

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Health Administrative Services (HAS)

Semester Submitted: Spring, 2015

Self-Study Team Chair: Richard Dahlkemper

Self-Study Team Members: Pat Shaw, Cory Moss

Contact Information:

Phone: 801-626-7298

Email: rdahlkemper@weber.edu

Version Date: Oct 2011

A. Brief Introductory Statement

The Utah State Board of Regents approved the WSU Health Administrative Services program in 1977. The Program was not funded until 1980. The first class was taught in 1981. The program offers a Bachelor of Science with an emphasis in: Health Services Administration, Health Promotion, or Long-Term Care Administration. Since 1983, 830 students have earned a degree in HAS including 50 during the 2013-14 academic year.

In order to graduate, HAS students must successfully complete Weber State University general education requirements, eight prerequisite courses, and 50 credit hours of required courses. These required course include a 200 hour administrative internship within a health care organization approved by the program.

The program is certified by the Association of University Programs in Healthcare Administration. The most recent recertification was in 2009. Recertification for 2015 is in process and will culminate with a face to face review on June 3, 2015. The self-study requires reporting on 29 criteria. It has been submitted and is currently under review by faculty from four other universities.

The program is primarily aimed at students who are interested in a career in the management or administration of health care organizations. This is a broad and growing field that is consistently listed among the best for career opportunities by both government and private sources. Our surveys taken within a year of graduation indicate that approximately 90% of our graduates are either employed as health care managers/administrators or are enrolled in graduate school. During the four most recent academic years, 91% of our seniors have received an A or A-grade from their internship preceptors.

B. Mission Statement

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.

C. Curriculum

Curriculum Map

See attached Curriculum Map workbook, sheet 1
See course syllabi enclosed in separate files

Version Date: Oct 2011

D. Student Learning Outcomes and Assessment

The HAS program assesses student learning in terms of twelve competencies arrayed within three domains, Personal Development, Professional Development and Applied Skills. These competencies were derived from those recommended for professionals in the field by the American College of Healthcare Executives (ACHE).

Personal Development

a. Communication: The graduate will demonstrate professional level proficiency in written and oral communication, be able to communicate across health disciplines, prepare effective reports, and make business presentations.

b. Collaboration and Teamwork: Be able to work effectively in teams and to collaborate and develop positive relationships with peers, subordinates and superiors.

c. Critical and Creative Thinking: The graduate will be able to seek information using management tools to collect data and apply metrics, to analyze data, form conclusions and make recommendations even when dealing with ambiguities in the information.

d. Professionalism: The graduate will have the ability to align personal and organizational conduct with ethical, legal, and professional standards and will be responsible for self-direction.

Professional Development

e. Leadership: The graduate will have an understanding of supervisory and management principles as well as the ability to effect change in teams and organizational units through positive influence on both peers and subordinates.

f. Organizational Awareness and Governance: The graduate will understand the structure, governance, and functioning of health care entities and systems as well as the importance of integration across the health care spectrum.

g. Community Awareness: The ability to investigate population health characteristics and assess population health needs in a local community. The graduate should demonstrate an awareness of the ecological and social factors that influence health behavior.

Applied Skills

h. Human Resources Management: The graduate will understand and be able to implement the human resource processes needed for staffing and operating a healthcare organization.

i. Financial Management: Ability to examine and interpret financial and accounting documents, understand and utilize budgets, understand third party payment processes, apply variance analysis and other techniques to managerial accounting information in order to understand and improve operations.

Version Date: Oct 2011

j. Information Technology Management: The ability to recognize critical elements of information technology and use information technology for decision support.

k. Performance Improvement and Quality Management: The ability to use quality and systems tools to measure, promote and implement quality improvement and patient satisfaction initiatives in health service organizations while accepting shared accountability for outcomes.

l. Marketing and Strategic Planning: The ability to conduct an external and internal environmental analysis for a health services organization, develop a marketing plan for a health services product, and understand the principles of strategy formulation.

HAS Program Assessment and Student Learning Outcomes

Outcome 1: The program will be certified by the Association of University Programs in Health Administration.

