

# Electronic Self-Study (2015 Cycle)

Response ID:4 Data

## 2. Electronic Self-Study Navigation

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**Electronic Self-Study Navigation**

## 3. ABOUT THE PROGRAM

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**University Name**

Weber State University

**School/College Name**

Dumke College of Health Professions

**Department Name**

Health Administrative Services

**Program Name**

Health Administrative Services

**Main Campus Address**

Weber State University \_\_\_\_\_  
\_\_\_\_ 3848 Harrison Blvd. \_\_\_\_\_  
\_\_\_\_ Ogden, UT 84408

**Name (with suffix and degrees) of Program Leader**

Richard J Dahlkemper PhD

**Program Leader Telephone**

801-326-7298

**Program Leader Email**

rdahlkemper@weber.edu

**Certification Status**

Re-Certification

**Start Date of Self-Study Year**

August, 2013

## 4. ELIGIBILITY CRITERION A

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**A. Indicate the name of the regional accrediting agency or other appropriate accrediting body, the date of the last accreditation and the length of accreditation awarded.**

Name of Regional Accrediting or Other Agency : The undergraduate program in Health Services Administration resides in the Department of Health Administration and is part of the Dumke College of Health Professions at Weber State University. Weber State University is accredited by the Northwest Association of Schools and Colleges of Higher Education.

Date of last accreditation : 2008-09

Length of last Accreditation : 5

## 5. ELIGIBILITY CRITERION B

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### B1. Year Program was Established

1977

### B2. Identify the governing body responsible for approving the degree.

Utah State Board of Regents

### B3. State the name of the bachelor's degree program for which certification is sought. Indicate the name of the degree and the abbreviation used (e.g., Bachelors of Health Administration, BHA).

Bachelor of Science in Health Services Administration with an emphasis in: Health Administrative Services, Health Promotion, or Long-Term Care BS

### B4. Specify the campus name and address of any additional sites where your program is delivered other than your primary campus (Campus 1)

Campus 2: : NA

### B5. Provide a URL for the online university catalog.

<http://catalog.weber.edu/>

### B6. Provide a URL for the program webpage.

[\\_http://www.weber.edu/has/](http://www.weber.edu/has/)

### B7. If not already addressed in the materials linked above, please provide a general description of your program, its history, and its role in the University and the community. (1500 words max)

Health Services Administration: Designed to provide health care practitioners and others with the skills and competencies to function as supervisors and managers in health care settings. In the changing health care environment, new and challenging demands are placed on health care personnel to expand their conventional roles to include increased administrative responsibilities. The HSA curriculum provides a working foundation in management and interpersonal skills, while at the same time introducing the student to the health care delivery system and its many and varied issues and challenges. Graduates are not only better prepared to assume increased management responsibilities, but to do so with a better understanding of the complex system in which they work.

Health Promotion: The major purpose of the health promotion program is to professionally prepare students for employment in programs that promote health and prevent disease. Coursework emphasizes the development of skills required of the entry-level health educator: assessing needs, planning effective programs, implementing programs, evaluating effectiveness of programs, coordinating services, acting as a resource person, and communicating needs and concerns. Successful program completion may lead to employment in the community (health agencies, public health departments, community action projects), health care system (hospitals, clinics, student health clinics, long-term care, rehabilitation) or in the work place (business, industry, consulting).

Long-Term Care Administration: Prepares students to function as administrators in nursing homes and other long-term care facilities. The curriculum is designed to provide students with a foundation in management principles and human relations, introduce them to the long term care field, and give them operational experience in nursing home management. To function as an administrator in long-term care, one must be licensed. For licensure, most states require the completion of a bachelor's degree in health administration or a related area, an extensive administrative internship, and the successful passing of an examination offered by the National Board of Examiners for Nursing Home Administrators.

## 6. ELIGIBILITY CRITERION C

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### C1. Year the first cohort graduated.

1983

### C2. Number of students in first cohort.

3

### C3. Total number of students graduated to date.

830

## 7. ELIGIBILITY CRITERION D

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### D1. Number of students pursuing a major enrolled in your program during the self-study year

Full Time : 95

Part Time : NA

### D2. Number of students pursuing a minor in your program during the self-study year. If not applicable, please enter N/A.

Full Time : 7

Part Time : NA

### 1. D3a. Upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teach in the program for required and elective courses.

[Buker, Macey.docx](#)

[Burton, Lloyd.docx](#)

[Carter, Darcy.docx](#)

[Dahlkemper, Richard.doc](#)

[Garr, Lindsay.docx](#)

[Johnson, Ken.docx](#)

[Merkley, Heather.docx](#)

[Millner, Ann.docx](#)

[Moss, Cory.doc](#)

[Palmer, Miland.pdf](#)

### 2. D3b. If more space is needed, upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teach in the program for required and elective courses.

[Rodeback, David.docx](#)

[Shaw, Pat.docx](#)

[Wiggins, Carla.doc](#)

### 3. D3c. If more space is needed, upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teach in the program for required and elective courses.

## 8. ELIGIBILITY CRITERION E

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E. The data provided in the Faculty Teaching tab in the AUPHA Self Study Tables will satisfy the response to this criterion. If you wish to make any commentary on the number of employed vs. adjunct faculty teaching in your program, or plans for future hires, you may do so in the space below, but a response is not required. (max 1500 words)

The department has 9 full time faculty. Of these, 5 have their primary appointment in the HAS undergraduate program, two of

those are dedicated full time to the HAS undergraduate program. Others have primary appointment in the MHA or HIM program but teach part time in HAS. As shown in the Faculty Teaching tab, the allocation to the HAS undergraduate program is more than 5 FTE faculty.

## 9. ELIGIBILITY CRITERION F

### F1. Length of internship (in hours)

200

### F2. Is the internship required of all students? (If you indicate that it is required for some but not all, you will be asked to describe the conditions under which you allow a student to waive this requirement in Criterion 24)

Required for All

### F3. Describe how the internship requirement is communicated to potential students and provide URLs of where this appears in the catalog or program website. (300 word max)

All required courses are reviewed with applicants to the program by their advisor at the time of application. This includes a review of the internship requirements. Applicants receive a signed contract that delineates all requirements including the internship. Listed in the catalog at [http://catalog.weber.edu/preview\\_program.php?catoid=6&pooid=2274](http://catalog.weber.edu/preview_program.php?catoid=6&pooid=2274)

The internship is also described in the HAS Department Student Handbook on page 29 at <http://apps.weber.edu/WSUImages/HAS/HAS%20Handbook%202011.pdf>

### F4. Upload the course syllabus for the internship.

[HAS 4860 syllabus.doc](#)

### F5. Describe how the experience is supervised.

An instructor from the department faculty supervises the internships as part of her/his teaching load each semester. Students who wish to register for an internship in an upcoming semester are required to meet with that instructor prior to registering for the course. The instructor then assists as necessary in securing an internship and preceptor, approves written goals for the internship, reviews regular activity reports (time sheets), reviews and grades progress reports, reviews and grades a final report from the student, reviews and grades a self evaluation from the student and a performance evaluation from the preceptor. See the syllabus for HAS 4860 for explanation of objectives, requirements, and grading.

