Fall 2015 CAHME Site Visit Report

Standard A: Mission Statement

I.A.1.1. Program's Mission

Requirement

Provide the Program's mission statement.

Response: The Master of Health Administration (MHA) at Weber State University will be the premier program for the management education of healthcare leaders in the Intermountain West.

The graduate education students receive will emphasize the MHA's strong competency base, utilize an innovative hybrid model of delivery, and enhance working healthcare professionals' ability to become leaders in their communities and in the healthcare industry. This program strives to instill students with a desire to focus on self-development, critical thinking, and life-long learning.

I.A.1.2. Program's Vision

Requirement

Provide the Program's vision statement.

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

I.A.1.3. Program's Values

Requirement

Provide the Program's values statement.

Response: The Values of the MHA at Weber State University are:

Academic excellence

Critical thinking

Interpersonal acumen

Cultural competence

I.A.1.4. Statements of University and College/School mission

Requirement

Provide statements of the University and College/School missions

Response: Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

Our vision is for Weber State University to be the national model for a dual-mission university that integrates learning, scholarship and community.
Weber State University's Values are:

- Learning through personalized experiences and shared inquiry
- Engagement in community
- Access and opportunity for all
- Respect for people and ideas
- Nurturing the potential within every individual

Weber State University fits the Carnegie Classification for Masters Universities and Colleges I classification.

Dumke College of Health Professions Mission and Vision

Mission Statement: The Dumke College of Health Professions provides excellence in: education for our students, support for our faculty, resources for our healthcare partners, and partnerships with our local and global communities.

Vision: The Dumke College of Health Professions will be the premier healthcare college for students, faculty, staff, and community by meeting their evolving needs through traditional and innovative methods.

I.A.1.5. Relation of Program mission to College/School mission

Requirement

Comment and demonstrate how the Program mission relates to the mission of the University and of the parent College/School.

Response: The mission and vision of the MHA program reflects Weber State University's and the Dumke College's mission and vision by using similar wording and underscoring and supporting the core themes

- -being the premier MHA program in the Intermountain West
- -providing consciously competent healthcare leaders to their communities
- -employing traditional and innovative hybrid models of delivery to meet the needs of working healthcare professionals
- -emphasizing education as our prime mission while maintaining a faculty that serves the community and is active in research.

Site Visit Review for I.A.1

a. Are there statements of mission, vision and values for the Program?

b. Do these statements define the focus of the Program including target audience and career field?

c. Do these statements provide direction for student selection, curriculum design, and scholarly activity of the faculty?

d. Does the Program mission relate to the University or School/ College mission?

Site Visit Review

Met

Recommendation : Consultative Recommendation: While the mission statement implicilty identifies a target audience, the program should more explicitly state the target audience.

Standard B: Curriculum

III.A.1.1. Competencies

Requirement

Provide a list of the competencies used by the program, and describe how these competencies align with the program's mission and the types of jobs graduates enter.

Response: The program competencies, which have as their basis the NCHL model, have been fine-tuned specifically to our MHA Mission, as well as to the programs themselves and to our MHA students' educational and career needs.

MHA Mission Statement:

The Master of Health Administration (MHA) at Weber State University will be the premier program for the management education of healthcare leaders in the Intermountain West.

The graduate education students receive will emphasize the MHA's strong competency base, utilize an innovative hybrid model of delivery, and enhance working healthcare professionals' ability to become leaders in their communities and in the healthcare industry. This program strives to instill students with a desire to focus on self-development, critical thinking, and life-long learning.

Our competency model is arrayed within three domains: Personal Development, Professional Development and Applied Skills. As such, it addresses not only the specific applied skills of an accomplished healthcare managers, such as financial management, health information technology, and strategic management. It also emphasizes our students' ongoing personal growth and their professional duties and responsibilities to individuals, populations, and communities while working in partnership with both clinical and administrative professionals.

As our students are already working professionals; we prepare our graduates not only to continue in the work world they will step into upon graduation, but we also strive to prepare them to achieve success and leadership positions in the healthcare industry of the future.

Personal Development Domain

1. Communication: The competency includes things such as executive proficiency in written and oral communication, the ability to communicate across disciplines, and to project a professional business presence both individually and as a representative of one's organization.

2. Relationship Management: This competency includes things such as the ability to develop positive collaborative relationships with peers, subordinates, and superiors within and across organizations, and to lead and work with teams effectively. In addition it includes the demonstration of emotional intelligence.

3. Critical and Creative Thinking: This competency includes things such as the ability to seek and use qualitative and quantitative information, developing insight, and using these to achieve the mission,

vision, and goals of one's organization. In addition, it includes the ability to understand and lead transformational innovation.

4. Professionalism: This competency includes things such as a sense of personal accountability and the ability to assume risk and responsibility. It also includes an orientation to the development of a life-long learning agenda and a commitment to ethical conduct and personal growth.

Professional Development Domain

5. Healthcare Leadership: This competency requires a deep and broad understanding of the industry; both its clinical and administrative aspects. It includes the masterful application of skills such as transparency, decision making, leading and managing change, being a role model, mentoring, and developing the talent of subordinates.

6. Law, Policy, and Governance: This competency includes things such as the ability to accurately assess and work within the external political, legal, and regulatory environment. It requires an understanding of healthcare policy and its impact on the health of individuals and of populations. In addition, it includes the ability to navigate internal organizational dynamics, and to participate in governance of the organization.

7. Community Awareness and Population Health: This competency requires the management of populations of people's health and includes things such as the ability to investigate population health characteristics and to participate in improving population health in the local community. It also includes attentiveness to the ecological and social factors that influence health behaviors.

Applied Skills Domain

8. Human Resources Management: This competency includes things such as the ability to ethically lead manage the human resources processes needed for effective staffing in the operation of a healthcare organization.

9. Financial Management: This competency includes things such as the ability interpret financial and accounting documents, plan and execute budgets, make capital investment decisions, and to articulate and implement executive fiduciary responsibilities.

10. Information Technology: This competency includes things such as the ability to recognize critical elements of information technology, to participate in the management of the acquisition and implementation of information systems and personnel, and to use information technology for decision support.

11. Performance Improvement and Quality Management: This competency requires a rudimentary understanding of the clinical environment, and the use of an evidence based approach to care, management, and risk management. It includes things such as the ability to use quality and systems

tools to measure, promote, and to implement quality improvement initiatives in clinical and administrative partnerships within healthcare organizations.

12. Strategic Management: This competency includes things such as the ability to conduct external and internal environmental analyses, to apply the principles of strategy formulation, implementation, and control, and to develop corporate strategy, market research, and planning.

III.A.1.2. Competency development and review

Requirement

Describe the process by which the program's competencies are developed and periodically reviewed with faculty for relevance. Include information on any faculty or committee approval needed for changes to program competencies.

Response: While our competency model has at its core the NCHL model, it has been fine-tuned to our programs' and our students' educational and career needs. Some of the competencies are taken nearly directly from NCHL: L6 Communication Skills; L8 Financial Skills; L9 Human Resources Management; L12 Information Technology Management; L19 Professionalism; and L21 Relationship Building. Other of our competencies are syntheses or interpretations of NCHL. For example, NCHL speaks to L1 Accountability, L3 Analytical Thinking, L4 Change Leadership, L5 Collaboration, L7 Community Orientation, L 14 Innovative Thinking, L15 Interpersonal Understanding, L16 Organizational Awareness, L23 Self-Development, and L24 Strategic Orientation. Our model does not have these areas as individual competencies; rather they are encapsulated and blended primarily in our personal and professional development domains.

Our competency model reflects our mission, vision, and values, and forms the basis for our curriculum. It is a living model and is discussed in some way or aspect at every MHA Faculty meeting as well as at MHA Advisory Board meetings. As a case in point, our competency model was reviewed in depth at our Spring 2015 MHA Advisory Board meeting, where its 12 overarching categories were not changed, but revisions, updatings, and sharpenings of the definitions and descriptions of nearly each of the 12 competencies were suggested.

The Advisory Board is just that: it provides advice. The Advisory Board is not a governing board. Its advice and suggestions are considered and assessed by the Program Director and if considered germane, prepared as actionable items and proposals. These items and proposals are then brought to the MHA Faculty for final vetting and implementation as deemed appropriate.

Competency Coverage in the Curriculum

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

III.A.1.4. Design of courses and activities relating to competencies

Requirement

Describe the design, including sequencing, of the program courses including activities beyond the classroom, and their relationship to the competencies.