Objectives to be met	Measurement Description	Recent Assessments	Met	Measurement Results	Actions Based on Results
1.1: The program will meet the criteria for certification established by the Association of University Programs in Health Administration.	The program will receive full six year certification.	2009	Yes	Full Certification granted November 3, 2009	Developed and implemented a plan of action to respond to the recommendations made by the review team. Filed a progress report on December 1, 2010 that was accepted by AUPHA.
1.2: The program will implement criterion related recommendations made by the certification review team.	Any criterion rated as partially met or not met on the previous review will be rated as met.	Next certification review will be in 2015	NA	NA	See 1.1 above 2013-14 is the self-study year for the 2015 certification review. The program director and faculty have studied the prior review, reviewed criteria changes, implemented program changes needed, and submitted the self-study to AUPHA. Review will be conducted during Spring 2015 by four faculty from other universities including a face to face review on June 3, 2015

Outcome 2: Faculty will provide high quality teaching, scholarship, and service

Objectives to be met	Measurement Description	Recent Assessments	Met	Measurement Results	Actions Based on Results
2.1: All tenure track faculty will perform at an effective level	Ratings that are at least “good” for teaching and at least “satisfactory” for scholarship and service on interim and final promotion and tenure reviews	2013-14 2012-13	Yes Yes	One faculty member was eligible and received promotion to full professor. This individual was rated excellent in teaching and scholarship, and good in service. One faculty member was eligible and received promotion and tenure.	Continue to follow college processes and deadlines for promotion and tenure reviews.
2.2: All faculty will perform at an effective level.	Annual performance reviews showing at least satisfactory performance and all non-tenure track faculty will have a peer review evaluation every 3 years.	2013-14	Yes	Annual reviews were performed by the Department Chair. One faculty member was noted to be below the satisfactory performance level in teaching and scholarship activities. All other faculty were evaluated at or above the good ratings.	The faculty member evaluated below satisfactory in teaching and scholarship participated in several TLTF trainings, worked one on one with an instructional designer and the department chair for course improvement. Performance was reviewed again at the end of fall semester 2014 and this individual’s contract was not renewed.

		2012-13	Yes	Annual reviews were performed by the Department Chair and no deficiencies were noted. Full 3-year peer review conducted for one non-tenure track faculty whose teaching effectiveness was rated Good.	
--	--	---------	-----	---	--

Outcome 3: The program will be recognized in the community for producing excellent graduates.

Objective to be met	Measurement Description	Recent Assessments	Met	Measurement Results	Actions Based on Results
3.1: Seniors will demonstrate excellent preparation and performance during internships	At least 80% of student interns will receive an A or A- grade from their preceptors	2013-14	Yes	A 22 A- 1 B+ 1 B 2	Continue to cultivate preceptors to meet needs of growing program. Preceptors have been very pleased with quality of interns and retention has been excellent. But, new preceptors are needed because of increasing number of students.
		2012-13	Yes	A 27 A- 1 B+ 2 B 2	

		2011-12	Yes	A 13 A- 6 B+ 1 B 1	
		2010-11	Yes	A 16 A- 1 B+ 1	

Outcome 4: Program graduates will be well prepared for careers or graduate school.

Objectives to be met	Measurement Description	Recent Assessments	Met	Measurement Results	Actions Based on Results
4.1: Graduates will feel that they were well prepared.	Average overall rating of at least 3.0 out of 4.0 on graduate surveys	2013-14	Yes	3.30	Efforts to increase participation were successful as number of responses more than doubled in 2014 and 2013 as compared with 2012 and 2011. Study competency areas with lowest ratings and develop plans for improvement Increase participation rates by gathering personal email addresses and cell phone numbers from Seniors and by encouraging them during Senior Seminar to participate when they receive the survey.
		2012-13 graduates	Yes	3.30	
		2011-12 graduates	Yes	3.63	
		2010-11 graduates	Yes	3.44	

4.2: Graduates will be employed as health care professionals or enrolled in graduate programs.	At least 75% employed or in graduate program	2013-14	Yes	84.8%	See 4.1
		2012-13	Yes	91.3%	
		2011-12	Yes	87.5%	
		2010-11	Yes	100%	

Outcome 5: The program will meet or exceed the expectations of its students

Objectives to be met	Measurement Description	Recent Assessments	Met	Measurement Results	Actions Based on Results
5.1: The program will receive high ratings from students	Median overall rating on student evaluation of program courses will be at least 4.0 out of 5.	2013-14	Yes	Median rating was 4.4	Continue to monitor
		2012-13	Yes	Median rating was 4.3.	