## 10. ELIGIBILITY CRITERION G

### G1A. Provide a link to the University's EEO statement (if available online) or upload the statement.

<http://departments.weber.edu/hr/Handbook/pages/EMPLOYEE.HTM#eoo> <http://www.weber.edu/aeo> Weber State University is an "Equal Opportunity/Affirmative Action Employer." It is the policy of the University to accomplish all personnel actions in a way that will provide equal opportunity to all employees and prospective employees at the University. Every effort is taken to ensure that you are treated fairly and your civil rights are protected. If you have a question or problem, contact the office of Equal Opportunity Employment/Affirmative Action at 626-6240.

### G1B. If a link to the University's EEO statement is not available, upload the statement.

## 11. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 1)

### 1a. Please enter below the program's Mission Statement

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

**1b. Please enter below the program's Vision Statement:**

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

**1c. Please enter below the program's Values Statement:**

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

**12. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 2)**

**2a. List below the Program Goals (provide as much narrative description as you would like):**

Goal 1: Teaching

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

Goal 2: Research

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

Goal 3: Service and Learning

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

Goal 4: Student Goals

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

**2b. List below the Program Objectives (as distinct from student learning objectives) (provide as much narrative description as you would like):**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**2c. List below the Program Outcomes (as distinct from student learning outcomes) (provide as much narrative description as you would like):**

Faculty teaching, scholarship, and service

- All tenure track faculty members who have interim or final promotion and tenure reviews each year will achieve ratings that are at least "good" for teaching and at least "satisfactory" for scholarship and service.
- All faculty will have annual performance reviews showing at least satisfactory progress.
- All non-tenure track faculty will have a peer review evaluation every 3 years.

Program evaluation by the community

- At least 80% of student interns will receive a recommended grade of A or A- from their preceptors

Program evaluation by graduates

- Average overall rating of at least 3.0 out of 4.0 on surveys asking graduates if they were well prepared as HAS professionals.
- At least 75% of recent graduates responding to the annual survey will indicate that they are employed as health administration professionals or enrolled in graduate school.

Program evaluation by students

- The median overall rating on student evaluations will be at least 4.0 out of 5 each year for all required course sections.
- The overall rating on student evaluations will be at least 3.5 out of 5 for every required course section.
- At least 90% of seniors in HAS 4740 or HAS 4741 will rate the program as meeting or exceeding their expectations.

Evaluation of student learning

- At least 75% of declared HAS majors will maintain a GPA of at least 3.0
- At least 80% of student interns will receive a recommended grade of A or A- from their preceptors
- At least 90% of seniors in HAS 4740 or HAS 4741 will earn a passing grade (C or better) on the program's comprehensive examination.

## **13. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 3)**

### **3a. Describe the authority and responsibility of the Program Director.**

The program director is Richard Dahlkemper, PhD. In conjunction with the department chair, and with input from faculty and staff, the program director, shall be responsible for academic accountability, accreditation procedures, and administration of curriculum changes for the Health Administrative Services programs (Health Services Administration, Long-Term Care Administration, and Health Promotion). He/she shall be directly responsible to the department chair for program issues. The appointment must receive final approval from the dean.

I. The qualifications of the HAS program director must meet AUPHA criteria for undergraduate program certification by having a terminal degree in health administration or a closely related field.

II. Functions & Responsibilities:

1. Lead development of curriculum design to maintain content and standards outlined by the AUPHA.
2. Lead development of the program appropriate to the needs of the curriculum and scholarship and research activities of the program.
3. Lead assessment of the program and its outcomes.
4. Lead program processes necessary to the continued certification of the program by AUPHA.
5. Provide input into the following areas, in conjunction with the department chair and faculty: budget preparation, personnel issues involving faculty, staff, and adjuncts, ongoing professional development, and other matters affecting the personnel of the department.
6. Counsel and advise matriculating and prospective program students

**3b. Describe release time or other support for administrative duties granted to the Program Director.**

The program director must have a faculty appointment (Assistant, Associate, or Full Professor) in the WSU HAS Department. The program director will have a 10-month contract and receive 3 credits per semester of reassigned time from the normal WSU load for these activities.

#### 14. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 4)

**4. Describe how the Program Director pursues continuing professional development and how these endeavors relate to his/her role and responsibilities as Program Director, as well as to the profession of healthcare management.**

The Program Director pursues continuing professional development through membership in AUPHA, attendance at its annual meetings, participation on program certification review panels, and participation in networks and forums. The Program Director has also chaired the Professional Development Committee for the Dumke College of Health Professions at Weber State University, served on the Faculty Senate and other university committees, and participated in university development programs related to online teaching, program assessment, and tenure and promotion.

#### 15. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 5)

**5a. For each full time faculty member for whom you have submitted a CV, please indicate their teaching load in the following format:**

**Academic Calendar = Semester**

**Smith, John, Teaching Load = 3:4**

**Brown, Janet, Teaching Load = 4:2**

**If Summer Semester is applicable**

**Smith, John, Teaching Load = 3:4:2**

**Brown, Janet, Teaching Load = 4:2:1**

Dahlkemper, Richard J, Teaching Load = 3:3

Shaw, Patricia, Teaching Load = 3:3

Milner, Ann, Teaching Load = 4:4

Wiggins, Carla, Teaching Load = 3:3

Moss, Cory, Teaching Load = 3:3

Rodeback, David, Teaching Load = 4:4

Merkley, Heather, Teaching Load = 4:4

Carter, Darcy, Teaching Load = 4:4

**5a. Upload the section of the faculty handbook that speaks to teaching load and the criteria the program/university uses in promotion and tenure evaluation, and post-tenure review. If not available as a file upload, cut and paste the relevant content into the box below.**

**5b. If you were unable to upload a file above, please cut and paste the relevant policy regarding teaching load and criteria for promotion, tenure, and post-tenure review here.**

EVALUATIVE CRITERIA FOR ACADEMIC RANK

[http://www.weber.edu/FacultyAndStaffResources/hp\\_tenure.html](http://www.weber.edu/FacultyAndStaffResources/hp_tenure.html)

It shall be the policy of the University that the minimum evaluative criteria established in this document are applicable to all academic colleges and the Library. Except as outlined for exceptional persons or early promotions, no individual will be advanced in rank without satisfying these minimum requirements. Individual colleges may establish additional requirements and further delineate the items addressed in this document.

