

# 2021 Undergraduate Certification Self-Study

Response ID:34 Data

## 2. ABOUT THE PROGRAM

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**University Name**

Weber State University

**School/College Name**

College of Health Professions

**Department Name**

Health Administrative Services

**Program Name**

Health Administration

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

Cory Moss DHA, MBA

**Program Leader Email**

cmoss@weber.edu

**Certification Status**

Re-Certification

**Start Date of Self-Study Year**

May 2019

## 3. Self Study Page Navigator

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

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**1a. Please enter the program's mission statement.**

It is the mission of the Health Administrative Services Department "to develop exceptional professionals and leaders for healthcare organizations".

**1b. Please enter the program's vision statement.**

Our vision is that "our graduates are the first choice of healthcare organizations."

**1c. Please enter the program's values statement.**

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

## 5. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 2)

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### 2a. Please list the program goals below (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 health administration career field, but also sensitive to the needs of students and the healthcare arena in which they serve. This mandates the need for constant curriculum monitoring and modification as deemed appropriate.

#### Goal 2: Research

To develop and support capable faculty with requisite academic and professional credentials that enhance teaching excellence, stimulate scholarly efforts and inquiry, and provide 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 their 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 Health Administration program.

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### 2b. Please the program objectives below (as distinct from student learning objectives):

Objective 1a: To develop and maintain a curriculum that provides students with the most up-to-date education of healthcare 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 interested in health administration, as well as an interest in long-term care administration, with the understanding and skills they will need to sit for and pass the State of Utah Division of Professional Licensure exam for nursing home administrators if that is their goal.

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 Health Administration 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, alumni 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 healthcare 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 healthcare 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 healthcare or moving on to a graduate education.

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

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### 2c. Please list the program outcomes below (as distinct from student learning outcomes):

#### 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 internship preceptors

#### 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 4741 will rate the program as meeting or exceeding their expectations.

#### Evaluation of student learning

- At least 75% of declared Health Administration 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

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

### 3a. Please describe the authority and responsibility of the program director:

The program director is Cory Moss, DHA. 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 Administration program. He 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 Health Administration 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 for 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 Health Administration 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.

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

**4. Describe how the program director pursues continuing professional development and how these endeavors relate to both her/his role and responsibilities as program director and to the profession of healthcare management.**

The Program Director pursues continuing professional development through membership in AUPHA, attendance at annual meetings, participation on program certification review panels, and participation in national and local networks and forums. The Program Director currently serves on the Utah State Nursing Home Licensing Board, is a former Board Member of the local ACHE Chapter, presented research at the 2018 national MGMA Conference, served on the Ethics board of local acute care hospital and is currently a University Faculty Senator for the Dumke College of Health Professions at Weber State University. The Program Director also serves on other university committees, and participated in university development programs related to online teaching and program assessment.

## **8. 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**

Cottle, Brian 4:4

Garr, Lindsay 4:4

Merkley, Heather 2:2

Millner, Ann 1:0

Moss, Cory 3:3

Palmer, Miland 2:2

Riegert, Jason 4:4

Shaw, Pat 1:1

**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.**

[Faculty\\_Work\\_Load.pdf](#)

**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.**

Faculty Work Load

No. 4-6 Rev. 03-14-06 Date 9-4-79

### **A. TEACHING LOAD**

The normal teaching load for Weber State University faculty is 24 semester hours per academic year. The credit-hour base for the teaching load is computed using the following considerations:

#### **1. Courses that Require Regularly Scheduled Instruction**

The instructor accrues the same number of credit hours of instructional load that the course generates for students taking the course.

## 2. Activity Courses and Supervision of Laboratory Experiences

Instructors accrue one-half of the time spent in class as part of the instructional load assignment.

## 3. Shared Course Responsibilities

For courses that are team taught, or for which there are components beyond the scheduled instructional times, the instructor receives credit for that component directly taught or supervised.

## 4. Directed Readings, Special Problems, Individual Studies and Research Studies

The instructor accrues one-fourth credit hour of teaching load for each student credit hour supervised. During any semester of the academic year, no more than three credit hours of teaching load may accrue in this area.

## B. TEACHING OVERLOAD

1. A regularly contracted faculty member may teach a maximum of 7 credit hours per semester up to a maximum of 12 credit hours per academic years (two semesters).

2. Uncompensated courses (directed readings, clinical supervision, internships, etc.) are exempt from the overload limit.