5.2: All courses will be valued by students	All courses will be rated at 3.5 or higher overall in student evaluations (on a 5 point scale).	2013-14	No	Nine sections out of the 80 evaluated received an overall rating of less than 3.5	Two of the low scores were received by adjunct faculty members. One will not be teaching in the program again. The other was counseled, took extra training, and received a score of 4.7 the next semester. Five sections were taught by a new faculty member who had never held a full time teaching position before. The low scores were reflected in the annual review, counseling was provided, and the faculty member attended several training sessions and conferences. Low ratings persisted in the following semester and the faculty member's contract was not renewed. Two sections were taught by veteran faculty who normally receive excellent evaluations from students. They have revised their teaching methodologies in these courses and future evaluations will be monitored.
		2012-13	No	One section out of the 51 evaluated received an overall rating of less than 3.5.	Faculty member was counseled to update teaching methods and to prepare a better organized course. (Faculty member voluntarily left the program in December, 2012)

5.3 : At the end of the program, graduating students will feel that the program prepared them well for careers or graduate school	Average overall rating of at least 3.0 out of 4.0 on surveys asking seniors if they felt well prepared for careers or graduate school	2013-14	Yes	Average overall rating was 3.31 out of 4.0	These data were gathered for the first time during the 2013-14 academic year so no trending data are yet available. Continue to gather these data and monitor results.

Outcome 6: Students will learn the concepts related to competencies taught in the program.

Objectives to be met	Measurement Description	Recent Assessments	Met	Measurement Results	Actions Based on Results
6.1: HAS majors will succeed in their courses	At least 75% will maintain a GPA of 3.0 or higher	April, 2014	Yes	85% of students listed as HAS majors had a GPA of 3.0 or higher	Continue to monitor
		March, 2013	No	73% of students listed as HAS majors had a GPA of 3.0 or higher	Clarified policy for admission to program and reviewed with faculty advisors. Initiated practice with department secretary to review all files on annual basis.
6.2: Seniors will demonstrate excellent preparation and performance during internships	At least 80% of student interns will receive an A or A- grade from their preceptors	2013-14	Yes	A 22 A- 1 B+ 1 B 2	Continue to cultivate preceptors to meet needs of growing program. Preceptors have been very pleased with quality of interns and retention has been excellent. But, new preceptors are needed because of increasing number of students. Evaluate ratings on performance in each competency area based on data first gathered during 2013-14
		2012-13	Yes	A 27 A- 1 B+ 2 B 2	
		2011-12	Yes	A 13 A- 6 B+ 1 B 1	

		2010-11	Yes	A 16 A- 1 B+ 1	
6.3: Seniors will perform well on a comprehensive exam	At least 90% of seniors will earn a grade of C or higher on a comprehensive exam	2013-14	No	81%	Use results by subject area to make improvements in three ways: Enhance curriculum in courses where appropriate. Improve review materials available to students in Senior Seminar. Where appropriate, revise questions on exam to provide more focus on concepts rather than details.
		2012-13 (Spring and Summer)	No	88%	Incorporated in class reviews of each subject area in Senior Seminar Analyzed results by subject area and shared with faculty Encouraged faculty to review exam for proper balance and for focus on concepts rather than details

E. Academic Advising

Students entering the program must meet with a representative of the Dumke College of Health Professions Admissions and Advisement office as a part of the application procedure to the program and are assigned to an advisor. The advisor will be a full time member of the HAS faculty who will establish a major contract with the student and advise her/him throughout the program. The program also has a dedicated career counselor/employment advisor who works with prospective graduates of the program. The counselor provides resume reviews, mock interviews and weekly listings of position openings in health services management. Additionally, the University Career Services office has annual job fairs on campus bringing employers and students together for possible job and networking opportunities.

F. Faculty

See Faculty workbook sheets 1 and 2 for Demographic and Teaching information

The University Policy and Procedure Manual Section VIII: Appointment, Promotion and Dismissal of Faculty <http://weber.edu/ppm/Policies/8-Appointment.html> describes the process by which full-time faculty are evaluated, including processes for evaluation of teaching, scholarly activities and service. All faculty on tenure track receive full evaluations during the third and sixth probationary years. A faculty member, their department chair, the dean or the provost may also request an additional review in other probationary years. During the third and sixth years of the probationary period, and other years when requested, the full review process shall include evaluation by the dean and the ranking tenure evaluation committees at the levels of the department and the college. At his/ her sole discretion, the provost may review and make separate recommendations for or against a candidate's tenure or evaluation of a candidate's progress towards tenure.

In addition, in the second year of a candidate's progress toward tenure, the department chair will do an assessment of the candidate's progress. The candidate's teaching, service and scholarship shall be evaluated and an overall written assessment of progress made. The department chair shall send a written report to the candidate and the candidate's dean and shall submit the report for inclusion in the candidate's professional file. There is no evaluation beyond the department level.