It shall be the policy of the University to make promotions in rank to competent and deserving members of the faculty. Upon their request, faculty members will be considered for advancement in rank by the dean and the ranking tenure Evaluation Committees at the levels of the department and the college. At his or her sole discretion, the provost may review and make separate recommendations for or against a candidate's advancement in rank. An exception is that in the event that there is a conflict among recommendations from the dean, the College Ranking Tenure Evaluation Committee and the Department Ranking Tenure Evaluation committee, the provost must make a separate recommendation. Furthermore, after the Department Ranking Tenure Evaluation Committee, the College Ranking Tenure Committee, and the dean have completed their respective reviews, the candidate may request an additional review by the University Tenure Evaluation Committee. The University Committee evaluates the substantive issues of teaching, scholarship, service and ethics. The University Committee shall review the files of all candidates for advancement in rank or tenure who request such a review (see 8-19a). The recommendation(s) of the University Committee will be forwarded to the provost. The provost makes the final institutional recommendation unless overturned by the president or the Faculty Board of Review, as is the dean's recommendation when the provost makes no recommendation. All these reviews shall follow established procedures allowing for formal evaluative contributions from students, faculty peers, and supervisory administrators and shall give faculty members under review written evaluations with the right of due process review by the Faculty Board of Review (as described in PPM 9-9 and following).

Faculty members have the right at any stage of the review proceeding to withdraw themselves from consideration for advancement in rank. Notice of such request shall be made by the candidate to his/her dean, who, in turn, shall then advise the appropriate reviewers that they are no longer to consider the candidate for advancement in rank. Years of service in rank at other institutions may be substituted for years at Weber State University in accordance with the agreement reached at the time of appointment.

**5c. Provide any additional information regarding teaching loads and/or promotion and tenure (i.e. differences between teaching loads and those required for promotion and tenure)**

nothing additional

## **16. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 6)**

**6a. Describe the role of the faculty in the organization and governance of the program.**

Faculty meet semi-monthly during the academic year to review and discuss organization and governance of the program. The Chair of the HAS Department is appointed to a three year term by the Dean of the College of Health Professions with input from the faculty of the department. Faculty members provide written input to the Chair's annual performance evaluation. The Program Director is appointed by the Department Chair with input from the faculty. The appointment must receive final

approval from the dean.. Faculty members provide input to the Director's annual performance review.

#### **6b. Describe the role of the faculty in recruitment, evaluation and promotion decisions.**

Search committees for faculty positions are chaired by one of the full time faculty in the department and all full time faculty members are offered the opportunity to serve on each search committee. Each member of the search committee rates applicants on predetermined criteria and those ratings are used to select finalists. Finalists are recommended to the department Chair and Dean for final selection.

Candidates for promotion are evaluated by a department promotion and tenure committee consisting of three tenured faculty members from the department. If there are not three tenured members of the department, tenured faculty from other departments in the college participate. Recommendations from this committee are reviewed by the College tenure and promotion committee for final recommendation to the Dean and Provost.

In non-formal rank and tenure review years, each faculty member is evaluated on an annual basis by the department Chair. This is a joint review process by the faculty member and the department chair.

#### **6c. Describe how the full-time faculty meets as a group to discuss program governance, organization and other administrative issues.**

Faculty meet semi-monthly during the academic year to review and discuss organization and governance of the program and other administrative matters. At least once a year this group reviews the mission, vision, goals, objectives, and competencies of the program. The group also reviews at least once per year data relevant to the outcome measures used in assessing performance on objectives and competencies. Action plans are established to respond to deficiencies in the outcome data or other identified areas for improvement. Faculty also regularly review syllabi from program courses and make recommendations for improvement or better coordination among courses.

## **17. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 7)**

#### **7a. Describe program or university policies regarding full-time faculty performance requirements with respect to teaching performance, scholarly activities and service to the university, profession and community.**

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

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

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

Annually, all faculty members shall meet with their department chair for an interview covering the recent performance of the faculty member. Goals of the interviews include finding ways to help faculty members improve their performance, finding ways the University might better support faculty members, and discussing individual, department, and University goals and expectations. Teaching performance should be a priority item for discussion. To provide a focus for discussion and better

inform the chair, faculty members shall bring to the interview a summary of their most recent activities in teaching, in scholarship, and in service (vita update since the last review). The chair shall send a written summary report of the interviews to the dean for inclusion in the personnel file. That report shall include a listing of the major items of accomplishment of each faculty member and identify deficiencies, if any, for inclusion in the personnel file.

**7b. Describe the procedures by which faculty are relieved from duties to pursue research, consultation and attendance at professional meetings and conferences**

Release time for research and consultation activities is mutually determined and agreed upon among the college dean, department chair, and faculty. Release time can be "bought" by receiving funding through college, university or outside sources used to cover the costs of adjunct instruction

Attendance at professional meetings such as AUPHA, ACHE, and AHIMA is encouraged and financially supported by the Dumke College of Health Professions. Although the program budgets provide some funding for these activities, a major source of financial support for these activities has historically come from the interest on a one million dollar endowment to the DCHP granted by the J. Willard Marriott family. All requests for funding to attend professional meetings in recent years were funded. All faculty members have the opportunity to attend at least one professional association meeting annually.

**7c. If there is additional narrative that you would like to provide for greater detail to this information, please provide that below.**

Nothing additional

**18. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 8)**

**8a. Describe the procedures for selecting adjunct faculty for inclusion in the program**

Adjunct faculty positions are described and posted using the University's Human Resource policies and processes. Applications are reviewed by the program director and department chair. Candidates are rated based on their education and experience related to the course(s) to be taught and on teaching experience.. Interest in the program, communication skills, and aptitude for the course(s) to be taught are evaluated during personal interviews. Candidates are selected by the program director with approval of the department chair.

**8b. Describe the procedures for evaluating the performance of adjunct faculty**

Adjunct faculty are evaluated primarily based on their teaching. The program director reviews syllabi to assure they meet university and department standards and to assure that activities and assessments are related to appropriate learning objectives. Students complete evaluations in every course and these are reviewed each semester by the program director. The program director discusses the results with each adjunct recognizing areas of high ratings and discussing plans for improvement in areas of low ratings. The program director also informally interviews students regarding courses taught by adjuncts and occasionally observes classroom teaching and activities.

**8c. Describe mechanisms for orienting or preparing adjunct faculty to teach in the program.**

The program director meets with adjunct faculty to review university and department standards for syllabi, learning objectives, and activities/assessments. If the course has been taught in the past or is currently taught by other faculty, the program director shares course objectives and syllabi with the adjunct. Adjunct faculty are also directed to training programs provided by the university in designing and managing courses in the online learning system.