3. Overload teaching must be approved by the department chair and the dean. Department chairs and deans may restrict overload teaching to a level less than the maximums described in PPM 4-6, B.1. Department chairs and deans are also responsible for determining enrollment limits in courses. In instances where the department chair and dean cannot reach an agreement on enrollment limits, the decision will be referred to the provost.

4. Exceptions may be made to PPM 4-6, B. 1 and 2 for a limited time when extenuating circumstances exist. Exceptions will be considered on a case by case basis. Such exceptions must be approved in advance by the department chair and dean.

## C. OTHER PROFESSIONAL ACTIVITIES

In addition to the normal 24-semester hours of teaching, faculty members are expected to assume other professional responsibilities such as advising students, maintaining office hours, performing public service, engaging in research and other scholarly activities and serving on committees. At the discretion of the departments and colleges, teaching time may be reassigned. Reassigned activities may include specific courses (e.g., student teaching supervision), specific program requirements (e.g., nursing, graduate programs, etc.), specific tasks in faculty governance (e.g., chairing a department or program, chairing major Faculty Senate committees, directing programs initiated by the President or Provost, etc.). The amount of time to be reassigned is to be made in accordance with existing policies of the university.

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### **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)**

Evaluation of Faculty Members

website is:

[https://www.weber.edu/ppm/Policies/8-11\\_EvalFacultyMembers.html](https://www.weber.edu/ppm/Policies/8-11_EvalFacultyMembers.html)

College Tenure Document/Process

website is:

[https://apps.weber.edu/wsuiimages/facultyandstaffresources/DCHP%20Tenure%20Document\\_FS%20Approved\\_21JAN2016](https://apps.weber.edu/wsuiimages/facultyandstaffresources/DCHP%20Tenure%20Document_FS%20Approved_21JAN2016)

## 9. 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 Health Administration 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 annually this group reviews the mission, vision, goals, objectives, and competencies of the program. The group also reviews at least annually 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.

Complete the [College/University Committee worksheet](#) and then upload below.

[Self\\_Study\\_College\\_Univeristy\\_Committee\\_Worksheet\\_Criterion\\_6C.xlsx](#)

## 10. 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 for "Appointment, Promotion and Dismissal of Faculty" 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 formal 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 is 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.

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**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, MGMA 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 and are fully encouraged by the department to do so.

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**Complete the [Faculty Scholarship & Faculty Service](#) worksheets and upload below.**

[2020self\\_study\\_Faculty\\_Scholarship\\_7b.xlsx](#)

[2020Self\\_Study\\_Faculty\\_Service\\_Worksheet\\_7b\\_\(1\).xlsx](#)

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**7c. If there are additional details that you would like to provide for this criterion, please provide that below.**

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

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**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 and industry 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.

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**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 and course content to assure they meet university and department standards and to assure course 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

discusses 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 college and department training programs provided by the university in designing and managing courses in the online learning system. Adjunct faculty have access to university instructional designers and the WSUOnline support office, staff and lab.

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

Adjunct faculty are invited to department meetings, to the program's annual events, and to all student club events. At least one adjunct faculty member serves on the program advisory board committee.

**12. 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 Department is \$759,804 which includes faculty and staff salaries and benefits for the undergraduate programs in the department. One hundred percent of the budget comes from university sources. The salary portion of the undergraduate budget includes a full-time administrative assistant, and seven full-time faculty. The Health Administration program is housed in the Health Administrative Services department. In addition to operating expenses, faculty have access to a professional development fund at the college level to support research and continuing education opportunities, which is not included in the budget figures provided here. This is provided by the Dumke College of Health Professions Dean's office. Accreditation fees are also paid through the Dumke College of Health Professions Dean's office.

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

**13. 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 Interprofessional Education (IPE) 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 the IPE building, usually in close proximity to the department offices. All classrooms have computers with integrated video and audio as well as projectors, wall monitors and screens. All offices and classrooms have WiFi access. There are computer learning and testing center locations in very close proximity that are available to all faculty and students.

**14. 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 over 200 electronic databases and resources in addition to Special Collections and Archives. If the library does not have immediate



access to a resource, students may use the Interlibrary loan service and have digital content emailed to them within 48 hours but same day service is the goal. Print resources are available in 7 days. One librarian is assigned full time to the Dumke College of Health Professions and is available to assist Health Administration faculty and students with research needs. Among other services, that librarian will design customized research guides, video tutorials, and subject specific instruction sessions for individual courses as requested by faculty. Distance students may meet with the librarian virtually over Zoom or Google Hangouts upon request.