As part of the tenure review process all faculty members will also have a Faculty peer review conducted as part of their teaching evaluation. A departmental peer review committee is formed that assesses the faculty member's teaching in these areas: subject knowledge, pedagogy, course design, delivery of teaching, and assessment of student learning. As part of this process, peer review committee members may sit in and observe the faculty member in their classroom. This evaluation then becomes part of the candidate's personnel file and is a key component in addition to student evaluations used to evaluate the teaching category for tenure and promotion. All non-tenured track faculty undergo a Faculty peer review every three years as well.

Version Date: Oct 2011

Annually, all faculty members shall meet with their department chair for an interview covering the recent performance of the faculty member. Goals of the interviews include finding ways to help faculty members improve their performance, finding ways the University might better support faculty members, and discussing individual, department, and University goals and expectations. Teaching performance should be a priority item for discussion. To provide a focus for discussion and better inform the chair, faculty members shall bring to the interview a summary of their most recent activities in teaching, in scholarship, and in service (vita update since the last review). The chair shall send a written summary report of the interviews to the dean for inclusion in the personnel file. That report shall include a listing of the major items of accomplishment of each faculty member and identify deficiencies, if any, for inclusion in the personnel file.

See Outcomes 2.1, 2.2, 5.1, and 5.2 under **HAS Program Assessment and Student Learning Outcomes** in Section D above.

See Faculty Resumes enclosed in separate files

G. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

Financial support for the Program comes as a budgetary allocation from the Office of the Provost, Weber State University. The current budget for the Health Administrative Services Program is \$398,500.00, which includes faculty and staff salaries and benefits (including adjunct faculty). One hundred percent of the budget comes from university sources. A separate budget for the Master of Health Administration program also includes a budget allocation from the University and additional revenues from tuition differential and fees (\$515,600.00). The salary portion of the undergraduate budget includes a (12 month contract) secretary, five full time faculty. The department chair and two of the full time faculty have primary responsibility for the health information management programs. The non-salary portion of the budget serves the entire HAS Program, including current expenses and travel, and equates to approximately \$19,500.00.

Adequacy of Administrative Support

The Dean has been very supportive of the program and the department both in the area of curriculum and resources. Faculty computers are replaced and updated every 4 years and each faculty member is funded for a minimum of one professional meeting annually. The program has benefitted from financial support for professional development and continuing education of faculty. Several department faculty have benefitted from the D. Wade Mack endowment fund in their efforts to pursue their doctorate degrees.

Version Date: Oct 2011

Adequacy of Facilities and Equipment

Each full time faculty member has a private office within the Marriott Health Sciences (MHS) building of the Dumke College of Health Professions. The program shares classrooms with the other programs of the College. While there are no classrooms dedicated to the program, faculty are always granted requests for classrooms within MHS, usually in close proximity to their offices. All classrooms have computers with integrated video and audio as well as projectors and screens. All offices and classrooms have WiFi access. There is a computer learning and testing center within MHS that is available to all faculty and students.

There are over 500 desktop computers spread out over the entire Weber State University campus and satellite campus network. Student Affairs Technology manages WSU's nine open student computer labs. These computer labs are meant to serve the general needs of all enrolled WSU students and are open to faculty as well. Lab hours vary from lab to lab, but overall lab hours range from 6:30 a.m. to midnight and some labs are open seven days a week including summer hours and academic calendar year holiday hours. These facilities have on site IT assistance. There are secure wireless networks available for use with personal computing devices for both students and staff. These services are offered in conjunction with a wide range of IT department technical support.

The Dumke College of Health Professions has an onsite learning center open five days per week from 8am to 8pm. Learning center staff also manage and maintain computers, projectors, and other electronic equipment in each classroom. Each faculty member is provided with a laptop computer and/or electronic tablet. These are managed and maintained by IT support staff of the College.

Adequacy of Library Resources

The Stewart Library is responsible for providing a wide range of quality services that promote the academic programs of Weber State University. The Stewart Library contains books, journals, media, government publications, and many electronic resources in addition to Special Collections and Archives. Interlibrary loan service is available. One librarian is assigned full time to the Dumke College of Health Professions and is available to assist HAS faculty and students with their research needs. Among other services, that librarian will design customized research guides for individual courses as requested by faculty.

H. Relationships with External Communities

Description of Role in External Communities

The Program has a well-established network with the professional communities, associations, and individuals throughout Utah and the intermountain area, some of which include the following.