Response:

Designed for students who already work in healthcare, we assume that our students enter the program with either a basic understanding of statistics, finance, and economics or that leveling courses in the needed areas will be taken before taking MHA courses in those specific topics. Leveling can be achieved by taking: HIM 3200: Epidemiology and Biostatistics, HAS 3750: Healthcare Finance, and HAS 4320: Healthcare Economics and Policy. Students also have the option of taking MBA, non-heathcare versions of leveling courses: MBA 6020: Financial and Managerial Accounting and MBA 6040: Managerial Economics.

We find, however, that our students are better prepared for the MHA by taking the healthcare specific leveling courses and we sometimes have difficulty with the timing and scheduling of the MBA levelers. However, the joint MHA/MBA students are required by the MBA program to take the MBA versions of leveling courses. Our MHA Enrollment Director has recently put new procedures in place to ensure the timely completion of leveling courses.

MHA 6000: Health Systems & the Healthcare Economy, brings entering first year students to a shared baseline of understanding about healthcare. MHA 6100: Leading & Managing People and MHA 6200: Health Behavior & Managerial Epidemiology provide the basics of leadership, management, and population health early in the program. MHA 6240: Human Resource Management in Healthcare and MHA 6250: Healthcare Finance come in the second semester of the first year. However, recent curriculum discussions of a 2 course, 6 credit sequence in Finance may spread this topic across the entire first year. 2015 Faculty Meeting notes are in Appendix III.A.1.4.1.2.

In the second semester of year one, Strategic Health Planning & Marketing is almost a mini-capstone type of course in that it requires competency in all prior courses, such as leadership, management, finance, human resources, and population health to address the higher level competency of strategic planning.

All of the first year courses are designed to prepare students for the higher level thinking skills courses that come in the second year. This is not to say that first year courses are low thinking skill or easy courses. Indeed, the first year courses directly address central attributes from our competency model such as personal and professional domain traits and skills, and employ high level teaching and learning techniques as well as high level assessment techniques. Rather, the content of these first year courses form the foundation upon which the second year courses are built.

2nd year students take applied skills domain courses requiring a sophisticated approach and a higher level of critical thinking, such MHA 6300: Quality Improvement and Risk Management, MHA 6320: Health Policy and Economics, MHA 6450: Managing Health Information, MHA 6440: Health Ethics and Law, and MHA 6350: Executive Decision Making. MHA 6500: Field Work is a true capstone; it requires students to integrate all coursework, knowledge, and skills and to demonstrate program competencies in the procuring and completion of a project of import in a real world environment.

Throughout the two years of the program, students are encouraged to enrich and augment their education by active membership in professional organizations, to seek mentors, and, of course, to take elective courses in areas of interest. Our MHA requires six credits of electives, but students are free to take additional electives if they choose. MHA students can also take selected MBA courses as electives, with the approval of the MHA Enrollment Director and/or the Program Director. At this time, we have six regularly offered MHA electives, which are offered approximately on a two year rotation. They include:

MHA 6140: Long-term Care Administration
MHA 6160: Medical Group Management
MHA 6180: Healthcare Entrepreneurship
MHA 6360: Comparative International Health Systems
MHA 6370: Executive Leadership Seminars in Healthcare
MHA 6830: Directed Study

We are always open to new ideas for electives and it is a frequent topic in Faculty and Advisory Board meetings.

The electives are currently offered during our regular semester/block schedule throughout MHA students' two year campus program. Three electives will be offered each summer for our eMHA students. As of now, the MHA and eMHA students will take separate versions of the electives. This is primarily because our campus MHA students have been assured that they can complete the program in two academic years, excluding summers. The eMHA is built around taking the two required electives over the summer. As our program is built upon the foundation of student need and convenience, we may likely consider allowing campus MHA students to take the on-line eMHA summer electives in the future, but the details and logistics would need to be determined and no decisions have been made to date.

Site Visit Review for III.A.1

a. Do the competencies align with the Program's mission?
b. Do the competencies align with the types of jobs that students enter?
c. Is there an adequate description of the competency development process and the review for relevancy process (i.e. relevancy to the mission and types of jobs that graduates enter) by faculty?
d. Has the Program demonstrated that the selected competencies can be obtained by the design of the curriculum?
e. Has the Program demonstrated that the structure and sequencing of the curriculum (including other

program activities where applicable), course content and learning objectives facilitate achievement of the designated levels of the selected competencies?

Site Visit Review

Partially Met

Assessment : The program level competency assessment scale had different leveling than the course competency attainment scales. For example, 1-5 on alumni and stakeholder surveys versus 1-3 on the competency map. The course mapping assessment of competency should match the program competencies for consistency.

Concern : While the program has adopted a set of competencies that form the basis of the curriculum, the program has not clearly articulated the levels of competency attainment. The preceptor and student evaluations use a different leveling scale than what is articulated within the courses.

Recommendation : The program must adopt one (1) set of clearly defined levels of competency attainment and ensure that these levels are consistently applied throughout the program.

III.A.2.1. Curriculum definition of healthcare management

Requirement

Describe how the curriculum defines the healthcare management program by delineating the knowledge areas in healthcare management and of the healthcare system.

Response

The program introduces students to the healthcare system in the first required course of the program, MHA 6000 Health System and the Health Care Economy. This course includes a thorough introduction and overview of the healthcare industry, elements of population health, and economics related to healthcare expenditures and the special cases and applications of supply and demand in healthcare. First year course MHA 6200: Health Behavior and Managerial Epidemiology is also directed to the industry and industry ssues such as population and community health. MHA 6320: Health Policy and Economics, in the second year, is focused on the economics of the industry and government policies. Also, MHA 6440: Health Ethics and Law, again takes a broader approach to healthcare, as opposed to teaching specific management skills and techniques. Finally, MHA 6360: Comparative International Health Systems, which is an elective, is industry oriented.

Other courses, primarily in our competency models' Applied Skills domain, such as MHA 6240: Human Resources, MHA 6250: Healthcare Finance, and MHA 6350: Executive Decision Making, for example, are fine-tuned to specific aspects and skills of the healthcare manager and leader.

Finally there are a few courses which bridge both the healthcare industry and healthcare management. They are courses such as MHA 6300: Quality Improvement and Risk Management, MHA 6100: Leading and Managing People in Healthcare, and MHA 6140: Long-term Care Administration. While all of these courses, do indeed, speak to management skills and techniques, they

also step back to take a broader look at industry needs, personnel, and the heatlh and well being of populations in our society.

Succeeding coursework builds upon this foundation with specific and in-depth knowledge in required classes in areas of leadership and management; population health, health behavior, and epidemiology; human resources; healthcare finance; quality improvement and risk management; health policy and economics; executive decision making; health planning and marketing; health ethics and law; the management of health information.

III.A.2.2. Identification process of essential health system and healthcare management knowledge areas

Requirement

Describe the process by which your program identifies essential healthcare system and healthcare management knowledge areas your curriculum is expected to cover and how the program ensures students are exposed to these areas.

Response

The program curriculum design flows from our mission, vision, and goals and is built to support and ensure that all areas of our competency model have adequate coverage.

Advisory Board members that are alumni and those from the C Suites of their organizations and the Utah State Senate provide instrumental information and advice on changes occurring in their organizations, the State Legislature, and the local and regional healthcare markets; this informs our strategic planning as well as our competency model and curriculum; the information provided by these industry leaders and program stakeholders is continuously and rigorously incorporated into program strategic planning, course content, curriculum review, and discussions and/or revisions of our competency model.

The Program Director and members of the faculty regularly review and discuss economic information, both generic and specific to healthcare, about the nation, state, and region from news, web, and professional sources. Through reading the literature and participation in professional associations and meetings, faculty consider and identify knowledge areas needing adjustment, updating or inclusion in either required or elective courses and/or the curriculum.

Course content is vetted in both informal collaborative conversations and as meeting agenda topics with the program faculty, our MHA Advisory Board, and our Alumni Advisory Board. Members of any of these three groups often recommend changes or additions to knowledge areas of the curriculum. Additionally, MHA 6500 Field Work projects often point attention to emerging knowledge areas.

Though our direct and indirect assessment of courses and the coursework within all courses and via our course and syllabus design and our curriculum mapping and assessment, we ensure the adequate coverage of essential healthcare system and healthcare management content.