**8d. Describe how adjunct faculty are integrated into program activities**

Adjunct faculty are invited to department meetings and to the program's annual banquet. At least one adjunct faculty member serves on the program advisory committee.

**19. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 9)**

**9a. Describe the financial support base for the program, including the procedures for determining budgetary allocation to**

**the program. If the program coexists with a graduate program or other degree programs within the same academic budgetary unit, how are resources allocated across the programs and managed?**

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

**9b. If available, upload the program or department budget for the self-study year.**

**20. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 10)**

**10. Describe physical facilities available to the program, including, such things as office space, dedicated classrooms, the availability of information technology in offices and classrooms, and computing facilities**

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

**21. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 11)**

**11a. Describe the library facilities available to students and faculty of the program. Describe the holdings (books/periodicals) available in the library that address health administration.**

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

**11b. Describe the university/college computing facilities available to students and faculty of the program.**

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

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

**11c. Describe other academic resources available to students and faculty.**

More than fifty academic departments and programs in seven colleges provide learning opportunities for a diverse spectrum

of students, including grants and support for undergraduate research, community-based and service learning, an Honors program, and a Bachelor of Integrated Studies (BIS) program. The office of Undergraduate Research (OUR) and the Center for Community Engaged Learning help to engage students in learning both inside and outside the classroom, and the Honors program provides small classes in a rich, supportive, and challenging academic setting. The BIS offers students the opportunity to design their own degrees with three areas of academic emphasis meant to prepare them for specific career paths or graduate study.

Academic Support Centers and Programs (ASCP) offers an array of services designed to meet the individual needs of WSU students. These services include tutoring, testing centers, computer labs, and international academic support programs.

Academic Support Centers and Programs (ASCP) offers an array of peer tutoring services designed to meet the individual needs of WSU students. Tutoring focus is on developmental and general education courses. The program is certified by the National Association for Developmental Education (NADE) and includes peer tutors certified through the College Reading and Learning Association (CRLA). ASCP strives to assist WSU students reach their academic goals by helping them become strong, independent learners.

Supplemental Instruction (SI) provides opportunities for students to participate in learning teams where they explore concepts and solve problems through group discussion and interaction as directed by a student team leader who has successfully completed the course. SI student leaders work in collaboration with the course professor and SI coordinator.

Student Support Services (SSS) provides opportunities for academic development, assists students with basic college requirements, and motivates students toward completion of their college degree. The goal of SSS is to increase college retention and graduation rates of its participants and to help students make the transition from one level of higher education to the next. The program is only open to students who have been admitted to, or are enrolled at, Weber State University.

In addition there is a wide range of special support and service available for many groups such as; students with disabilities, international students, non-traditional students and many other services and programs specifically targeting the diverse student population WSU is serving.

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**11d. Describe major linkages between the program and other academic units on campus (ie. Business, Allied Health, Public Administration, Research Centers, and Extended Learning Centers, etc.).**

The HAS program has strong linkages with the other departments in the Dumke College of Health Professions. Students from several of these departments have either required or elective HAS courses as part of their programs. HAS students have prerequisite and elective courses from the Health Sciences department. HAS also has a strong linkage with the Health Promotion and Human Performance department in the Moyes College of Education. Students use courses from either department to fulfill requirements for an emphasis in health promotion. As described elsewhere, HAS also has strong linkages with the Library and the Writing Center where dedicated staff provide assistance to both faculty and students in the areas of research and writing.

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**11e. If the program offers courses on-line or in a distance education format, describe the technologies involved in delivering these courses. Are additional resources provided for the creation and regular revision of online courses?**

All faculty use the Canvas online learning system for both their online and traditional classroom based courses. Course materials such as syllabi, schedules, assignments, resources, links to web based resources, and so on are provided in the Canvas system for students in either setting. Nearly all assignments are submitted through the Canvas system. The Canvas online learning system provides faculty the convenient opportunity to quickly create and revise new online course content.

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**11f. Describe any on-line or internet-based teaching tools that are used to complement traditional classroom-based instruction. How are faculty trained and supported in the use of these tools?**

Weber State uses Canvas online learning software. All faculty are trained in the use of the Canvas system and full time technical support is provided by the staff of WSUonline. The format is primarily asynchronous although synchronous learning modalities are available and sometimes used by faculty. Classroom/laboratory training sessions are provided for faculty as well as online tutorials and drop-in assistance. WSUonline designates a support person for each college.

**11g. Describe how students attending your program primarily or exclusively in an online format can access program and university resources.**

All courses required for completion of the program are available to distance students. Faculty and program resources are accessible by distance students and 100% of the program can be accessed online. No on campus time is required of students enrolled in online sections.

As described elsewhere, HAS also has strong linkages with the Library and the Writing Center where dedicated staff provide assistance to both faculty and students in the areas of research and writing, these interactions can be carried out by distance students in an online format. Distance students have access to a wide range of online journals and other materials through the library.

**22. Supplemental Information for Program Structure, Faculty, and Resources**

Upload supplemental information here:

**23. STUDENT SUPPORT SYSTEMS (Criterion 12)**

**12a. Describe the program's admission policies, their relationship to those of the university or college and any special requirements for admission to the program. Who has the authority to admit students? What percent of applicants are admitted to the program? At what point in the overall program is the student recognized as a health management / administration major?**

o Students must have been accepted by the University and possess a minimum 2.5 GPA for admission to the Program. Students must complete the University's General Education requirements for a Bachelor of Science degree and must also complete the prerequisite courses for the HAS program. Any full time member of the faculty has authority to admit students to the Program.

Historically, the primary mission of the Program has been to provide an academic ladder for practicing healthcare professionals, and students enrolled in nursing and other allied health disciplines. Prospective students typically enter the Program in one of four ways.

1. Students with a recently attained associate degree from one of the allied health disciplines who are just entering the healthcare field.
2. Students in the second year of their nursing or allied health studies sometimes make application to one of the major emphases within the Health Administrative Services Program and concurrently take courses in both programs.
3. Practicing allied health workers who enroll in school after working a number of years in their professional discipline.
4. Students with limited or no healthcare background who are usually in their second or third year of college. They plan to enter the healthcare field upon graduation from WSU or go on to graduate school.

o Approximately 95% of applicants are accepted into the Program. Meeting the graduation requirements of a college-based professional program usually ensures that applicants meet the minimum admission standards of the Program.

o Students declare their area of major emphasis as part of the formal application process when they apply to the program. Upon completion of the advanced standing requirement, they are recognized as fully accepted majors in Health Services Administration.