- The Program has affiliate membership with the Utah Hospitals and Health Systems Association (UHA).
- A faculty member is a member of the Board of Directors of the Utah Cooperative Healthcare Education program (UCHEP). This organization serves as a major center for delivery of health education workshops throughout Utah and neighboring states.
- A faculty member is a member of the Board of Directors of the local ACHE Chapter, the Utah Healthcare Executives. This organization serves as a local executive networking organization designed on improving healthcare education for administrators.
- Program faculty consult with the Utah Health Care Association (long-term care) in review of state licensure requirements.
- The HAS program has an advisory board that includes community health administrators, internship preceptors, adjunct faculty, and alumni. The board meets at least once each academic year to review the mission, goals, objectives, and outcomes of the program. Faculty attend these meetings and participate in discussions with board members. Starting with the 2014-15 academic year the student officers of the Future Health Leaders Association will also be invited to the meetings.

HAS Undergraduate Program Advisory Committee

2013-14

Member	Position	Other
Matthew Anderson	Senior Human Resources Director Davis Hospital and Medical Center	Internship preceptor
Brian Cottle	Practice Director McKay Dee Cardiology/Heart Services	Internship preceptor WSU HAS and MHA alumnus
Kimberly Dansie	Administrator, Silverado—Aspen Park	Internship preceptor

Version Date: Oct 2011

	Specialty Hospital—Psychiatric and Skilled Nursing Facility	
Scott Davis	Chief Operating Officer Ogden Regional Medical Center	Adjunct faculty Internship preceptor WSU alumnus (Accounting)
Colby Fosmark	Physician Sales Representative Lakeview Hospital	WSU HAS and MHA alumna
Lindsay Garr	Adjunct Instructor Weber State University	Adjunct faculty WSU HAS and MHA alumna
Brian Lines	Chief Operating Officer Lakeview Hospital	
Nallely Ruiz	Practice Director Intermountain Taylorsville Clinic	Internship preceptor WSU alumna (Integrated Studies) Current WSU MHA student
Darrick Trump	Regional Vice President Deseret Health Group	Internship preceptor
Danielle Wilcox	Regional Marketing Manager Intermountain Healthcare	Internship preceptor WSU HAS Alumna

Summary of External Advisory Committee Minutes

The HAS program advisory board met on March 3, 2014. The primary purpose of the meeting was to review the Mission, Vision, Values, and Competencies of the program. The Mission, Vision, and Values statements were discussed by the board and accepted as presented. The board had several suggestions for changes or additions to the Competency statements. Goals, Objectives, and Outcome Measures

Version Date: Oct 2011

were discussed and board members made suggestions for improvement. Data related to these outcomes for the 2013-14 academic year will be presented at the next meeting along with comparative data from previous academic years.

The board met again on October 27, 2014. The revised Competency and Objective statements were approved. Data related to Outcome Measures were distributed in advance of the meeting and discussed at the meeting. Overall board members were pleased with the outcomes. They confirmed that performance by interns is generally excellent and that this is the best indicator of student learning. They made a number of suggestions including incorporating competencies into planning for individual internships. The comprehensive exam was discussed at length.

I. Results of Previous Program Reviews

There is no record of a previous five year review of the program within the University. The HAS program was recertified by the Association of University Programs in Health Administration on November 3, 2009. Faculty developed and implemented a plan of action to respond to the recommendations made by the review team. A progress report was filed with AUPHA on December 1, 2010 and subsequently accepted.

Commented [PS1]: Dick, I would include what the issues where that needed to be addressed in this plan of action. Do we have that information?

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

Action Plan for Evidence of Learning Related Findings

See the **HAS Program Assessment and Student Learning Outcomes** in section D above for complete listing of objectives, outcome measures, data, and action plans. There were two outcome areas where outcome thresholds were not met.

5.2 All courses will be rated at 3.5 or higher overall in student evaluations (on a 5 point scale).

Individual faculty members were counseled and made course improvements that resulted in ratings above 3.5 in future sections. One faculty member who had five sections below 3.5 was unsuccessful in raising scores above that level for the following semester.

Because of this and other reasons, his contract has not been renewed. The department chair and program director will continue to monitor student evaluations each semester, use them in faculty performance evaluations, and work with faculty to improve ratings where needed.

6.3 At least 90% of seniors will earn a grade of C or higher on a comprehensive exam.

Faculty have agreed to use results on the exam by subject area to make improvements in three ways:

Enhance curriculum in courses where appropriate.