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

There are hundreds of desktop computers spread out over the entire Weber State University campus and satellite campus network locations. Student Affairs Technology manages WSU's open student computer lab locations. 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 onsite IT personnel that assist faculty in managing the technology in classroom and office spaces. 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.

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**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. Additionally, as a resource for faculty, The Teaching & Learning Forum supports faculty to increase their own skills and teaching development. The Teaching and Learning Forum was created in 1992 and offers educational retreats, workshops, collaborative projects, and other initiatives in support of faculty development. Activities are directed by the Teaching, Learning, and Assessment (TLA) Committee, a standing committee of the Faculty Senate, and the appointed coordinator who also serves as chair of the TLA Committee.

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 services 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.

**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 Health Administration 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 Health Administration courses as part of their programs. Health Administration students have prerequisite and elective courses from the Health Sciences department. The Health Administration program also has a strong linkage with the Health Promotion and Human Performance department in the Moyes College of Education. Students in the HPHP degree track use courses from either department to fulfill requirements for an emphasis in health promotion in the College of Education. As described elsewhere, the Health Administration program 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. Additionally the Health Administration program is one of several University programs and departments that participate in the Bachelors of Integrated Studies degree where students choose three different degree emphases and complete coursework in those three departments, thus completing an integrated studies degree.

**11e. If the program offers courses online or in a distance format, describe the technologies used to deliver course material. 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. Additional resources for both students and faculty include the office of WSUOnline, a comprehensive department of instructional designers, IT and CANVAS Help Desk personnel and support staff to ensure faculty and students are supported when using CANVAS.

**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. The WSUOnline department 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, Health Administration 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 support materials through the library.

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

Upload supplemental information here:

**16. 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 be accepted by the University and possess a minimum 2.75 GPA in order to be accepted 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 Health Administration program. Currently there are 4 full time faculty advisors in the program and all have 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 the Health Administration 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. Prior to applying, students frequently meet with the College advising office and department faculty advisors to know and understand the minimum GPA and other application requirements. Almost all applicants understand these requirements and are qualified for admission at the time of application. Meeting the graduation requirements of a college-based professional program usually ensures that applicants meet the minimum admission standards of the Program and are admitted at application.

o Students declare their major as part of the formal application process when they apply to the program. Upon completion of the application process by the academic faculty advisor, they are recognized as fully accepted majors in Health 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 HAS Programs 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.

220 students were enrolled in the programs during the self study year, 6 of those were declared as LTC students. Students are not designated as full or part time. There were 17 students that declared health administration as a minor during this self-study year.

144 students are female and 76 are male. 69 students graduated during the self study year.

**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 information meetings for students interested in programs within the Dumke College of Health Professions. The representative faculty from our department make themselves available to attendees to answer questions about our program. Additionally the college advising office teaches "Intro to Healthcare" courses and invites department faculty to come and guest lecture and introduce students to our degree. The University also sponsors an annual recruiting event called Major Fest. Local high schools bring potential applicants to this event which is

normally held in the main ballroom of the Student Union. The Department sponsors an information table at this event. The university website also contains information about admission to the university and its programs.

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

[HAS\\_Info\\_sheet\\_UPDATE\\_2020\\_PDF.pdf](#)

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

URL1 : <https://www.weber.edu/HAS/default.html>

URL2 : <https://www.weber.edu/HAS/has.html>

URL3 : <https://weber.edu/admissions/>

## 17. 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.**

Prior to students officially entering the program they often meet with a representative of the Dumke College of Health Professions Admissions and Advisement office as a part of their decision process and inquiry of the Health Administration degree options. Program faculty are always available to help all students but the college advising office is fully staffed, is located in a visible, central location and has interactions with the majority of college students. At the time of application to the program students are assigned to a faculty advisor. The advisor is a full time member of the Health Administration faculty who will establish a degree major contract with the student and advise her/him throughout the program. Faculty reach out to students at least annually for academic advisement. 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.