**12b. Describe the students enrolled in the program during the self study year, including the number of full-time students, the number of part-time students and the total number of students graduated within the self study year. If the program has more than one degree option, specify the number of students enrolled in each option, including any minors.**

Students enrolled in the Program represent a mix of non-traditional students who are working in the healthcare field, younger students currently enrolled in one of the clinical programs, or students with limited healthcare background or experience.

95 students were enrolled in the program during the self study year. Students are not designated as full or part time. 74 of the

95 are in the Health Services Administration emphasis; 13 in Health Promotion; and 8 in Long Term Care. 50 students graduated from the program during the self study year.

During the self study year there were also 81 students listed as Applicants to the program. These are students who have declared intent but have not yet completed all of the prerequisites for the program.

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**12c. Describe how potential majors get information about the program and how the program informs potential students about degree offerings. Describe any events such as Open Houses or Career Fairs in which the program participates. Below you may attach examples of program brochures, promotional materials, posters, websites, etc.**

Each semester the college advisement/admissions office holds an information meeting for students interested in programs within the Dumke College of Health Professions. The representative faculty from the HAS department make themselves available to attendees to answer questions about our program. The University also sponsors an annual recruiting event called Major Fest. Local high schools bring potential applicants to event which is normally held in the main ballroom of the Student Union. The HAS Department sponsors an information table at this event. The university website also contains information about admission to the university and its programs.

We tried to attach promotional materials below but the files were too large even when we broke them into single pages.

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**12d. Upload any marketing material relevant to student recruitment and information-sharing.**

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**12e. Provide links to any sites you would like the review team to reference as it relates to student recruitment and program marketing.**

URL1 : <http://www.weber.edu/Majors/healthadminservices.html>

URL2 : <http://www.weber.edu/getintoweber>

URL3 : <https://www.weber.edu/has>

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## 24. STUDENT SUPPORT SYSTEMS (Criterion 13)

**13. Describe the program and university procedures for student advisement and career placement. Describe any resources available to students to assist them with career planning.**

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

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## 25. STUDENT SUPPORT SYSTEMS (Criterion 14)

**14. Describe the existing and planned peer networks and student clubs that exist within your program or to which your students have access. Describe the extent of student involvement in the networks, the types of activities in which the groups network, any affiliations of the network with professional associations (ACHE, MGMA, etc.). By what other means do students network and communicate?**

The Program has a well established student and alumni network with the professional communities, the official club association on campus, and individuals throughout Utah and the intermountain area, some of which include the following.

o An advisory committee serves the Program. The makeup of the committee reflects a broad representation from the healthcare field. The committee meets as appropriate to facilitate dialogue between the Program and health care industry leadership. The advisory committee plays a key role in the Program's strategic planning process.

- o The Program has developed a supportive network of internship sites in hospitals, long-term care facilities, health systems and agencies throughout Utah and the intermountain area. Preceptors provide an effective linkage between program faculty and the healthcare field.
- o Practitioners from the field of healthcare are invited to participate in the Program based on a number of factors including their acknowledged expertise, communication skills, and their interest in and willingness to make a contribution to the Program and University.
- o Local practitioners are often invited to participate in program events, including classroom instruction as guests and industry experts. Their participation is usually in one of four areas of involvement: as an instructor, as a guest lecturer, as a member of the Program Advisory Committee, or as a preceptor. These relationships and roles provide significant networking opportunities and offer immediate relationships to current students.
- o The student organization entitled the Future Health Leaders Association (FHLA) was established in the 2005-2006 Academic Year. The FHLA is a student organization officially recognized by the WSU student Clubs and Organizations office. The organization is student led and a faculty member from the Department serves as the faculty advisor. FHLA primary activities include sponsorship of a student and alumni recognition dinner in the Fall semester and golf tournament in the Spring semester. Alumni and local practitioners are invited to participate in both events. These activities provide an opportunity for students and alumni to engage practitioners and one another in a social setting.

## 26. STUDENT SUPPORT SYSTEMS (Criterion 15)

### 15. Describe any program or university policies to enable students to voice concerns or complaints. Describe how students' concerns or complaints are addressed.

The students are encouraged to contact the department administration with any concerns they have. If for whatever reason the student does not feel comfortable doing that or if the matter pertains to the departmental administration they always can contact the Weber State University Dean of Students.

If a student does not feel that their concern has been appropriately resolved by the department they have the right to file a grievance with the College Hearing Due Process/Grievance Committee. The committee will attempt to arbitrate the issue but if unsuccessful will conduct a formal hearing before issuing its findings.

The Dean of Students responds to general student concerns and helps students find solutions to their specific problems. The Dean enforces the student code, tracks code violations, and encourages responsible citizenship within the University. The office of the Dean of Students is a resource for dealing with student complaints or conduct issues.

<http://www.weber.edu/cgap>

## 27. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 16)

### 16. Describe the organization and functions of any advisory committees, boards or groups. How do advisory committees or boards facilitate communication between practitioners and faculty, or provide input to program activities? How do students interact with advisory committees or boards?

The HAS program has an advisory board that includes community health administrators, internship preceptors, adjunct faculty, and alumni. The board meets at least once each academic year to review the mission, goals, objectives, and outcomes of the program. Faculty attend these meetings and participate in discussions with board members. Starting with the 2014-15 academic year the student officers of the Future Health Leaders Association will also be invited to the meetings. See list of members in Supplemental Information section.

## 28. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

### 17a. Describe the program's major linkages with professional communities, associations and practitioners.

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

- o The Program has affiliate membership with the Utah Hospitals and Health Systems Association (UHA).
- o A faculty member is a member of the Board of Directors of the Utah Cooperative Healthcare Education program (UCHEP). This organization serves as a major center for delivery of health education workshops throughout Utah and neighboring states.
- o A faculty member is a member of the Board of Directors of the local ACHE Chapter, the Utah Healthcare Executives. This organization serves as a local executive networking organization designed on improving healthcare education for administrators.
- o Program faculty consult with the Utah Health Care Association (long-term care) in review of state licensure requirements.
- o An advisory committee serves the Program. The makeup of the committee reflects a broad representation from the healthcare field. The committee meets as appropriate to facilitate dialogue between the Program and health care industry leadership. The advisory committee plays a key role in the Program's strategic planning process.

**17b. Describe any student associations or clubs not addressed in Criterion 14. Describe how practitioners interact with students through all student club activities.**

addressed in Criterion 14

**17c. Describe any other opportunities afforded to students to interact with healthcare practitioners such as healthcare symposia, community leader presentations or other supplemental educational programs.**

The department organizes two additional networking events each year. In the fall a banquet is held with a well know regional or national health care speaker. Local healthcare organizations sponsor tables where executives sit with current students and alumni. In the spring a golf tournament is sponsored in conjunction with the Utah Healthcare Executives association. Members of the student leadership organization (FHLA) and the senior class assist in organizing the events.