Lastly, our recent Alumni Survey asked our graduates to rate their understanding of curricular content at the time of graduation. This survey area indicated strong understanding of curricular topics by our graduates at their time of graduation.

III.A.2.3. Degree Requirements

Requirement

Provide a complete list of required courses offered in the curriculum.

Courses Offered (self-study year)

YEAR IN PROGRAM	COURSE TITLE-COURSE NUMBER	SESSION	DEPT	CREDITS	CREDIT HOURS	OFFERED ON CAMPUS,ONLINE / ONLINE AS WELL AS ON CAMPUS
1	Health Systems and the Healthcare Economy - MHA 6000	Fall	HAS/MHA	3.0	3.00	Oncampus Online
1	Leading and Managing People - MHA 6100	Fall	HAS/MHA	3.0	3.00	Oncampus Online
1	Health Behavior and Managerial Epidemiology - MHA 6200	Fall	HAS/MHA	3.0	3.00	Oncampus Online
2	Human Resource Management in	Fall	HAS/MHA	3.0	3.00	Oncampus Online

YEAR IN PROGRAM	COURSE TITLE-COURSE NUMBER	SESSION	DEPT	CREDITS	CREDIT HOURS	OFFERED ON CAMPUS,ONLINE / ONLINE AS WELL AS ON CAMPUS
---------	Healthcare - MHA 6240					
1	Healthcare Finance - MHA 6250	Spring	HAS/MHA	3.0	3.00	Oncampus
1	Quality Improvement and Risk Management in Health Services Organizations - MHA 6300	Spring	HAS/MHA	3.0	3.00	Oncampus Online
2	Healthcare Economics and Policy - MHA 6320	Fall	HAS/MHA	3.0	3.00	Oncampus Online
2	Executive Decision Making in Healthcare Organizations - MHA 6350	Fall	HAS/MHA	3.0	3.00	Oncampus Online
1	Strategic Health Planning and Marketing - MHA 6400	Spring	HAS/MHA	3.0	3.00	Oncampus Online
2	Health Law and Ethics - MHA 6440	Fall	HAS/MHA	3.0	3.00	Oncampus Online
2	Managing Health	Spring	HAS/MHA	3.0	3.00	Oncampus Online

YEAR IN PROGRAM	COURSE TITLE-COURSE NUMBER	SESSION	DEPT	CREDITS	CREDIT HOURS	OFFERED ON CAMPUS,ONLINE / ONLINE AS WELL AS ON CAMPUS
	Information - MHA 6450					
2	Field Work - MHA 6500	Spring	HAS/MHA	3.0	3.00	Oncampus Online

III.A.2.5. Core course waivers

Requirement

Describe the policy on core course waivers, and the frequency of students receiving waivers. Include in your description how this policy assures attainment of the competencies of the waived course(s).

Response

As a matter of policy, the MHA program does not waive any required courses.

III.A.2.4. Integration for courses outside the Program

Requirement

If required courses are taught outside of the Program, describe the procedures for incorporating healthcare management content, as appropriate, into those courses and ensuring integration across the curriculum.

Response

No required courses are taught outside or our program.

III.A.2.6. Implementation of the competencies

Requirement

For programs less than 40 semester credit hours (or the equivalent quarter or trimester credit hours) not inclusive of the residency or internship component of the program, give a description of the implementation of the set of competencies.

Response

Our MHA requires 42 credit hours.

Site Visit Review for III.A.2

a. Are the essential healthcare system and healthcare management knowledge areas defined by the Program supportive of the Program's mission?
b. Has the Program described the defined essential healthcare system and healthcare management knowledge areas to be covered by the curriculum?
c. Are all students equally exposed to these areas? [i.e. Is all essential health care system and management content delivered by required courses ?]
d. If core courses are waived, is there a policy that ensures that students attain the content and competencies of the waived course?
e. Are there procedures present for incorporating healthcare content into courses taught outside of the Program and ensuring integration across the curriculum?
f. If the program is less than 40 semester credit hours (not including any residency or internship requirement on which credits are earned) , is there adequate description of how the set of competencies are implemented and achieved?

Site Visit Review

Met

Recommendation :

Site Visit Review for III.A.3

a. Are competencies in communications and interpersonal effectiveness developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
b. Are competencies in critical thinking, analysis and problem solving developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
c. Are competencies in management and leadership developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
d. Are competencies in professionalism and ethics developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?

Site Visit Review

Met

Recommendation :

Site Visit Review for III.A.4

a. Are competencies in communications and interpersonal effectiveness developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
b. Are competencies in critical thinking, analysis and problem solving developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
c. Are competencies in management and leadership developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
d. Are competencies in professionalism and ethics developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?

Site Visit Review

Met

Recommendation :

Site Visit Review for III.A.5

a. Are competencies in communications and interpersonal effectiveness developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
b. Are competencies in critical thinking, analysis and problem solving developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
c. Are competencies in management and leadership developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
d. Are competencies in professionalism and ethics developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?

Site Visit Review

Met

Recommendation :

Site Visit Review for III.A.6

a. Are competencies in communications and interpersonal effectiveness developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
b. Are competencies in critical thinking, analysis and problem solving developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
c. Are competencies in management and leadership developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?
d. Are competencies in professionalism and ethics developed in the required curriculum and program activities?
Are these competencies addressed at a level that is consistent with the mission of the Program?

Site Visit Review

Met

Recommendation:

Standard C: Student Learning Outcomes and Assessment

III.C.1 THE PROGRAM WILL INCORPORATE A RANGE OF ASSESSMENT METHODS DRIVEN BY ADULT LEARNING PRINCIPLES. THE METHODS WILL BE BASED ON HIGHER EDUCATION TAXONOMIC LEVELS APPROPRIATE TO GRADUATE EDUCATION AND ALIGNED WITH DEFINED COMPETENCIES.

III.C.1.1. Percentage of student evaluations focused on higher vs. lower assessment methods

Level of Teaching and Assessment in MHA courses

MHA 6000

Teaching/Learning	**Assessment**
Higher Level 60 % of time	Higher Level 100% of grade
Lower Level 40 % of time	Lower Level 0% of grade

MHA 6100

Teaching/Learning	**Assessment**
Higher Level 50% of time	Higher Level 80% of grade
Lower Level 50% of time	Lower Level 20% of grade

MHA 6200

Teaching/Learning	**Assessment**
Higher Level 80% of time	Higher Level 60% of grade
Lower Level 20% of time	Lower Level 40% of grade

MHA 6240

Teaching/Learning	**Assessment**
Higher Level 60% of time	Higher Level 90% of grade
Lower Level 40% of time	Lower Level 10% of grade

MHA 6250

Teaching/Learning	**Assessment**
Higher Level 50% of time	Higher Level 45% of grade
Lower Level 50% of time	Lower Level 55% of grade

MHA 6300

Teaching/Learning	**Assessment**
Higher Level 80% of time	Higher Level 100% of grade
Lower Level 20% of time	Lower Level 0% of grade

MHA 6320

Teaching/Learning	**Assessment**
Higher Level 50% of time	Higher Level 90% of grade
Lower Level 50% of time	Lower Level 10% of grade

MHA 6350

Teaching/Learning	**Assessment**
Higher Level 50% of time	Higher Level 90% of grade
Lower Level 50% of time	Lower Level 10% of grade

MHA 6400

Teaching/Learning	Assessment
Higher Level 50% of time	Higher Level 75% of grade
Lower Level 50% of time	Lower Level 25% of grade

MHA 6440

Teaching/Learning	Assessment
Higher Level 30% of time	Higher Level 45% of grade
Lower Level 70% of time	Lower Level 50% of grade

MHA 6450

Teaching/Learning	Assessment
Higher Level 50% of time	Higher Level 100% of grade
Lower Level 50% of time	Lower Level 0% of grade

MHA 6500

Teaching/Learning	Assessment
Higher Level 90% of time	Higher Level 80% of grade
Lower Level 10% of time	Lower Level 20% of grade

III.C.1.2. Balance between higher vs. lower level assessment methods

Requirement

Evaluate the extent to which the balance between higher vs. lower level assessment methods is appropriate given the mission and goals of your program, as well as any plans / methods you are pursuing to implement higher level methods.

Response

Our MHA Mission is: The Master of Health Administration (MHA) at Weber State University will be the premier program for the management education of healthcare leaders in the Intermountain West.