## 18. STUDENT SUPPORT SYSTEMS (Criterion 14)

**14. Describe the peer networks and methods used by the program to facilitate communication among peers. [Examples of peer networks include social media networks (Facebook, LinkedIn, etc.), student organization/club activities and/or other opportunities.] List and describe any student professional organizations or clubs. Please include a student participation rate in each of these activities.**

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 board committee serves the Program. The makeup of the committee reflects a broad representation from the healthcare field and specifically includes alumni that represent high level management in local healthcare organizations. The committee meets as appropriate to facilitate dialogue between the Program and healthcare 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, physician clinics and healthcare 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 club organization titled 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 FHLA club is student led and a faculty member from the Department serves as the faculty advisor. FHLA primary activities include sponsorship of student and alumni networking events in the Fall/Spring semesters and golf tournament in the Spring semester. Alumni and local practitioners participate in both events. These activities provide an opportunity for students and alumni to engage practitioners and one another in a social setting, providing one on one opportunities to broaden the students network. The student participation rate for club sponsored activities is about 35%. That level of participation has historically remained consistent and is in line with our student demographic. Health Administration courses are taught mostly in the afternoons and evenings and courses are taught Mondays-Thursdays, so increasing that level of participation is a consistent goal and would be fantastic, however these events and peer activities often conflict with scheduled classes. Most of the Health Administration students work full time and attend courses full time and college and personal commitments affect student participation rates at these events.

## 19. STUDENT SUPPORT SYSTEMS (Criterion 15)

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

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

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.

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

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### 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 Health Administration program has an advisory board that includes system and 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 centered on program content, ideas and opportunities for program improvement and student career development. Student officers of the Future Health Leaders Association are invited to the meetings and participate as representatives of their peers.

Health Administration Undergraduate Program Advisory Committee 2019-2020

Professor Brian Cottle - HAS Program Faculty

Chad Herrick - Administrator at Stonehenge Rehab

Dr Cory Moss - HAS Program Director

Colin Sperry - Alumnus, Grad Student at Rush University

Dr Darcy Carter - HAS Department Chair

Jamison Robinett - Assistant Administrator St. Marks Hospital, Alumnus

Mario Cuartas - Associate Director Banner Health, Alumnus

Justin Oram - Regional Vice President Skagit Health, Alumnus

Skyler Di Stefano - Regional Director Spectrum Retirement, Alumnus

Bonnie Ganther - Manager of Provider Communications University Hospital  
Brandon Cassel - Administrator Tanner Clinic  
Elly Fuertsch - Manager Patient Experience Intermountain Layton Hospital and Clinics  
Professor Jason Riegert - HAS Program Faculty  
Dr Lindsay Garr - HAS Program Faculty  
Stockton Larsen - FHLA Club President, HAS current student  
Tracy Bertagnole - COO Ogden Regional Medical Center

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

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### 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 Ogden Civic Action network Health Subcommittee.
- o A faculty member is serves on the Utah Health Facility Administrators Board for the Division and Occupational Professional Licensing. This organization serves as the oversight, ethics and regulatory committee board for nursing home licensing in the state of Utah.
- o Program faculty consult with the Utah Health Care Association (long-term care) in review of state licensure requirements.
- o Program faculty consult with the Utah Association for Homecare and work with alumni that are leaders in this industry.
- o Program faculty are members of both the Medical Group Management Association and ACHE chapters.
- o An adjunct faculty member serves as the President of the Utah Medical Group Management Association.
- o A faculty member is on the committee of the Utah Health Information Network.
- o A faculty member is on the committee of the Utah Health Information Management Association.
- o A faculty member is on the Weber-Morgan County Board of Health.
- o A faculty member serves on the Weber-Morgan County Safe Kids Coalition.
- o A faculty member serves on the Northern Utah Area Health Education Center Program advisory board
- o A faculty member is a current volunteer for the Utah Department of Health COVID Hotline
- 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 healthcare 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.

## 22. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 18)

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### 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.

Events are held each year for the purpose of networking among alumni, community practitioners, and current students. These events have included banquet dinners, speaking engagements, networking events with alumni and students and golf

tournaments. Each May a golf tournament is cosponsored by the Health Administration program and the Utah Healthcare Executives which is the Utah affiliate of the American College of Healthcare Executives. Events are planned and executed by current senior students, the FHCLA Club Presidency, and students in the Health Administration program with guidance from the program director and faculty. Most of the preceptors for student internships are alumni of the Health Administration and/or MHA programs at Weber State University. During the self-study year almost half (42%) of the Health Administration Internship Preceptors were alumni of Weber State University. Alumni are also in the majority on the Advisory Board for the program. The Health Administration department is assertive in communicating frequently with alumni through email and social media and maintains regular and consistent contact with alumni as much as possible. Alumni are contacted at least twice annually to specifically inquire if they are interested and capable of accepting an intern in the upcoming semesters. This contact to alumni is a regular step in the process of finding and securing internship site locations by the instructor each semester.