## **29. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 18)**

**18. Describe how program alumni are linked to current students, faculty and programmatic efforts and what efforts are underway to expand this involvement and connection.**

Two events are held each year for the purpose of networking among alumni, community practitioners, and current students. A banquet is held each November with a leading health executive as the speaker. Usually the speaker is a graduate of the health administration programs at Weber State. Each May a golf tournament is cosponsored by the HAS program and the Utah Healthcare Executives which is the Utah affiliate of the American College of Healthcare Executives. Both events are planned and executed by current seniors in the HAS program with guidance from the program director. Most of the preceptors for student interns are alumni of the HAS and/or MHA programs at Weber State. Alumni are also in the majority on the Advisory Board for the program. The department plans to be more assertive in communicating frequently with alumni through email and social media.

## **30. CURRICULUM AND TEACHING (Criterion 19)**

**19a. Describe the extent to which various traditional teaching methodologies or formats are utilized for courses offered by the program, including but not limited to traditional lecture or classroom-based education; team teaching; guest lectures; team projects and presentations; the case study method; and the use of service learning.**

Guest lectures, team projects and presentations, the case study method, and service learning are used in several of the courses offered by the program. A chart depicting this usage is included in the Supplemental Information section of the electronic self study.

**19b. Describe the program's involvement in distance education, explaining the teaching format used for distance education (such as synchronous or asynchronous on-line teaching, teleconference, or other modalities).**

All courses required for completion of the program are available to distance students. Weber State uses Canvas online learning software. All faculty are trained in the use of the Canvas system and full time technical support is provided by the staff of WSUonline. The format is primarily asynchronous although synchronous learning modalities are available and sometimes used by faculty.

**19c. How many courses are available on-line or in a distance education format? What percent of the program can be accessed on-line? For distance education students, what, if any, time is required on campus or in a traditional classroom setting?**

100% of the program can be accessed online. No on campus time is required of students enrolled in online sections.

**19d. Describe how on-line or distance education courses are integrated with traditional classroom-based courses. How many students take courses in each of these formats? Do the same faculty members teach both classroom-based and distance education courses? Do any courses combine on-line and classroom teaching in the same section?**

All faculty use the Canvas online learning system for both their online and traditional classroom based courses. Course materials such as syllabi, schedules, assignments, resources, links to web based resources, and so on are provided in the Canvas system for students in either setting. Nearly all assignments are submitted through the Canvas system for both online and classroom sections. Nearly all of our students take courses using both methods.

**19e. Describe how the program assesses if students have the skills and competencies to succeed in a distance learning environment.**

All Weber State University students are required to demonstrate computer literacy as part of their General Education requirements. This literacy includes use of online systems. Students are also offered classroom tutorials, open computer lab times with instructors, and online tutorials regarding Canvas and other WSU information systems. Since students are Juniors before admission to the HAS program nearly all of them have already completed courses where the Canvas online learning system was in use. In addition, HAS faculty provide links within their online sections to online tutorials and to tech support staff.

**19f. Describe how parity of education and learning outcomes is documented for traditional classroom-based and distance education courses.**

Syllabi, assignments, activities, learning outcomes, and competency measures are identical for online courses and classroom based courses as much as possible.

**19g. Describe how the program assures that students in distance learning programs have access to all necessary resources, including libraries and computer networks and other retrieval capabilities and that they have the capability to use them effectively.**

All Weber State University students have access to libraries, computer networks, and other online resources regardless of whether they are taking classes online, in person, or in combination. Methods for assuring their capabilities in using these resources effectively are described above in 19e. In addition, each college has an assigned librarian who assists its students with research and use of both physical and online library resources.

**19h. Describe how the program provides support for faculty and students to use effectively existing learning technologies and adapt to new ones, e.g., service technicians, site administrators, library resource personnel, and instructional technologists.**

Weber State University has a department known as WSUonline which provides developmental and technical support to both faculty and students. Each college has a resource person assigned. In addition WSUonline regularly provides classroom sessions, supervised learning labs, and online tutorials to both faculty and students regarding more effective use of online learning resources and the use of new capabilities. As mentioned above in 19f, each college also has an assigned librarian to assist faculty and students with effective use of both physical and online library resources.

**19i. Describe how faculty are trained and equipped to use distance learning technologies in the teaching program. Describe also how faculty performance in distance education is evaluated.**

Each new faculty member receives face to face training in the use of online teaching systems. WSUonline also provides

classroom sessions, supervised learning labs, and online tutorials to assist faculty in upgrading their online teaching skills and in the use of new system capabilities. Faculty online teaching performance is evaluated in the same way as their overall performance. Annual reviews are conducted by the department chair and tenure reviews are conducted during the third year and sixth year of their tenure track.

## 31. CURRICULUM AND TEACHING (Criterion 20)

### 20a. Provide a brief narrative describing the general education/liberal arts requirements for admission and graduation from the program.

The HAS program offers a Bachelor of Science degree. In order to enroll in the program and to eventually receive the degree all students must complete the General Education requirements of Weber State University. This includes English Composition, Quantitative Literacy, American Institutions, Computer and Information Literacy, Diversity, Humanities and Creative Arts (9 credits), Social Sciences (6 credits), and Physical and Life Sciences (9 credits). See details at the following site:

<http://www.weber.edu/GeneralStudiesSheet/14-15.html>

Item 20b asks for a document containing descriptions of all prerequisite and required courses. AUPHA staff indicated that links could be provided to fulfill this request. Course descriptions are at the following:

[http://catalog.weber.edu/preview\\_program.php?catoid=7&poid=2795](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2795)

[http://catalog.weber.edu/preview\\_program.php?catoid=7&poid=2825](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2825)

[http://catalog.weber.edu/preview\\_program.php?catoid=7&poid=2836](http://catalog.weber.edu/preview_program.php?catoid=7&poid=2836)

### 20b. Upload a single document containing the course descriptions for all prerequisite and required courses.

## 32. CURRICULUM AND TEACHING (Criterion 21)

### 21a. 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.

The program has developed twelve competencies arrayed within three domains, Personal Development, Professional Development and Applied Skills.

#### Personal Development

- a. Communication: The graduate will demonstrate professional level proficiency in written and oral communication, be able to communicate across health disciplines, prepare effective reports, and make business presentations.
- b. Collaboration and Teamwork: Be able to work effectively in teams and to collaborate and develop positive relationships with peers, subordinates and superiors.
- c. Critical and Creative Thinking: The graduate will be able to seek information using management tools to collect data and apply metrics, to analyze data, form conclusions and make recommendations even when dealing with ambiguities in the information.
- d. Professionalism: The graduate will have the ability to align personal and organizational conduct with ethical, legal, and professional standards and will be responsible for self direction.

