health care throughout the United States. These alumni will actively support the HAS program.

Values:

- **L**earning through personalized experiences and shared inquiry
- **E**ngagement in community
- **A**ccess and opportunity for all
- **R**espect for people and ideas
- **N**urturing the potential within every individual

Goal 1: Teaching

To develop and maintain a curriculum that not only represents the cutting edge of knowledge for the field, but also is also sensitive to the needs of students and the health care field in which they serve. This mandates the need for constant curriculum monitoring and modification as deemed appropriate.

Objective 1a: To develop and maintain a curriculum that provides students with the most up-to-date education of health care theory and practice.

Objective 1b: To maintain a curriculum that meets the criteria for full certification undergraduate membership of the Association of University Programs in Health Administration and the program review requirements of Weber State University.

Objective 1c: To provide a curriculum that prepares students emphasizing long-term care administration with the understanding and skills they need to sit for and pass the State of Utah Division of Professional Licensure exam for nursing home administrators.

Objective 1d: To solicit ongoing advisement from the Program's advisory committee, as well as current students, alumni and other industry experts.

Goal 2: Research

To develop and support a capable faculty with requisite academic and professional credentials that enhance teaching excellence, stimulate scholarly efforts and inquiry, and provides a base for community service and involvement.

Objective 2a: All HAS fulltime faculty will be completing or hold doctorate degrees and complete the requirements for tenure at Weber State University.

Objective 2b: Faculty will be supported in their research efforts through department, college and university funding and mentoring.

Objective 2c: Faculty will be supported and encouraged to present at professional meetings.

Objective 2d: Faculty will be encouraged to involve their students in undergraduate research activities.

Goal 3:   Service and Learning

To provide a service learning environment for students that supports their acquisition of knowledge, stimulates individual creativity, and creates the realization that learning is a life-long process.

Objective 3a: Involve students in classroom activities/projects that allow them to interact with the health industry and local community.

Objective 3b: Provide resources or support to faculty, allowing them the opportunity to work with students in a service-learning capacity.

Goal 4: Student Goals

To prepare students to meet their goals of attending graduate school or entering the workforce as they graduate from the HAS program.

Objective 4a: To recruit the students either already working in the field of health care or those otherwise best prepared to enter it.

Objective 4b: To teach students essential health management theory, provide students with opportunities for critical thinking and problem solving, and assist students in understanding key issues facing the health care industry.

Appendix C
Goals and Objectives

Objective 4c: To provide interdisciplinary experiences in and out of the classroom for the professional development of students.

Objective 4d: To provide students with supervised practicum and internship experiences.

Objective 4e: To assist students, through established relationships with the industry and graduate programs, in entering the field of health care or moving on to a graduate education.

Objective 4f: To assist students in developing the competencies needed for a successful health administration career.

Appendix D
Course Offerings

Course Number	Course Name	When in curriculum	If Other, When?	Required or Elective?	Credits	Fall	Spring	Summer
HAS 3000	The Health Care System	Year 1 Fall		Required	3	WSU, ONL, IND	WSU, ONL, IND	ONL
HAS 3020	Health Care Marketing	Year 1 Fall		Required	3	WSU, ONL	WSU, ONL	ONL
HAS 3150	Community Health Agencies and Svcs.	Year 1 Fall		Required	3	WSU, IND	WSU, ONL, IND	ONL, IND
HAS 3230	Health Communication	Year 1 Fall		Required	3	WSU, ONL, IND	WSU, ONL, IND	ONL, IND
HAS 3240	Human Resources Development in HC	Year 1 Spring		Required	3	ONL, IND	WSU, IND	IND
HAS 3260	HC Admin and Supervisory Theory	Year 1 Spring		Required	3	ONL, IND	WSU, IND	ONL
HAS 3750	Health Care Financial Administration	Year 1 Spring		Required	3	ONL, IND	WSU, IND	ONL, IND
HAS 4320	Health Care Economics and Policy	Year 2 Spring		Required	3	WSU, IND	ONL	IND
HAS 4400	Legal & Ethical Aspects of Health Admin	Year 2 Fall		Required	3	WSU, IND	ONL	IND
HAS 4741	Senior Seminar	Year 2 Spring		Required	3	WSU, IND	WSU, IND	WSU, IND
HAS 4860	Internship	Year 2 Spring		Required	6	WSU	WSU	ONL, IND
HIM 2330	Classification Systems Topics & Reimb.	Year 1 Spring		Required	2	IND	ONL	ONL, IND
HIM 3000	Computer Applications in Health Care	Year 1 Spring		Required	3	ONL	WSU, IND	ONL
HIM 3200	Epidemiology and Biostatistics	Year 1 Fall		Required	3	WSU, ONL, IND	WSU, IND	ONL, IND
HIM 3300	Intro to Quality Improvement in HC	Year 2 Fall		Required	3	WSU, IND	ONL	ONL, IND
HAS 3190	Cultural Diversity in Patient Education	Other	Year 2 Fall or Spring	Elective	3	ONL, IND	WSU, IND	IND
HAS 4160	Medical Practice Management	Other	Year 2 Fall or Spring	Elective	3	WSU	ONL	
HAS 4410	Clinical Instructional Design & Evaluation	Other	Year 2 Fall or Spring	Elective	3	ONL, IND	IND	IND
HAS 4420	Clinical Instructional Skills	Other	Year 2 Fall or Spring	Elective	3		ONL	
HAS 4520	Long Term Care Administration	Other	Year 2 Fall or Spring	Elective	2		WSU	
HAS 4525	Health Facility Operations	Other	Year 2 Fall or Spring	Elective	1		WSU	
HAS 4620	International Health and Health Care	Other	Year 2 Fall or Spring	Elective	3		WSU	IND
HAS 4800	Individual Study	Other	Year 2 Fall or Spring	Elective	1-3	IND	IND	IND
HAS 4990	Seminar	Other	Year 2 Fall or Spring	Elective	3	ONL	IND	