## 23. CURRICULUM AND TEACHING (Criterion 19)

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**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. Guest lecturers and invited industry executives are a critical part of the success of this program. Faculty regularly invite and video record presentations from guests to address current issues and key topics regarding specific course content and to add timely discussions and learning which may not otherwise be covered through course texts and research. Student teams and groups are utilized in many courses to solidify learning and peer to peer feedback. This classroom learning practice replicates what students will encounter in industry and provides greater depth in unity and problem solving skills while students master class learning objectives. Service learning is included in some courses by way of specific assignments and is highlighted in the Seminar and Internship/Practicum courses. Faculty are trained on these teaching methodologies and other high impact educational practices. A reference indicating this training and implementation by all departmental faculty is included in the supplemental section of the program assessment process covered in Criterion section 27, as well as the Weber State University High Impact Educational Strategies website here:

<https://weber.edu/weberthrives/HIEE.html>

All department faculty adopt these teaching approaches and styles and these techniques are discussed annually for assessment and improvement.

During the self-study year 2019-2020, faculty invited 32 guest speakers and lecturers to enhance and emphasize specific course and industry content and a third of those guests were alumni of the program currently working in healthcare management.

**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 University 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 or distance 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 campus 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 and must complete those courses prior to being accepted into our program. 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 Health Administration program all of them have already completed courses where the CANVAS online learning system was in use in their prior general education and other courses. In addition, Health Administration faculty provide links within their online sections to online tutorials and to tech support staff, including resources with the WSUOnline department.

**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. Due dates and some activities may be slightly adjusted for online and distance students to better accommodate them as they work together in off-campus settings and to enhance their interactions with classmates.

**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 all faculty and students. Each college has a resource person assigned and available for those students and WSUOnline support personnel are available by phone to assist students immediately on live phone calls during posted hours. In addition WSUOnline regularly provides classroom sessions, supervised learning labs, and online tutorials to all faculty and students regarding more effective use of online learning resources and the use of new teaching and learning capabilities. As mentioned above in 19g, 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.



## 24. CURRICULUM AND TEACHING (Criterion 20)

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### 20a. 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.

Since our mission is to develop exceptional professionals and leaders for healthcare organizations, our faculty, advisory board, students and industry executives have helped create and affirm these are core skills and competencies for early careerists to adequately enter the field and be successful at that stage of healthcare administration. This set of competencies allows students to enter the many sectors and areas of healthcare including hospital, physician group and senior care management.

### 20b. Describe how the program's competencies were developed and how they are reviewed and revised.

The competencies are based on the ACHE Healthcare Executive Competencies Assessment Tool. 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 revised if necessary based on input from the Health Administration Advisory Board as

needed.

Complete the [Course Competencies worksheet](#) to demonstrate how your program's competencies map to the curriculum and then upload below.

[2020Self\\_Study\\_Course\\_Competencies\\_Worksheet\\_20b.xlsx](#)

## 25. CURRICULUM AND TEACHING (Criterion 21)

**21. 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\\_3010.docx](#)  
[HAS\\_3020.docx](#)  
[HAS\\_3150.docx](#)  
[HAS\\_3230.docx](#)  
[HAS\\_3240.docx](#)  
[HAS\\_3260.docx](#)  
[HAS\\_3750.docx](#)  
[HAS\\_3000.docx](#)  
[HAS\\_4400.docx](#)  
[HAS\\_4741.docx](#)

**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.docx](#)  
[HIM\\_2330.pdf](#)  
[HIM\\_3000.pdf](#)  
[HIM\\_3200.pdf](#)  
[HIM\\_3300.pdf](#)  
[HAS\\_3190.docx](#)  
[HAS\\_4160.docx](#)  
[HAS\\_4410.docx](#)  
[HAS\\_4420.docx](#)  
[HAS\\_4520.docx](#)

**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\\_4525.doc](#)  
[HAS\\_4620.docx](#)  
[HAS\\_4800.docx](#)  
[HIM\\_3550.pdf](#)  
[HIM\\_3610.pdf](#)  
[HAS\\_4320.docx](#)

## 26. CURRICULUM AND TEACHING (Criterion 22)

**22a. Complete the [Course Content worksheet](#) to demonstrate how your curriculum covers the required content areas and then upload below.**

[2020Self\\_Study\\_Course\\_Content\\_Worksheet.xlsx](#)

**22b. Please provide any additional narrative you feel would inform the review team about how the required content is**

covered in the curriculum.