The graduate education students receive will emphasize the MHA's strong competency base, utilize an innovative hybrid model of delivery, and enhance working healthcare professionals' ability to become leaders in their communities and in the healthcare industry. This program strives to instill students with a desire to focus on self-development, critical thinking, and life-long learning.

Our students are working health professionals and early-mid careerists. Thus neither 100% nor 100% high assessment methods are appropriate for our MHA program.

While our program does employ primarily higher level assessment menthods throughout, the lower level assessment techniques such tests and quizzes are good at getting students to reiterate facts and to understand and reflect basic information. These lower assessment techniques, however, are an unrealistic and artificial means of getting at students' true understanding and ability to apply complex ideas in real-life situations. Because of this, and because our students come to us with a variety of skills and abilities, we employ a number of ways - papers, presentations, current news reports, case studies,

in-class exercises, on-line discussion forums, relective exercises, as well as quizzes and tests when appropriate- for students to demonstrate what they've learned.

Site Visit Review for III.C.1

a. Do the methods reflect the rigor expected of graduate education and emphasize methods beyond those associated with knowledge evaluation?
b. Is there an estimate of the overall percentage of student evaluations that are focused on higher vs. lower level assessment methods according to the level definitions provided? (Verify from syllabi cover sheets)
c. To what extent is the balance between higher vs. lower level assessment methods appropriate given the mission and goals of the Program?

Site Visit Review

Met

Recommendation :

III.C.2 THE PROGRAM WILL EVALUATE COURSE INSTRUCTION AND THE CURRICULUM AND USE THE RESULTS TO IMPROVE THE QUALITY OF THE TEACHING AND LEARNING ENVIRONMENT.

III.C.2.1. Body or Person(s) responsible for ongoing evaluation

Requirement

Describe the body or person(s) primarily responsible for ongoing evaluation of the curriculum and course instruction.

Response

The MHA Program Director holds the primary responsibility to ensure that evaluation and course instruction are completed in a timely and effective manner. She achieves this working with the MHA Faculty and Advisory Board who share responsible for ongoing evaluation of curriculum and course instruction. The Department Chair in collaboration with the Program Director also evaluates course instruction using end of course student evaluations.

Finally Weber State University requires an annual assessment which includes direct and indirect evidence of learning linked to our 12 competencies.

III.C.2.2. Methods of evaluation

Requirement

List the methods of evaluation for course instruction and the program's curriculum and demonstrate how these results are used for quality improvement.

Response

Our curriculum is subject to a number of on-going assessments that are used for continuous quality improvement.

-Curriculum is reviewed and discussed annually at MHA Faculty meetings and MHA Advisory Board meetings. Proposed adjustments and/or improvements are further discussed and if deemed appropriate, implemented by the Program Director via course creation or revisions.

-2014 Alumni Survey inquired about curriculum and competencies and also asked alumni to rate specific aspects of their MHA education at WSU, including instruction, course, etc.

-Each MHA class requires student to evaluate the course, its content, and its instruction. These evaluations are reviewed each semester by the Program Director and each instructor is contacted by the Program Director to discuss her or his specific evaluation scores. Professors who score low are counselled and if there is no improvement, they are not invited to teach again in the MHA program.

-During MHA 6500: Field Work, faculty are able to evaluate how well the curriculum contributes to integration of content into the capstone experience. The course professor interacts with practitioners at the field sites as needed and collects feedback from practitioner observations of the student's ability to apply the knowledge and skills learning didactically to real world problems.

-Adjunct faculty have not always been comfortable using our online course management system, Canvas. The HAS department now has a staff member highly skilled in Canvas who helps faculty use Canvas effectively, thus improving their courses.

Site Visit Review for III.C.2

a. Is there a body or are there persons responsible for the ongoing evaluation of the curriculum and course instruction?
b. Is there evidence that the Program has used the results of curriculum and course instruction evaluations for improvement of the teaching and learning environment?

Site Visit Review

Met

Recommendation :

Consultative Recommendation: The program should establish a process that better documents ongoing efforts to improve the curriculum.

III.C.3 THE PROGRAM WILL REGULARLY EVALUATE THE EXTENT TO WHICH STUDENTS AND GRADUATES ATTAIN THE COMPETENCIES AND USE THE EVALUATION FOR CONTINUOUS IMPROVEMENT.

III.C.3.1. Measurement tools for student progress toward mastery

Requirement

Describe how the program measures student **progress towards mastery** of program competencies. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes

Response

Syllabi list the competencies students are expected to demonstrate in each course, what level of intensity, and how course work will be assessed by the professor.

Student grades are used as indirect measures.

Student course evaluations.

Students self-assess their levels of competency achievement three times throughout their MHA academic experience using a 5 point Likert scale of minimal to mastery. Self-assessments are completed at these points in their MHA program:

- During the Fall orientation to the program for new students.
- At the completion of the Fall semester for first year students in MHA 6400.
- At the completion of the Field Study project in MHA 6500.

Note that the competency survey has been administered electronically since Fall 2014. In addition, In MHA 6500: Field Work, the course professor evauates the course deliverables throughout the course. Preceptors are asked to assess their students on the competencies they have used and demonstrated in the completion of their projects. The Alumni Survey asks students to rate their proficiency in the competencies upon graduation, now from the perspective of a working healthcare leader. Finally, the students', preceptors', and alumni's' overall evaluation of competencies provide evidence of competency achievement at the program level.

III.C.3.2. Results of measurements

Requirement

Describe how the results of these measurements are used by the program for continuous improvement.

Response

Three examples of continuous improvement include:

-The need to build better relationships and to collect better data from alumni. Over the past 3 years we have vastly strengthened our relationship with our alumni, as is discussed throughout this self-study.

- In During the 2014 -15 academic year the MHA curriculum, our competency model, and our program outcomes were reviewed in depth by the MHA faculty and the MHA Advisory Board. Student self-evaluation of the 12 competencies, the results of the Summer 2014 alumni survey, and the 2014 exit survey from our MHA graduates were presented and discussed. Via these forums and processes a need to strengthen our MHA finance curriculum was recognized. In response, an ad hoc team was created, the result of which was a required on-line Finance Tutorial. The Tutorial was implemented Spring 2015 and evaluated at the 2015 Advisory Board meeting. The Board still saw a need to strengthen the finance curriculum further. A finance sub-committee was formed and a new 6 credit finance curriculum has been proposed, which will begin its movement through the university curriculum process in Fall 2015.

In addition at the Spring 2015 Advisory Board meeting, an in-depth examination of our competency model developed into an analysis of how and if our curriculum and competencies are preparing our students, not only for today's healthcare environment, but for the healthcare industry 5-10 years from now. This led to a revision of our competency model and the ensuing directive to review our curriculum to ensure that it adequately prepares our students, using the revised competency model. This curriculum review and implementation of our new competency model began at the Summer 2015 MHA Faculty meeting and will continue throughout the 2015-16 academic year.

Site Visit Review for III.C.3

a. Does the Program measure student progress towards mastery of the competencies at the course level?
b. Does the Program measure student progress towards mastery of the competencies at the program level?
c. Are there efforts for direct and indirect measurements for competency attainment?
d. Is there evidence of use of the results for Program improvement?

Site Visit Review

Partially Met

Assessment : There was no evidence of competency assessment in all courses or at the program level. Comprehensive competency assessment was lacking.

Concern : While the program has implemented a number of methods to measure competency attainment, the program does not have a comprehensive process that regularly evaluates the student attainment of competencies at the course or program level. The program has implemented program competencies within the courses, however, not all courses adequately assess student attainment of competencies. Additionally, while the program has established a process to measure student attainment at the program level, primarily through student self-assessments and preceptor assessment, the process is not comprehensive to address all students across all competencies.

Recommendation : The program must implement a process that comprehensively evaluates student attainment of all competencies at both the course and program level and use the evaluation for continuous improvement. The program must ensure that all syllabi have consistent linking of course objectives to competency attainment. The program must ensure that there is a process to provide feedback on competency assessment outside of assignments or course grades.

Standard D: Academic Advising

II.A.3 THE PROGRAM WILL ENSURE THAT STUDENTS ARE PROVIDED APPROPRIATE ADVISING AND SUPPORT SERVICES, AND THAT THESE SERVICES ARE EVALUATED REGULARLY AS A BASIS FOR CONTINUOUS IMPROVEMENT.

