

Formal report of the Program Review Committee to the Administration
at Weber State University and the Dumke College of Health Professions Administration
on the Evaluation of the Undergraduate Health Administrative Services Program

An evaluation of the Health Administrative program offered by Weber State University was conducted on **April 1, 2015** by a committee comprised of:

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To assist the institution in appraising its educational effectiveness and identifying ways in which its endeavors can be strengthened, university programs are reviewed periodically by peers in relation to predetermined standards. This review of the educational process is based on the program's self-study and conferences with persons involved in the various components of the program.

This report represented the committee's findings and conclusions in the form of recommendations noted as concerns; that directly relate to the standards for program enhancement. These are found under headings that parallel Weber State University's Program Review Evaluation criteria.

STANDARD A- MISSION STATEMENT

The Mission of the Health Administrative Services program is clearly defined and includes a curriculum that enables the graduate to achieve the mission. The mission of the program supports and is appropriate to the mission of the university and college.

- a. The expected outcomes of the program need to be clearly defined.

Rating: Adequate

The Committee recommends that the program list program goals and objectives under the mission statement (and not just in the assessment plan).

- b. A process by which these accomplishments are determined and periodically assessed based upon the constituencies served by the program.

Rating: Concern

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.

- c. A clearly defined educational program, including a curriculum that enables graduates to achieve the mission.

Rating: Adequate

Competencies should tie directly to the curriculum. Committee members noted that it meets AUPHA professional standards but lacks the depth and rigor that is expected by the University.

- d. The program mission statement must be appropriate to and support the mission statements of both the college housing the program and the university.

Rating: Strength

STANDARD B – CURRICULUM

The Health Administrative Services (HAS) Program demonstrates that for every level of each degree/specialty offered is well planned and reviewed. The curriculum is consistent with the mission of the program. The program has many resources to support the delivery of the curriculum, the number of students in the program.

- a. The program should demonstrate that the curriculum for each degree and for any general education/service courses offered by the program is the result of thoughtful curriculum planning and review processes.

Rating: Strength

- b. The curriculum should be consistent with the program's mission.

Rating: Strength

- c. The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.

Rating: Adequate

The committee noted that there was a consistent theme for the need for additional faculty and space.

- d. Courses to support the major/minor/general education/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.

Rating: Adequate

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.

STANDARD C – STUDENT LEARNING OUTCOMES AND ASSESSMENT

The expected knowledge, skills and behaviors of students upon graduation is appropriate. These outcomes are directly linked and applied to the curriculum in all courses. Assessment measures are being systematically applied on a regular basis. The assessment processes are evolving with measureable outcomes gathered in laboratory, clinic and classroom settings.

Evaluate the extent to which the program has clearly defined outcomes that:

- a. Describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation.

Rating: Strength

- b. Will support the goals of the program and the constituencies served.

Rating: Strength

Students suggest having some form of administrative internship or experience during the first year would be helpful.

- c. Are directly linked to the program's curriculum. (NOTE :C was split into two parts)

Rating: Strength

- c. An explicit curriculum grid illustrating this alignment should be publicly available.

Rating: Adequate

The committee recommends that the standard University format be followed by the program. 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.

Evaluate the extent to which the program has clearly defined outcomes that:

- a. Have developed a set of measures for assessment that are clearly defined and appropriately applied.

Rating: Concern

- b. Demonstrate that they are using these measures in a systematic manner on a regular basis.

Rating: Concern

- c. Demonstrate that the assessment of the program mission and student outcomes is being used to improve and further develop the program

Rating: Concern

- d. Demonstrate that these measures are being used in a systematic manner on a regular basis are reviewed against department thresholds.

Rating: Concern

- e. Demonstrate that the assessment of the program mission and student outcomes is being used to improve and further develop the program.

Rating: Concern

From information learned from the interviews held with advisory board members and faculty, the committee believes that the program is doing this review. However, it is not demonstrated in the self-study.