## 27. EXPERIENTIAL AND APPLIED LEARNING (Criterion 23)

**23a. Describe how the program uses the internship/applied learning experience to meet the goals and objectives of the program.**

The program uses the internship experience 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, within the 200 hour time frame. Interns work with their preceptor and instructor to establish internship outcome goals and design projects for the internship, that provide both student learning opportunities in a hands-on environment, as well as real industry application and applied skill management for the organization. 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 students have developed. Evaluation of intern performance is related to completion of the pre-established goals and to demonstration of the 12 competencies of the Health Administration program. Preceptor evaluations and feedback are used in measuring both the level of student learning and the accomplishments of the program.

**23b. Describe how the internship/applied learning experience 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 up to and prior to the internship, and give them an opportunity to demonstrate their competency level. Additionally, that timing and sequencing of the course allows students to network, gain professional experience and prepare for the transition from classroom to industry. Course evaluation data and feedback from both students and preceptors have confirmed this is the best time and sequencing of the internship class within the health administration degree requirements.

**23c. If the internship/applied learning experience 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.

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

**24a. Describe how internship sites are identified and selected.**

The large majority of internship sites have a long relationship with the Weber State University Health Administration program and the Career Services Office. 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 and approved University affiliation agreements are required for all internship sites. Potential sites are evaluated based on their ability to provide the breadth and depth of experience described in the syllabus for HAS 4860. The Career Services Office uses various apps and social media outlets to solicit and offer internship information to students. Students often use the "handshake" app to identify potential internship locations and opportunities, as well as solicit advice and contacts from their faculty academic advisor. The University, College and HAS Department have longstanding existing affiliation agreements with all the major health systems locally and regionally. Efforts to secure these agreements are performed by both the College and Health Administration Department.

**24b. 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 competencies of the Health Administration program. Prior to securing the internship, all students

meet with the prospective preceptor and discuss which competencies and learning objectives they would like to focus on, and how the preceptor will assist the student in accomplishing those.

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**24c. 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 course progress reports. The instructor specifically communicates by phone/and or email with each preceptor approximately halfway through the internship hours to ensure preceptor and student are both having a good experience and progressing towards the stated goals. Successes and concerns are often discussed and that time and necessary support and correction are rendered to ensure both preceptor and student arrive at the internship goals.

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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**24d. 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 includes comments on completion of the students internship goals and also rates the level of demonstration of the Health Administration program competencies that were established and chosen by the student for their internship. Additionally preceptors are asked to recommend a final grade for the student.

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**24e. Describe the faculty role in internship supervision.**

A full time faculty member is assigned as instructor for the internship course. 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 prior to or at the start of the internship. Preparation for the internship between instructor and student almost always happens months ahead of time, prior to the student beginning the semester. The instructor keeps and maintains a current list of students who will be approaching the internship the following semester and assists students in planning, preparing for, and securing a site location.

During the internship, the instructor provides feedback on time sheets and progress reports and responds to questions or comments from either the student or 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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**24f. 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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**1. 24g. Describe the evaluation process used to make determination of waiver or reduction of this requirement if a student presents a compelling case for not completely participating in the internship.**

All students must complete the internship experience. The Health Administration program does not allow students to avoid, or not complete the internship. However, during the self-study year students did experience significant and permanent interruption of internships due to the pandemic and internship site locations removed students in the middle of their internship hours during the semester. Accommodations were made by the department and instructor, in conjunction with Weber State

University approved COVID Safety Measures, to assist all students in completing their internships either remotely or at a later time.

If students need a waiver or reduction of the normal internship requirements, they would follow the regular policy in place with the office of the Dean of Students and the instructor and Health Administration Department would follow the proper recommendations in place in accordance with University policy.

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

### **25a. 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 internship field experience, students participate in many assignments in other courses that include substantial integrative experiences. Below are some examples;

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, or against, recent legislation. 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. During the self-study year four different legislative, high-ranking personnel from the state of Utah interacted with students regarding Utah's Medicaid expansion, legalizing marijuana, legislation affecting physicians and patient care, and the state's healthcare budget. This course 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 healthcare 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.

In HAS 3230 Health Communication students are required to interview a local healthcare supervisor that manages at least one employee. With this supervisor students discuss the organizations Policies and Procedures regarding communication with others. Students learn how industry managers are trained to communicate effectively with subordinates regarding employee evaluations, discipline, progressive and disciplinary action. They ask the supervisor their communication success and failures regarding employee motivation, maintaining self-control and employee relations. This is an incredibly effective integrative activity that presents real skills and experiences to students in an industry setting during their first semester in the program.