#### Professional Development

- e. Leadership: The graduate will have an understanding of supervisory and management principles as well as the ability to effect change in teams and organizational units through positive influence on both peers and subordinates.
- f. Organizational Awareness and Governance: The graduate will understand the structure, governance, and functioning of

health care entities and systems as well as the importance of integration across the health care spectrum.

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

#### Applied Skills

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

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

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

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

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

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#### **21b. Describe how program's competencies were developed and how they are reviewed and revised.**

The competencies are based on the ACHE Healthcare Executive Competencies Assessment Tool (2012). They were modified to describe competencies expected of students graduating from a bachelor's degree program in health administration. They are reviewed annually by the faculty and were revised in April, 2014 based on input from the HAS Advisory Board.

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### **33. CURRICULUM AND TEACHING (Criterion 22)**

**22. Upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number. You may upload up to 10 files in each of the following 3 questions.**

[HAS 3000.docx](#)

[HAS 3020.docx](#)

[HAS 3150.docx](#)

[HAS 3230.doc](#)

[HAS 3240.docx](#)

[HAS 3260.doc](#)

[HAS 3750.doc](#)

[HAS 4320.docx](#)

[HAS 4400.docx](#)

[HAS 4741.docx](#)

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**If more space is needed, upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number.**

[HAS 4860.doc](#)

[HIM 2330.doc](#)

[HIM 3000.doc](#)

[HIM 3200.docx](#)

[HIM 3300.doc](#)  
[HAS 3190.docx](#)  
[HAS 4410.docx](#)  
[HAS 4420.docx](#)  
[HAS 4520.doc](#)  
[HAS 4525.doc](#)

**If more space is needed, upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number.**

[HAS 4620.docx](#)

### 34. CURRICULUM AND TEACHING (Criterion 23)

**23b. Please provide any additional narrative you feel would inform the review team about how the required content is covered in the curriculum.**

We believe the Self Study Table illustrates this coverage.

### 35. EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

**24a. Describe how the program uses the internship to meet the goals and objectives of the program.**

The program uses the internship to both enhance and demonstrate student competencies. Requirements for the internship, as detailed in the syllabus for HAS 4860, are designed to provide students with application of as many of the concepts studied in their courses as possible. Interns work with their preceptor and instructor to establish outcome goals and design projects for the internship. These goals and experiences are designed to give each intern the opportunity to both apply concepts studied in courses and to demonstrate the level of competency they have developed. Evaluation of intern performance is related to completion of the pre-established goals and to demonstration of the 12 competencies of the HAS program. Preceptor evaluations and feedback are used in measuring both the level of student learning and the accomplishments of the program.

**24b. Describe how the internship is sequenced in the curriculum and the rationale for that sequencing.**

The internship is sequenced at the end of the program during each student's final semester. The rationale is that this will allow students to see course concepts at work in a healthcare organization, help them develop their competencies, and give them an opportunity to demonstrate their competency level.

**24c. If the internship requirement is ever waived for a student, please describe the criteria for which that waiver might be granted, and how that is applied consistently to all students.**

The internship requirement is not waived.

### 36. EXPERIENTIAL AND APPLIED LEARNING (Criterion 25)

**25a. Describe how internship sites are identified and selected.**

The large majority of internship sites have a long relationship with the Weber State HAS program. Placement of individual students is based on the criteria established by each site, the preferences of each student, and the ability of each student to successfully interview and design an internship with a preceptor. New internship sites are usually added at the request of a student or when the program is approached by an interested health services organization. Potential sites are evaluated based on their ability to provide the breadth and depth of experience described in the syllabus for HAS 4860.

**25b. Describe how internship preceptors are oriented to the expectations of the internship experience.**

Internship preceptors are provided with a copy of the syllabus for HAS 4860 which describes the requirements for the

internship. These expectations are then discussed with the preceptor by the program director and or the instructor for the internship course. Emphasis is placed on the establishing of outcome goals for the intern, the design of one or more projects that will give broad exposure and significant responsibility to the intern, and on the evaluation that will be based on the goals of each internship and the 12 competencies of the HAS program.

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**25c. Describe how internship sites and preceptors are evaluated.**

Internship sites and preceptors are evaluated in three ways: feedback from the interns, the quality of internship design, and the quality of follow through. Interns are encouraged to provide oral feedback during their experience as well as written commentary in their progress reports. Interns are required to submit a written evaluation of the site and preceptor as part of their final report. The program director/instructor evaluates the quality of the internship goals and projects designed by the intern and preceptor. The program director/instructor also evaluates the follow through of preceptors on interim reports and on the evaluation of performance at the end of the internship. Most importantly, the program director/instructor evaluates the quality of the internship experience as compared with the predetermined goals for each internship and the requirements as described in the syllabus.

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**25d. Describe how student performance in the internship is evaluated.**

Assignments submitted for grading include a resume, goal sheet, eight time sheets, two progress reports, a final report, a self evaluation, and the preceptor's evaluation of performance. 35% of the grade is based on the preceptor's evaluation and about 25% is based on the final report written by the student. The progress reports, self evaluation, and final report are organized around the goals established in the goal sheet and approved by both the preceptor and the instructor. The preceptor's evaluation comments on completion of those goals and also rates the level of demonstration of the 12 competencies established for the HAS program.

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**25e. Describe the faculty role in internship supervision.**

A faculty member is assigned as instructor for each internship. This is usually, but not always, the program director. The instructor discusses internship objectives and preferences with the student, advises the student on the best sites for her/his situation, facilitates contact between the intern and potential preceptor, and approves the goals and projects designed by the preceptor and student at the start of the internship. During the internship, the instructor provides feedback on time sheets and progress reports and responds to questions or comments from either the student or the preceptor. At the conclusion of the internship the instructor solicits an evaluation from the preceptor and reviews it with the preceptor. The instructor provides feedback to the student on the final report and the preceptor's evaluation and assigns a final grade based on the grading scale established in the syllabus.

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**25f. What are the policies regarding the awarding of credit and student remuneration for the internship experience?**

6 credits are awarded for successful completion of a 200 hour internship. Some students who already have significant healthcare management experience are allowed to complete a 120 hour internship and are awarded 3 credits upon successful completion. Remuneration is strictly up to the internship site. The large majority of internships are uncompensated.

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## **37. EXPERIENTIAL AND APPLIED LEARNING (Criterion 26)**

**26a. Describe the activities provided by the program, other than the field experience, that are primarily integrative in nature. Describe how each activity provides students with opportunities to draw upon and apply material covered throughout the program of study.**

In addition to the field experience, seniors are required to complete two other courses that include substantial integrative experiences.