II.A.3.1. Academic and career advising

Requirement

Describe the system of academic and career advising.

Response

Our MHA Enrollment Director provides personalized one on one counseling and advisement from the time of application through graduation to all MHA and eMHA students. The enrollment director meets and/or corresponds with students on a regular basis to discuss their class registration and their progress through the program. Advising and guidance information for each student is entered into Cattracks, our online student tracking and advising system (https://cattracks.weber.edu/IRISLink.cgi) In addition, new Program of Study forms were created in 2015 and are used to advise and guide all students.

The enrollment director provides personal advisement to all students entering and throughout the program. A meeting is scheduled with each student when notified of acceptance into the program. During this meeting students are oriented to the program, advised on the courses in which they should enroll, and a plan is laid out for the courses and the timing of those courses needed to complete the program. There is time after the official orientation meeting for students to meet one-on-one with the MHA enrollment director. eMHA students will have had extensive online and phone contact with the enrollment director and are always given time at the end of the first on-campus day to meet with the enrollment director and program director individually if they so desire.

Throughout the program, students' grades and GPAs are tracked each semester by the program director and meetings are set up as needed to discuss progress towards program completion and to determine in what courses they should enroll for the following academic year.

In the semester prior to graduation, the enrollment director visits MHA on-campus classes to provide information about graduation and graduation procedures. In addition, students meet with the Enrollment Director individually to confirm that all requirements for graduation have been meet. These activities will occur for the eMHA students during their last on-campus semester session.

Finally, the Program Director is available to all students, at their convenience, online, in person, and via phone, to discuss concerns and issues should they arise.

Additional examples of resources and support available to all MHA students include the Career Placement office, Career Connect, which 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. Websites include:

https://www.myinterfase.com/weber/Account/LogOn?ReturnUrl=%2fweber%2fstudent%2f

http://www.weber.edu/careerservices

http://www.weber.edu/careerservices/finding-a-job.html

Grievance procedures are available to enforce Affirmative Action/Equal Opportunity concerns. Individuals who believe any of these rights have been violated are provided information available at the Affirmative Action/Equal Opportunity website:http://departments.weber.edu/aaeeo. All links to policies and assistance regarding affirmative action and equal opportunity can be found at the following URL:http://www.weber.edu/aaeo.

The following website informs students about the procedures and policies regarding complaints, grievances, appeals and petitions by providing links to instructions in the four areas of admissions, financial aid & scholarships, registrar's office and tuition and fee assessment issues: http://www.weber.edu/cgap/student.html. If students cannot resolve their issues through the four links they are instructed to contact the Dean of Students. During initial advisement by the Enrollment Director, students are notified that they may contact him or the program director if they have a concern. Additionally, students are made aware of this policy and others during their initial orientation.

Information and support for financial aid questions and concerns can be found at:

http://www.weber.edu/GetIntoWeber/ScholarshipsFinancialAid.html.

Information about access to, and the use of counseling services can be found at:http://www.weber.edu/CounselingCenter/.

II.A.3.2. Evaluation of advising

Requirement

Describe the mechanisms for evaluating the effectiveness of the Program's approach to advising and how changes are made.

Response

Exit interviews are conducted during the final semester of enrollment. This exit interview includes a request to discuss what the students valued in our program and how we might improve. A specific question about advising has been added to future exit interviews. Advising was also explored in our 2014 Alumni survey where 84% of our alumni rated Advising as average or better.

In January 2015 a new MHA Enrollment Director was hired and his fresh review of our advising process has led to a number of changes, including, but not limited to: new program of study forms, the implementation of "permission of instructor" requirements for courses that have prerequisite leveling

courses, new program welcome/information sheets for new students, and tracking of students who do not complete the program in the expected time.

As an example of how changes are made, in Spring 2015 our new Enrollment Director noted that many students in our first year cohort had not taken their leveling courses on time. This led to the implementation of "permission of instructor" requirements, as noted above.

II.A.3.4. Other support services

Requirement

Describe any other programmatic or university-wide support services (e.g. counseling, tutoring) available to Program students.

Response

The program enrollment director establishes rapport with students during the application process and continues to be available to address student needs throughout their program.

Individual faculty are available before and after scheduled classes to assist students. If desired, students are encouraged to make appointments at other times. All fulltime and adjunct faculty have an official email account with the university and may be contacted via email if a student has a query.

WSU Student Services provide a variety of support services listed at the following webpage: http://www.weber.edu/SSS/ that include basic study skills instruction, tutoring, mentoring, wellness counseling, writing center/lab, online tutoring and math tutoring.

Finally, the Utah Healthcare Executives (UHE), the Utah branch of ACHE has just begun a mentoring program that our MHA students now have access to. All MHA students will be made aware of this program when they return in Fall 2015.

Site Visit Review for II.A.3

a. Are the systems for academic and career advising effective?
b. Is the system (Program/University) for financial aid advising adequate?
c. Are other University level support services adequate?
d. Is the evidence that the effectiveness of these systems are evaluated and used for Program improvement?
e. For Programs with significant online instruction, are there effective mechanisms in place to identify students in academic trouble?
f. Are there effective resources in place for those students identified in(e) above?

Site Visit Review

Partially Met

Assessment : There was no formal career advising plan to ensure all students were engaged. Students and faculty indicated that when a need was present or if a student reached out to a faculty member, advising was conducted. Faculty were responsive and willing in all cases where students reached out for career advising. However, this is a more passive approach did not ensure career advising for all students was present.

Concern : While the program does have a formal process for academic advising, there is no formal process for career advising. While the program does have various ad hoc methods for career advising, the program does not have a comprehensive, proactive process that ensures career advising for all students.

Recommendation : The program must design and implement a formal process for career advising.

Standard E Faculty

IV.A.1 PROGRAM AND UNIVERSITY LEADERSHIP WILL ENSURE THAT THE COMPLEMENT, INVOLVEMENT AND QUALIFICATIONS OF PROGRAM FACULTY ARE SUFFICIENT TO ACCOMPLISH THE MISSION OF THE PROGRAM.

IV.A.1.1. Assessment of Program's ability to meet objectives

Requirement

Write a brief assessment of the Program's ability to meet its identified objectives in light of the current size and composition of its faculty. Describe the most significant faculty characteristics and any perceived deficits. Identify steps being taken or planned to make changes to the complement of faculty. If a program has less than three core faculty, demonstrate how this complement meets the stated objectives.

Response

The program is well able to meet its objectives. The HAS department includes nine full-time academic faculty lines of which six play a core role in the MHA program. There are two full-time faculty lines in the HAS budget and a one-half line for the MHA Enrollment Director. The HAS department does not maintain a distinction between graduate and undergraduate faculty; many full-time HAS faculty members regularly teach in the MHA and are regarded as MHA core faculty. Our college Associate Dean also regularly teaches in the MHA program and he is also core MHA faculty. Thus we have seven core MHA faculty members.

All MHA core faculty that teach in the MHA program have either a doctorate or are doctoral candidates (ABD). Recruiting full-time doctorally prepared MHA faculty to the Intermountain West has proven to be a tough challenge; we have therefore strategically focused on "growing our own." This has created a distinct strength in the present, and in the future, core MHA faculty.

The MHA faculty is well rounded by our strong and highly experienced group of MHA adjunct professors. Successful C Suite professionals from a variety of health organizations and settings provide us the optimum blend of academic and professional expertise. Indeed, a number of our adjunct professors are graduates of our own MHA program and come to us as successful practitioners and leaders in the industry. They are excellent instructors and perhaps the best role models and examples of our program's success that we can have.

Program alumni continuously contact us inquiring about opportunities to teach. As our MHA programs continue to grow we anticipate using these strong alumni relationships to meet our mission, vision, goals, and objectives.