Improve review materials available to students in Senior Seminar.

Where appropriate, revise questions on exam to provide more focus on concepts rather than detail.

The department will continue to monitor results of the exam and use those results to improve teaching both in individual courses and during the Senior Seminar Capstone course.

Thresholds have consistently been exceeded for Outcome Measurement 3.1 and 6.2: At least 80% of student interns will receive an A or A- grade from their preceptors. The department feels that this is the best overall measure of both student learning and program success. The program director took steps during 2014 to further enhance the value of this outcome measure by expanding the Preceptor Evaluation form to include ratings in each of the Competency areas. Data will be analyzed by Competency area each year to determine areas of strength, weakness, and opportunities for improvement. Faculty will implement specific changes in appropriate courses to strengthen any areas found to be consistently weak. A summary of preceptor ratings by semester including verbatim comments is found in sheets 1 through 6 of the Preceptor Evaluation Summaries workbook.

K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Preceptor evaluations of performance by interns	At least 80% of student interns will receive an A or A- grade from their preceptors	Internship instructor collects from each preceptor at the completion of each internship	Individual evaluation forms in Canvas Summary on electronic spreadsheet
Survey of recent graduates	Average overall rating of at least 3.0 out of 4.0 on graduate surveys	Program director and department secretary send link to electronic survey each summer to graduates from the previous academic year	Individual surveys in Survey Monkey Summary report downloaded from Survey Monkey to pdf file
Student evaluations of individual courses	Median overall rating on student evaluation of program courses will be at least 4.0 out of 5. All courses will be rated at 3.5 or higher overall in student evaluations (on a 5 point scale).	Students complete electronic course evaluation in Chitester each semester for each course.	Department secretary downloads summary results for each course from Chitester each semester. Summaries are kept in electronic files by instructor name.
Survey of seniors	Average overall rating of at least 3.0 out of 4.0 on surveys asking seniors if they felt well prepared for careers or graduate school	During the Senior Seminar Capstone course students are provided a link to an electronic survey.	Individual surveys in Survey Monkey Summary report downloaded from Survey Monkey to pdf file

Grade point averages for HAS majors	At least 75% will maintain a GPA of 3.0 or higher	Department secretary will pull a list from Banner at the end of each academic year.	Individual data in University registration system. Summary list in electronic file.
Comprehensive exam	At least 90% of seniors will earn a grade of C or higher on a comprehensive exam	Senior Seminar Capstone instructor will administer exam in Chitester each semester	Individual results and summary reports by category in Chitester.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Note: Data provided by Institutional Research

Student and Faculty Statistical Summary

HAS/Long Term Care	2009-10	2010-11	2011-12	2012-13	2013-14
Student Credit Hours Total ¹	5,290	5,671	6,453	7,015	7,401
Student FTE Total ²	176.33	189.03	215.10	233.83	246.70
Student Majors ³					
All HAS Programs	287	308	376	430	430
LTC only	12	9	11	14	13
Program Graduates ⁴					
Certificate	13	7	5	10	17
Associate Degree	14	9	15	14	12
Bachelor Degree	42	31	46	46	66
Bachelor Degree (LTC only)	3	5	2	9	5
Student Demographic Profile ⁵					
Female	196	220	267	302	308
Male	91	88	109	128	122
Faculty FTE Total ⁶	7.19	8.07	11.13	11.29	
Adjunct FTE	3.19	4.07	6.1	6.26	
Contract FTE	4.00	4.00	5.03	5.03	
Student/Faculty Ratio ⁷	24.52	23.42	19.33	20.71	

Appendix B: Contract/Adjunct Faculty Profile

See sheets 1 and 2 of Faculty workbook

Version Date: Oct 2011

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Marzzieh Islami	Female	Two or more	Administrative Specialist	1	Office software, WSU administrative information systems, other secretarial skills

Summary Information (as needed)

Appendix D: Financial Analysis Summary

Note: Data provided by Provost's Office

Health Administrative Services					
Funding	09-10	10-11	11-12	12-13	13-14
Appropriated Fund	419,957	429,703	506,063	515,487	405,039
Other:					
Special Legislative Appropriation					
Grants or Contracts	0	0	0	0	56,006
Special Fees/Differential Tuition	0	8	8	1,144	1,123
Total	419,957	429,711	506,071	516,631	462,168

Appendix E: External Community Involvement Names and Organizations

See Sheet 3 of Faculty workbook

Version Date: Oct 2011