STANDARD D – ACADEMIC ADVISING

Strategies for advising students are defined, followed and assessed. All faculty participate as advisors for students.

- a. They have a clearly defined strategy for advising their major/minor, or BIS students that is assessed for its effectiveness.

Rating: Adequate

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.

- b. Students receive appropriate assistance in planning their individual programs of study.

Rating: Adequate

Students suggested that student orientations be held more often.

- c. Students receive needed assistance in making career decisions and in seeking placement, whether in employment or graduate school.

Rating: Adequate

STANDARD E – FACULTY

The program maintains a group of faculty that provides stability and a high quality education. . There is evidence of ongoing assessment of teaching effectiveness and evaluation of faculty members, including contract, tenure-track, adjunct and clinical instructors. A formal, ongoing, annual review of faculty is in place.

- a. Faculty size, composition, qualifications, and professional development activities must result from a planning process which is consistent with the program's mission.

Rating: Strength

- b. The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.

Rating: Strength

- c. Contract/adjunct faculty who provide instruction to students (day/evening, off/on campus) are academically and professionally qualified.

Rating: Strength

- d. The program should demonstrate efforts to achieve demographic diversity in its faculty.

Rating: Adequate

Report did not include this information in the self-study. The committee rated this on / observation only.

- e. The program should have appropriate procedures for the orientation of new contract/adjunct faculty.

Rating: Adequate

Information should be obtained on adjunct faculty teaching and evaluation

- f. Processes are in place to determine appropriate teaching assignments and service workloads, to guide and mentor contract/adjunct faculty, and to provide adequate support for activities which implement the program's mission.

Rating: Adequate

- g. Teaching is systematically monitored to assess its effectiveness, and revised periodically to reflect new objectives and to incorporate improvements based on appropriate assessment methods. For both contract and adjunct faculty, there is evidence of:
 - Effective creation and delivery of instruction.
 - Ongoing evaluation and improvement of instruction.
 - Innovation in instructional processes.

Rating: Strength

- g. A formal, periodic review process must exist for all faculty.

Rating: Strength

STANDARD F – PROGRAM SUPPORT

The HAS Program has support staff to meet the mission and educational goals of the program. The facilities and equipment are to be commended. With the growth of the entire Dumke College of Health Professions, classroom space is at a premium as all programs have ongoing needs to acquire more space.

- a. The number and capabilities of the support staff are adequate to meet the mission and objectives of the program.

Rating: Strength

- b. Administrative support is present in assisting in the selection and development of support staff.

Rating N/A (committee could not define the intent of this statement)

- c. The facilities, equipment, and library support needs are adequate to meet the mission and goals of the program.

Rating: Strength

STANDARD G – RELATIONSHIPS WITH EXTERNAL COMMUNITIES

Relationships that are external to the university have formal affiliation agreements that clearly define their role. Further, the external advisory committee provides input to the program at its regularly scheduled meetings and offers input periodically throughout the year.

- a. If there are formal relationships between the program and external communities of interest they should be clearly defined.

Rating: Strength

- b. Such relationships should have a clearly defined role and evidence of their contribution to the program (curriculum, equipment, faculty, budget, etc.) should be demonstrated.

Rating: Strength

- c. If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.

Rating: Strength

STANDARD H – PROGRAM SUMMARY

Strengths

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

Weaknesses

May need additional faculty and staff to effectively address longer-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

The committee would like to recommend that the Department Chair and Program Director for the Health Administrative Services undergraduate program consider reformatting the self-study utilizing the university format. This reformatted could be part of the Department responses to this report.

The committee wishes to thank you, the faculty, staff and students for their cooperation during the program review. If the committee can be of any assistance to you, please contact the committee chair, Dr. Robert Walker, rwalker2@weber.edu.

Regards;

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Chair, Health Administrative Services
Undergraduate Program Review Committee

Cc: Patricia Shaw, Department Chair,
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