IV.A.1.2. Faculty - Report/list

Requirement

Summary of Current Program Faculty

FACULTY NAME (LAST,FIRST)	HIGHEST DEGREE EARNED & YEAR	DATE APPOINTED TO PROGRAM	ACADEMIC RANK	PROGRAM RESPONSIBILITIES	% REMUNERATION CARRIED IN BUDGET	COURSE TAUGHT IN SELF STUDY YEAR (# OF CREDITS)
Buker,Macey	MHA; PhD in Health Sciences expected 2016 2014	2015	Instructor	T=0.00% Ad=50.00% R=0.00% S=0.00% NP=50.00%	50%	NA
Carter,Darcy	MHA; DHSc(c) expected 2016 2010	2006	Instructor	T=100.00% Ad=0.00% R=0.00% S=0.00% NP=0.00%		Health Behavior and Managerial Epidemiology (3.0)
Johnson,Kenneth	PhD 1998	1998	Professor	T=100.00% Ad=0.00% R=0.00% S=0.00% NP=0.00%		Health Behavior and Managerial Epidemiology (3.0) Strategic Health Planning and Marketing (3.0)
Millner,Ann	EdD 1976	2013	Professor	T=100.00% Ad=0.00% R=0.00% S=0.00% NP=0.00%	100%	Leading and Managing People (3.0) Human Resource

FACULTY NAME (LAST,FIRST)	HIGHEST DEGREE EARNED & YEAR	DATE APPOINTED TO PROGRAM	ACADEMIC RANK	PROGRAM RESPONSIBILITIES	% REMUNERATION CARRIED IN BUDGET	COURSE TAUGHT IN SELF STUDY YEAR (# OF CREDITS)
						Management in Healthcare (3.0) Strategic Health Planning and Marketing (3.0)
Moss,Cory	DHA 2013	2002	Assistant Professor	T=100.00% Ad=0.00% R=0.00% S=0.00% NP=0.00%		Leading and Managing People (3.0)
Shaw,Patricia	Masters of Curriculum, Ed.D.(c) expected 2016 1997	1991	Associate Professor	T=100.00% Ad=0.00% R=0.00% S=0.00% NP=0.00%		Managing Health Information (3.0)
Wiggins,Carla	PhD 1994	2013	Professor	T=50.00% Ad=50.00% R=0.00% S=0.00% NP=0.00%	100%	

IV.A.1.3. Faculty teaching responsibilities

Requirement

Discuss faculty teaching responsibilities including

- Normal and minimal teaching loads
- How teaching assignments are allocated to the various faculty members
- Procedures whereby a faculty member might be released from teaching obligations for research, community service, or administration
- Policy regarding consulting and other activities outside the university.

Response

The teaching load for faculty in designated MHA lines is 9 credit hours per semester and teaching assignments are made according to a faculty member's interest and academic preparation. If a faculty member teaches overload she or he is limited to no more than 6 additional credit hours per semester or 33% of annual salary per academic year, whichever is greater. The Program Director's regular teaching load is 9 credit hours per semester and is paid on a 10 month contract.

A faculty member may petition through the Department Chair to the Dean for release from teaching load if she or he is involved in community service activity. This is handled on a case by case basis. New faculty are also eligible for funds to buy out three hours of teaching load in order to conduct scholarly activity through the College's Marriott Research Fund.

Site Visit Review for IV.A.1

a. Can the current size and composition of the core faculty meet the Program's stated objectives?
b. If the Program has less than three core faculty, does this complement cover all required material?
c. Are the faculty qualified academically to teach the courses they are assigned?
d. If no, are they qualified professionally ?

Site Visit Review

Met

Recommendation :

IV.A.2 THE PROGRAM WILL FOSTER A DIVERSE CULTURE WITHIN THE FACULTY AND LEARNING ENVIRONMENT

IV.A.2.1. Faculty Diversity

Requirement

Describe the Program's efforts towards achieving diversity in its faculty composition and the extent to which guest lecturers and mentors help to achieve diversity in the learning environment. This should also explain the plan for recruiting activities, guest lectures, mentors, preceptors.

Response

The MHA faculty is an appropriate mix of males and females, of professionals from diverse organizations and in diverse positions. We strive to achieve diversity among our guest speakers, mentors, and preceptors.

However, because of the geographic location of the program, local racial and ethnic demographics are less conducive to a broader diversity of candidates for faculty positions, guest lecturers and mentors. When faculty positions are open for recruitment, the program advertises on a nationwide basis in an effort to recruit a more diverse pool of applicants.

WSU's EEO officer carefully screens all applicants to ensure all opportunities are afforded everyone who applies. Regardless of the Program's efforts, applicants of color remain rare.

IV.A.2.2. Faculty profile/race/ethnicity

Requirement
Faculty Profile

	AFRICAN AMERICAN		HISPANIC		ASIAN/ PACIFIC ISLANDER		OTHER		WHITE		TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
Participating Faculty	0	0	0	0	0	0	1	0	0	2	3
Supporting Faculty	0	0	0	0	0	0	0	0	2	2	4
Total	0	0	0	0	0	0	1	0	2	4	7
% of Total Faculty	0%	0%	0%	0%	0%	0%	14.3%	0%	28.6%	57.1%	100%

Site Visit Review for IV.A.2

a. Is there diversity in the faculty composition?

b. If no, does use of guest lecturers, preceptors and mentors help to achieve diversity?

Site Visit Review

Met

Recommendation :

Consultative Recommendation: The program faculty are representative of the diversity of the region in which the program is located. The program should evaluate strategies to enhance the diversity of the faculty through guest lectures, adjunct faculty, preceptors, targeted recruitment, and other identified means.

IV.A.3 THE PROGRAM FACULTY WILL HAVE RESPONSIBILITY FOR: MAKING RECOMMENDATIONS REGARDING ADMISSION OF STUDENTS, SPECIFYING HEALTHCARE MANAGEMENT COMPETENCIES, EVALUATING STUDENT PERFORMANCE AND AWARDING DEGREES.

IV.A.3.1. Admission decisions procedures

Requirement

Describe procedures for admission decisions including the role of Program faculty.

Response

Selection criterion into the MHA program include: undergraduate GPA, current resume, GRE/GMAT scores, two letters of reference, work experience, and two personal essays. All information is entered into an applicant evaluation matrix and provided to the members of the specific MHA or eMHA selection committee. A sample admissions matrix with the names removed is in Appendix IV.A.3.1.1.1.

The admissions committees for both the MHA and the eMHA consist of the MHA Program Director, one full-time faculty member, a member of the MHA Advisory Board, and the MHA Enrollment Director as an ex officio and non-voting member. Each of these reviews and evaluates each completed application packet. The rosters for the MHA and eMHA admissions committee are in Appendix IV.A.3.1.1.2.

The admissions committees meet within a few weeks of the end of the admission deadline to select candidates to invite into the program. Each decision, either to invite admission or not, requires a signature from all three voting members of the admission committee. Once the admission decisions have been made, letters are sent from the Program Director and MHA Enrollment Director notifying each applicant of her or his admission status, and of the next steps in the process, as is appropriate.

IV.A.3.2. Awarding degrees

Requirement

Describe procedures for confirming that students should be awarded degrees, including the role of Program faculty.

Response

The MHA Enrollment Director meets with each student during the academic year to advise the student on course enrollment and degree requirement completion. In the last semester of each student's program the Enrollment Director conducts a graduation clearance interview with students preparing to graduate. The university uses an online degree completion evaluation tool named CatTracks that is available to the student and faculty at any time throughout the course of their program.

Prior to graduation the Program Director meets with the Enrollment Director and confirms that all requirements for graduation have been met for the current list of that year's graduates

Once all requirements are met a graduation sign-off memo is entered into the CatTracks system which in turn notifies the Registrar's office that the student is cleared for graduation and the diploma may be released to the student.

IV.A.3.3. Designing curriculum and defining content

Requirement

Describe the role of Program faculty in designing the curriculum and specifying healthcare management content.

Response

Faculty read, review, and discuss information, generic and specific to healthcare, about the nation, state, and region from news, web, and professional sources. Faculty regularly consider new editions of texts for adoption in courses to ensure timely topics and theory in courses. We participate as referees for conference papers, presentations, and journals.

Through these sources and activities, and our participation in professional associations and meetings, faculty consider and identify knowledge areas needing adjustment, updating or inclusion in either required or elective courses and/or the curriculum.

Course content is vetted in both informal collaborative conversations and as meeting agenda topics with the program faculty, our MHA Advisory Board, and our Alumni Advisory Board. Members of these three groups often recommend changes or additions to knowledge areas of the curriculum. Additionally, MHA 6500 Field Work projects often point attention to emerging knowledge areas.

MHA Faculty meetings annually review each individual course and the curriculum as a whole to ensure that course and curriculum content is current and fully addresses, and maps, into our competency model. MHA faculty discuss, confer and agree on changes to curriculum and program content as needed. This is preferably done on a consensus basis but if there is strong disagreement, a vote may be taken.