In Health Policy and Economics, HAS 4320, students are asked to integrate their knowledge from this course and prior course work by writing a policy position paper for legislators. They are expected to provide a compelling argument for a health care policy change through reasoned arguments based on peer reviewed research, impact on the quality and access of health care, society and costs. The analysis includes a statement of the problem, background or literature review, reasoned policy options with pro and con analyses, a policy recommendation supported by data and research, analysis of the political

environment and an evaluation strategy to determine if an implemented policy meets the projected outcomes.

The well written paper requires students to draw on their knowledge of the health care system, finance and economics, organizational and community dynamics, strategy and performance improvement as well as professional skills in communication, critical and creative thinking and professional standards.

In addition, students participate in a debate on a current health care topic that requires similar integration of competencies in a debate format. Debate teams are assigned topics and must take a pro or con stance on the issues. It requires a strong conceptual foundation, additional research, formulation of cogent and compelling arguments and effective communication. Examples of current topics include:

RESOLVED: High deductible health plans with a saving option will result in a more empowered consumer and will drive down costs and improve efficiency in health care.

RESOLVED: Utah should expand its Scope of Practice laws to allow alternative health professions, such as physician assistants or nurse practitioners to extend their capabilities.

RESOLVED: The shift to fee for value/outcome based payment models from fee for service models will improve quality of care and decrease costs.

RESOLVED: Lower insurance premiums for people who participate in wellness programs will lead to a healthier population and lower health care costs.

RESOLVED: Narrow health care networks decrease consumer choice, but are necessary to reduce health care costs.

In Senior Seminar, HAS 4741, students complete and discuss exercises in values clarification and personal career planning; read, discuss, and write a paper on a current healthcare management book; and complete a comprehensive exam. As part of the course, faculty provide presentations and review materials for each of the required courses in the HAS program.

**26b. If a major paper, thesis or research project is required, describe the nature of the requirement and the relationship to program objectives.**

None of these are required outside of the field experience (HAS 4860) where a final report summarizing their internship experiences is required.

### **38. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 27)**

**27a. Describe how the program measures student progress towards mastery of student learning objectives. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes.**

Student progress toward mastery of student learning objectives is measured in each course in relation to the learning objectives for that course as related to the competencies developed during that course. Progress is measured in a variety of ways through assignments and activities in each course as delineated in each syllabus.

Overall student progress toward learning objectives and competencies is measured by the program in relation to the following outcomes:

At least 75% of declared HAS majors will maintain a GPA of at least 3.0

At least 80% of student interns will receive a recommended grade of A or A- from their preceptors

At least 90% of seniors in HAS 4740 or HAS 4741 will earn a passing grade (C or better) on the program's comprehensive examination.

Results of student evaluations of each course and the program as a whole as well as graduate/alumni evaluations are discussed more fully under Criterion 28. Certainly there is overlap between the outcomes used to measure student learning and those used to measure program effectiveness. These data are presented in outcome areas 4 and 5 of the HAS Program Assessment table uploaded in 28d.

**27b. Provide a brief description of student outcomes for the last 3 years. Where possible, show trends of outcomes over time.**

Data related to the outcome measures listed in Criterion 2 are shown in the HAS Program Assessment table uploaded 28d. Outcome area 6 responds to the measurement of the student learning outcomes listed above in 27a. Outcome 6.1 shows that more than 75% of HAS majors met the GPA standard during the self study year. This was not the case for earlier data.

Faculty of the department believe that preceptor evaluations of intern performance are the best overall measure of student learning and competency. Faculty are extremely pleased with the results related to outcome 6.2. They show that preceptors have consistently rated more than 80% of interns at a very high level over the past four years.

During the 2012-13 academic year a comprehensive exam was implemented as part of the Senior Seminar course. Outcome 6.3 shows data related to that exam. Student performance on the exam has not met the standard established by the program.

**27c. Describe how the program reviews student achievement and outcomes and uses that information to drive program improvement.**

Outcomes related to student achievement are reviewed at least annually by the department faculty and the program advisory board. Data related to preceptor evaluations and comprehensive examinations are reviewed each semester. Actions based on these reviews are summarized in outcome area 6 of the HAS Program Assessment table uploaded in 28d

### 39. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 28)

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**28a. Describe the body or person(s) primarily responsible for ongoing evaluation and assessment of the program's attainment of goals, objectives and outcomes.**

The department chair and program director are primarily responsible for ongoing evaluation and assessment of the program. Department faculty and the program advisory board are heavily involved as described in 28b.

**28b. Describe the process used to assess the program's progress towards stated goals, objectives and outcomes.**

Goals and objectives are developed by the department faculty and are revised at least annually based on input from the program advisory board. Outcomes are reviewed each semester by the chair, program director, and department faculty. Actions (e.g., curriculum changes, textbook selection, faculty changes) based on results of the outcome data are planned and implemented by the department faculty. Outcome data and action plans are reviewed at least annually with the advisory board.

**28c. Describe how program evaluation tools have been used with students, faculty, alumni, and practitioners to identify strengths and weaknesses in the program structure and educational processes.**

Student evaluations of every course are gathered by the University. These evaluations are used by the department chair and program director to evaluate faculty and program performance. Students also complete a program evaluation during their final semester. See outcome area 5 of the HAS Program Assessment table uploaded in 28d.

Alumni are surveyed approximately 6 months after graduation to determine how well prepared they feel to perform in their employment positions or graduate school. Results are presented in outcome area 4 of the HAS Program Assessment table uploaded in 28d.

Practitioners serve as preceptors for student internships and complete a performance evaluation at the end of each internship. Results are presented in outcome area 3 of the HAS Program Assessment table uploaded in 28d.

Practitioners, alumni, and students also serve on the program advisory board.

**28d. Upload the report from your most recent program assessment process. This report should list program goals, objectives and outcomes, how they were measured, and progress against those goals.**

[2013-14 outcomes assessment.docx](#)

### 40. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 29)

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**29a. Describe how the data gathered from the process described above is used to inform and drive program improvement.**

Actions based on results of the data gathered from the process described above are summarized in the HAS Program

Assessment table uploaded in 29b.

**29b. Upload the most recent program improvement action plan.**

[2013-14 outcomes assessment.docx](#)

**41. Supplemental Information for Electronic Self-Study**

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**Upload supplemental information here:**

[Criterion 16 advisory board members.docx](#)

[Criterion 24 HAS 4860 preceptor evaluation.docx](#)

[Criterion 19a Teaching Methodologies.xlsx](#)

**42. AUPHA Self Study Table Upload**

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**Upload AUPHA Self Study Tables**

Self study table can be found at <http://www.aupha.org/membership/certification>

**44. Congratulations**

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**Thank you for submitting your 2015 Electronic Self-Study**