In HAS 3240 HR in Healthcare students select one job in healthcare they will review for three consecutive assignments. For the first assignment students conduct a "job analysis" with the individual holding that job and meet together, ask questions, they ask them about their job, their duties, what major activities they perform on a regular basis and what they found to be most interesting about the job duties/title. For the second assignment students match up the content of what they learned in their first assignment job analysis interview with the actual job description of that position, and discuss and learn with the interviewee how those two things may be similar, or how they differ, and the potential problems those can cause from an HR perspective. In the third assignment students assess and analyze the performance evaluation and appraisal of that job description. Students learn as to whether or not these are effective tools to manage and develop employees.

In HAS 3020 Healthcare Marketing students work with an organization in developing and creating a legitimate, real market plan and strategy for that specific organization. Students use real data and interact with an organization employee or representative to develop ideas and legitimate strategies for a process that can potentially really work.

In Senior Seminar, HAS 4741, students complete and discuss exercises in values clarification and personal career planning.

As part of the course, faculty provide review for each of the required courses in the Health Administration program. Weekly, industry executives and alumni are guest lecturers and present to class students several different opportunities of mock job interviewing, resume prep and review, instruction on transition from classroom to industry and provide integrative activities with students as a group and individually.

Additionally, the program and department have developed integrative activities including an annual case competition for students, FHLA Club sponsored networking events for alumni/student mentoring, resume review and job interview preparation. These activities allow students to meet with alumni and industry personnel on a one to one basis.

**25b. 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 practicum experience (HAS 4860) where a final report summarizing their internship experiences is required.

### **30. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 26)**

**26a. 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 as they relate to the specific Health Administration competencies developed during that specific 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 specific course objective and learning outcomes. Some of the program measures are included below as examples;

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

At least 80% of student interns will receive a recommended grade of at least an (A-) from their preceptors

At least 90% of seniors in HAS 4741 will earn a passing grade (C or better) in this course.

In addition to internship preceptor assessments, student course evaluations and actual students grades, faculty utilize our departmental "Evidence of Learning and Student Outcomes" Assessments that have been adopted and implemented by all faculty. These assessments for each course are completed by faculty every other year and allow a snapshot of student success and learning competencies for those courses annually. The evidence of learning and student outcomes process is reviewed annually by the Program Director and data from these assessments is shared with the program Advisory Board. When measures fall short, or even exceed the minimum standards and benchmarks, adjustments are made accordingly by faculty. An example of Evidence and Learning and Student Outcomes data for some courses reviewed in 2019-2020 can be found in the Supplemental Information Section at the end of this report,

Certainly there is overlap between the outcomes used to measure student learning and those used to measure program effectiveness. These data are presented in Criterion 27 and Criterion 28.

**26b. Provide a brief description of student outcomes for the last 3 years. Where possible, show trends of outcomes over time.**

One of the most important outcomes is actual student graduation. Although our overall student enrollment numbers has decreased a bit in the last three years, the numbers of actual graduates has increased. That shows overall better student performance, instruction and career development by both the student and Health Administration faculty and department.

There are three key time frames of learning and student performance in the Health Administration program; the beginning, upon entry to the program, right after the students first year in the program and at the very end of the program just prior to graduation. All courses in the program are important and essential, yet student outcomes in courses corresponding to these

time frames really indicate how well students are progressing and learning in their Health Administration degree progress.

Two courses students take at the beginning of the Health Administration program are HAS 3000 and HAS 3020. Over the last three years, based on actual grades and the evidence of learning and student outcomes data assessments, student learning outcomes of the measured competencies in these two courses have improved dramatically. One of the key measures in HAS 3000 is a comprehensive research paper that students are required to complete as an assignment. In 2016-2017 academic year 87% of students measured earned the minimal learning threshold set by the instructor, and in 2019-2020 year that same learning outcomes stat increased to 99% of students meeting that threshold. During those three years the instructor consistently reviewed those goals and outcomes and added additional course materials and teachings, as well as writing and research resources for students, to improve their performance and learning. In HAS 3020 two particular learning outcomes centered on marketing planning, market segmentation and target marketing fell well below the minimum thresholds set by the instructor, indicating only 78% of students successfully met that competency. In the 2019-2020 self-study year, those same measured competencies and student learning outcomes, as reported in the evidence and learning report, showed more than 95% of students met that minimum threshold. In each of the last three years that instructor has reviewed these measures, adjusted instruction and included content and resources for students, and has successfully improved and increased student learning in these measured competencies.