Though our direct and indirect assessment of courses and the coursework within all courses and via our course and syllabus design and our curriculum mapping and assessment, we ensure the adequate coverage of essential healthcare system and healthcare management content.

Lastly, all curriculum decisions are agreed upon by the MHA faculty, approved by the MHA Program Director, the HAS Department Chairperson, and by curriculum committees at the both the college and university levels.

IV.A.3.4. Course content and curriculum structure

Requirement

Describe the process by which course content and curriculum structure is assessed by the faculty as a unit.

Response

The MHA Faculty meets as a whole at least once each year, and additional meetings are held as needed. Regularly in the Fall MHA Faculty meeting the program curriculum is reviewed as a whole and assessed for currency and for mapping into our competency model. In addition, each year 6-7 of the required courses in the curriculum are subjected to a thorough review and discussion. Thus every course in the curriculum is reviewed over a 2 year rotation. Faculty meeting notes are in Appendix IV.A.3.4.1.1.

On occasion, a sub-committee, or ad hoc committee of the faculty might be called upon to meet and discuss a specific area or facet of the curriculum. An example of this is the Spring 2015 creation and the online meetings of the Finance sub-committee which reviewed and accepted a proposal to strengthen the MHA's finance curriculum, including topics and materials for specific courses.

In addition, throughout the year faculty engage in informal discussions and formal discussions during departmental meetings and advisory board meetings regarding course content and curriculum structure. These issues are then incorporated into formal action within MHA faculty meetings.

Site Visit Review for IV.A.3

a. Do faculty have input in admissions decisions?
b. Does the procedure for awarding degrees include input from Program faculty?
c. Do faculty have input in curriculum design and specifying healthcare management content?
d. Do the faculty as a unit have input in Program curriculum structure and course content assessment?

Site Visit Review

Met

Recommendation :

Standard F: Support

1.B.3 PROGRAM AND UNIVERSITY LEADERSHIP WILL ENSURE THAT THE RESOURCES AVAILABLE TO FACULTY ARE COMMENSURATE WITH WORKLOAD.

I.B.3.1. Resources and accommodations associated with large classes

Requirement

Describe the accommodations made for, or resources available to, faculty to handle the additional workload associated with classes of 30 students or more.

Response

All classes in the campus MHA and eMHA programs are limited to approximately 30 students, thus large classes are not an issue.

I.B.3.2. Additional resources for online or blended instruction

Requirement

For programs with online or blended instruction, describe the additional resources available to faculty.

Response

Our university's course management system, Canvas, is the course management system for all Universities in the Utah System of Higher Education; http://weber.edu/online. WSU Online, a department created to assist the entire university with online needs, provides both training and readily available technical support to faculty. In addition, the department has in-house Canvas staff support who regularly assists both academic and adjunct faculty in the set-up, maintenance, and delivery of their online courses.

The university offers a wide variety of courses, seminars, informal "brown bags" and groups that address, among other things, Canvas, technology and online teaching. These events are open to all faculty, academic and adjunct alike. http://www.weber.edu/tlf

Lastly, students and faculty who have technical problems can contact the WSU help line forssistance: http://www.weber.edu/help or (801)626-7777.

I.B.3.3. Policies for TA's and co-teaching

Requirement

Describe the policies governing the use of Teaching Assistants (TA's) and co-teaching in the program.

Response

Historically and as of yet, the MHA Program has not used Teaching Assistants. Each class has a primary instructor who is academically or professionally qualified and has sole responsibility for teaching the class.

I.B.3.4. Majority of instructional time and qualified faculty

Requirement

For programs with online or blended instruction, describe methods the Program uses to ensure that qualified faculty have responsibility for the majority of instructional time.

Response

All MHA faculty are either regular full-time academic faculty in the HAS Department, or adjuncts who have been properly vetted, including a review of their academic transcript for their most recent degree, finger printing and required background checks. All of the Program's adjuncts have significant credentials, both academic and professional.

In all blended courses the primary instructor not only has full responsibility for the instruction time in the classroom but is also responsible for the content and evaluation of all online instruction. Teaching Assistants are not used in MHA courses.

Site Visit Review for I.B.3

a. Are there accommodations or resources made available to faculty to handle the additional workload associated with classes of 30 or more?

b. **Are there additional resources are available to faculty of Programs with online or blended instruction?**

c. Are there policies governing the use of Teaching Assistants (TA's) and co-teaching in the Program?

d. **For Programs with online or blended instruction, are there methods to ensure that qualified faculty have responsibility for the majority of instructional time?**

Site Visit Review

Met

Recommendation :

I.B.4 THE ORGANIZATION OF THE PROGRAM AND ITS RELATIONSHIP TO OTHER ACADEMIC UNITS WILL ENABLE STUDENTS TO DRAW BROADLY ON ACADEMIC RESOURCES THROUGHOUT THE UNIVERSITY.

I.B.4.1. Availability of University wide academic resources

Requirement

Assess the availability of University wide academic resources (e.g. courses, student activities) and describe how they are made available to the student in the Program.

Response

All MHA students have full access to university services, resources, sporting, and other activities and events at no extra cost.

MHA students may take selected MBA courses as electives.

Davis Campus

The Davis Campus (http://www.weber.edu/wsudavis/) maintains a variety of programs in which all MHA students may participate. Those programs and services include, but are not limited to:
The Davis Campus computer lab has 86 computers, 65 of which are dual-boot iMacs, a quick print station, and a color printer. In addition students may check out laptops from the Davis Computer lab.

The Stewart Library has current, topic and discipline specific holdings that are available to all MHA students both on the main campus and electronically online. Additionally, the Davis campus has a branch of Stewart Library where students can request and access materials and faculty can place course materials on hold for students.

There is a fitness center at the Davis Campus with a wide variety of equipment and classes available.

The Davis Learning Center, is part of the WSU Academic Support Centers & Programs. While many of its programs are geared more for undergraduate students, of particular interest to MHA faculty and students is the testing center where faculty can set up tests and exams and their students can access them at their own convenience.

Finally, there is a WSU bookstore on the Davis Campus.

I.B.4.2. Barriers to access

Requirement

Describe any barriers to access for students in the Program and options that have been considered for addressing those barriers.

Response

MHA Campus program: this program offers hybrid courses offered in 8 week blocks in the evening on our Davis Campus. (http://www.weber.edu/wsudavis). Davis campus provides easy and convenient access and ample parking for our commuting MHA students. Classroom and office space is ample at Davis Campus with advising/meeting spaces as well as many small, open conversation groupings for students to meet and work.
eMHA program: The 1.5 days of class at the beginning of each semester are offered at our Farmington campus located on Light Rail with quick and easy access to the Salt Lake City airport, and to I 15, the main transportation corridor of the Wasatch Front. The eMHA is a bundled program providing students with text books, course materials, and even lunches and snacks while in class session. The Farmington

campus offers free parking to eMHA students. Information about our Farmington Campus is at http://www.weber.edu/eMHA/stationparkinfo.html.

Site Visit Review for I.B.4

a. Has the Program demonstrated that students have full access to University wide academic resources?
b. Are there any barriers to access of these resources by Program students?

Site Visit Review

Met

Recommendation :

Standard G: Relationships with External Communities

II.A.4 THE PROGRAM WILL INVOLVE STUDENTS, ALUMNI, AND PRACTITIONERS IN APPROPRIATE AREAS OF PROGRAM DECISION-MAKING AND EVALUATION.

II.A.4.1. Stakeholder involvement in Program decision making

Requirement

Describe how students, alumni and practitioners are involved in appropriate areas of Program decision-making and evaluation, including the frequency of involvement

Response

Examples of involvement of alumni and practitioners include:

In Summer 2012 an alumnus was a voting member of the search committee to hire the new MHA Program Director.

At least two seats on the MHA Advisory Board are reserved for alumni. At the May 2013 Advisory Board strategic planning session the alumni suggested we hold an MHA Celebration in Fall 2013 to celebrate our 5th graduation class and our CAHME accreditation. The Celebration was held on October 11, 2013.
MHA 6500: Field Work preceptors are sometimes program alumni. Starting in Spring 2013, preceptors have been asked to evaluate their protégés on a set of competencies. These evaluations will be reviewed and used in program assessment, evaluation, and continuous improvement.

We conducted an Alumni Survey during Summer 2014 and received an approximately 50% response rate. This data is being used in program assessment, evaluation, and continuous improvement.

In Fall 2014 an Alumni Advisory Board was formed. The Alumni Board has been actively involved in planning a Summer 2015 MHA Alumni Executive Lecture Series event.

Two MHA alumni have become adjunct professors in the program and are voting members of the MHA faculty, participating in program and curriculum decisions.

An MHA alumnus served as the MHA Enrollment Director from December 2014 - July 1 and serves on the Accounting/ Finance Faculty sub-committee, helping to direct and enhance our finance curriculum. The new MHA Enrollment Director is also an MHA alumunus.

Site Visit Review for II.A.4

a. Within the context of University policy, is there evidence of stakeholder input into Program decision making and evaluation? Examples include involvement of students, alumni and practitioners in: Advisory Groups, Executive in Residence Programs, Annual Program Retreats or Strategic Planning sessions.

Site Visit Review

Met

Recommendation :

IV.D.1 FACULTY WILL PARTICIPATE IN HEALTH-RELATED COMMUNITY AND PROFESSIONAL ACTIVITIES OUTSIDE OF THE UNIVERSITY.

IV.D.1.1. Community service policies and procedures

Requirement

Describe the policies and procedures of the Program and the University regarding faculty participation in community service activities. Describe the relationship between faculty community service activities and program goals.

Response

Service to community and one's profession is a required facet of our College's tenure and promotion process. It is discussed in detail at: http://www.weber.edu/FacultyAndStaffResources/hp_tenure.html under Category III: Administrative and/or Professionally Related Service. In addition, service is part of faculty's annual evaluation.

Academic MHA faculty are active in the community in a variety of ways, primarily by creating and maintaining close relationships with local organizations for MHA Field Work projects and service on community Boards. One of our MHA faculty members serves as a State Senator.

This service fulfills our fifth program goal of Service, Objective A: All full-time academic MHA faculty will participate in professional organizations, scholarly associations, or community organizations as appropriate.

IV.D.1.2. Current community service projects by faculty

Requirement
Description of Faculty Health Related Community Service and Continuing Education Activities

FACULTY	HEALTH RELATED COMMUNITY SERVICE ACTIVITIES	PROFESSIONAL AFFILIATIONS / CONTINUING EDUCATION
Wiggins,Carla	N/A	CAHME AUPHA UHE ACHE
Buker,Macey	N/A	Phi Beta Lambda Society for Case Research UHE
Carter,Darcy	N/A	Utah Health Information Management Association: Board of Directors and Alternate Care Director American Health Information Management Association: Council on Educational Excellence
Johnson,Kenneth	N/A	2013 - Present Fellow, Association of Schools of Allied Health Professions 2009 - Present Fellow, American College of Healthcare Executives (FACHE) 2015 - Present President-elect, National Association of Local Boards of Health (NALBOH) 2013 - Present Chair, Association of University Programs in Healthcare Administration (AUPHA) 2014 - Present Board Member, NALBOH 2011 - Present Member, AUPHA/Health Administration Press (HAP) Editorial Board for Graduate Studies 2010 - Present Member, AUPHA Board of Trustees; Board Chair 2008 - Present Healthy People Curriculum Task Force, Washington, D.C. 2013 - 2014 Chair, Utah Association of Local Boards of Health
Millner,Ann	Utah State Senate:	Board of Directors: Intermountain Healthcare - Member of Executive Committee

FACULTY	HEALTH RELATED COMMUNITY SERVICE ACTIVITIES	PROFESSIONAL AFFILIATIONS / CONTINUING EDUCATION
	Chair the Senate Education Committee and serve on the Economic Development and Workforce Services, Higher Education Appropriations and Business, Economic Development and Labor Committees. Serve on the Governor's Task Force on Educational Excellence and the Lt Governor's Commission on Service and Volunteerism	Utah Foundation - Member of Executive Committee Education First Utah - Member of Executive Committee Past Chair: Board of Directors, the Ogden/Weber Chamber of Commerce Region VI, National University Continuing Education Association (NUCEA) Division of Futures Study and Educational Change, NUCEA Orientation and Leadership Committees, NUCEA Leadership Academy, Chamber - Ogden/Weber Women in Management, Chamber - Ogden/Weber Board of Trustees, Mission 2000 Previous Board Service: Defense Reuse Committee - Ogden Board of Directors, Peery's Egyptian Theater and David Eccles Conference Center State Advisory Council, Western Governors University Salt Lake City Chamber Weber Economic Development Corporation Coalition for Utah's Future Utah Campus Compact Utah Defense Alliance NCAA Division I Board and Executive Board (Chaired Finance Committee) The Council of State Representatives of the Am
Moss,Cory	Utah Healthcare Executives	AUPHA, Undergraduate program reviewer American College of Healthcare Executives/UHE, 2010-Present

FACULTY	HEALTH RELATED COMMUNITY SERVICE ACTIVITIES	PROFESSIONAL AFFILIATIONS / CONTINUING EDUCATION
	Board Member, Geographic Student Liaison Committee Chair, November 2010 to Present	Utah Healthcare Association, 2007-Present State Long-Term Care Association Utah Association for Homecare, 2002-Present State Homecare Association Nursing Home Administrator State Licensure, Utah and California Departments of Health, 1998 to Present
Shaw,Patricia	Health Information Technology - Career Moves, Principal Investigator * 2.5 Million dollar award from the US Department of Labor, September, 2013	American Health Information Management Association * Active member, #360678, 1982 to present * AHIMA Approved ICD-10-CM/ICD-10-PCS Trainer Utah Health Information Management Association * Faculty, Coding Workshops, Various, 1987-present * AHIMA Literary Legacy Triumph Award, American Health Information Management Association, September, 2014.

Site Visit Review for IV.D.1

a. As allowed by Program and University policy, are faculty community service activities consistent with Program goals?

Site Visit Review

Met

Recommendation :

IV.D.2 FACULTY WILL DRAW UPON THEIR COMMUNITY AND PROFESSIONAL SERVICE ACTIVITIES IN THEIR TEACHING.

IV.D.2.1. Community service activities

Requirement

Describe how community service activities of faculty members are included as case studies, projects, or other applications in courses where they should be reflected in course syllabi.

Response

Community service activities provide faculty with a perspective on the current state of affairs in health care throughout the local community. The associations with practitioners in the local community open doors for bringing guest speakers into the classroom, forming mentoring relationships, and for the creation and implementation of Field Work projects.

Some examples include:

Dr. Johnson – has used his discussions on various boards or professional organizations to bring to class timely and recent topics. Dr. Johnson's work with ACHE and the Utah Hospital Association, plus his previous work in the healthcare industry, has created relationships with many of the local hospital leaders. He continually brings workforce and wellness issues into the classroom discussions and activities, which stem from his interest in population health.

Professor Shaw works with the Utah Health Information Network, presenting ICD-10 workshops around the State of Utah and the nation. UHIN is the Health Information Exchange agency for Utah – this activity has built a relationship that can be built upon by the program to provide future guest lecturers, possible field work projects, and prospective job placement for MHA students. Through this and other professional and community activities real time issues and examples are brought immediately into the classroom during discussions.

Dr. Ann Millner is a Utah State Senator which provides her an excellent foundation for the discussion of economic, policy, and political issues in the classroom. In addition, she is on the Intermountain Healthcare Board of Directors where she is a member of the Executive Committee. This service provides an up close perspective of the hands-on side of healthcare and this informs her teaching. Finally, serving on the Ogden/Weber Chamber of Commerce, where she is a past Chair, keeps her up-to-date on community and local issues which provide excellent information and discussions in her courses.

Dr. Carla Wiggins' close work with MHA Field Work preceptors and the MHA students' projects provides a multitude of timely examples and discussions in her courses. Her work on Boards lends a governance perspective to discussions and in MHA 6500 students share and peer review project proposals and updates, leading to discussions of any number of topics and specifically the competencies needed to complete their projects.

Site Visit Review for IV.D.2

From the syllabi review/faculty discussions:
a. Are community service activities of the faculty brought into the classroom as relevant material?

Site Visit Review

Met

Recommendation :

Standard H: Results of previous reviews

There is only one previous CAHME site visit review in Fall 2012. I was not MHA Program Director at the time of the previous review, nor was I yet employed by Weber State University. I cannot locate the official report from the 2012 CAHME site visit, but I am attaching a copy of the draft report of that visit to this document.