In the second year students take courses HAS 4320 and HIM 3200. Over the last three years, based on actual grades and the evidence of learning and student outcomes data assessments, student learning outcomes of the measured competencies in these two courses have improved. In HAS 4320 three key competencies measured are focused on the students ability to describe and apply the role of US Health Policy and Process, concepts of health economics, and the ability compare and contract the US Health System to another country. In 2016-2017 academic year, only 72% of students that year met the minimum threshold set by the instructor. During the self-study year, more than 93% of students met that learning outcome threshold. During the last three years the instructor improved course instruction to better prepare students for these assignments and quizzes, and ensured expectations were clearly stated and resources were made available. In HIM 3200 two learning outcomes focused on students ability to apply epidemiological and statistical methods and community issues related to epidemiology are essential to students success and learning in this class. In 2016-2017 these learning outcomes were met by more than 80% of students and minimum thresholds were accomplished. But to illustrate student improvement in learning and improved instruction over time, during the self-study year of 2019-2020, more than 98.6% of students met those same thresholds. This is a significant increase over the last three years and demonstrates student learning outcomes improvement, as well as improved instruction.

In the last semester of the Health Administration program, students take HAS 4741 and HAS 4860. These two courses are the end-result courses that incorporate classroom learning and hands on application in healthcare management. The learning outcomes over the last three years have been fairly consistent in these two courses, but the content, the approach, quality of instruction and the interaction with industry professionals and alumni have dramatically increased over time. During the last three years students have been much more prepared for their internship experience much earlier in their degree and program experience. Academic advising has improved and with advising efforts reaching out to students at least annually, and talking to them about career advancement and goals, this has allowed students to network, make contacts, plan for their internship and choose an internship site location much sooner than was previously happening. Over the last three years many more guest speakers and guest lecturers are involved in the HAS 4741 course and this allows students to meet one on one with alumni and industry execs to practice interviewing, brush up on their resumes, and to do Q&A sessions with these leaders in planning for the conclusion of their degree. These improvements have ensured more than 95% of students receive (A) grades in these courses and exceed those minimum thresholds set be the instructors.

**26c. 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 internship preceptor evaluations are reviewed each semester and part of the agenda for the annual advisory board meeting. Actions based on these reviews are included in our annual on-going program strategic initiatives plan and are focused on regularly for timely action and correction if necessary.

## 31. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 27)

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### **27a. 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 and provide evaluation and feedback regularly throughout the year.

### **27b. 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, course content improvements) 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.

### **27c. 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 and immediately made available to the department and faculty. These evaluations are used by the department chair and program director to evaluate faculty and program performance. Students complete course evaluations and this information is reviewed and used to improve program content as necessary. This information obtained through these evaluations is reviewed at least annually and can be used to improve content and instruction immediately if needed.

During the internship hours, practitioners provide feedback to the instructor and any information that may improve or augment the internship experience is shared with students immediately. Additionally preceptors complete a performance evaluation at the end of each internship. Some examples and feedback results are presented in outcome area Fb., on page 19 of the annual Program Assessment Report table uploaded in 27d.

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

### **27d. 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.**

[Annual\\_Assessment\\_Report\\_HAS\\_LTC\\_2019-2020.docx](#)

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

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### **28a. Describe how the data gathered from the processes described in Criteria 26 and 27 are used to inform and drive program improvement.**

Actions based on results of the data gathered from the process described above are summarized in the Health Administration program Improvement Action Plan uploaded in 28c.

Our program and department have an existing, on-going strategic/improvement action plan addressing various strategic initiatives identified by our department faculty and advisory board. Each action initiative has a faculty leader and committees and assignments are made to carry out those strategic action plans in a timely manner. Each initiative is a separate strategy to improve identified areas of improvement and the faculty and committees have adequate authority to develop and plan for improvement. The final actions and plans are presented to the program director or department chair for approval and implementation.

### **28b. Describe programmatic changes made since the last AUPHA certification process and the impetus for these changes. (For programs undergoing certification for the first time, please list changes over the past three years.)**



The previous Long-Term Care degree was discontinued as a degree offered in our department. Student enrollment in that degree was historically very small. After discussion with advisory board members in the LTC community, and alumni of that degree, it was decided to discontinue that degree based on their recommendations. According to suggestions and comments from experts in the industry, the existing Health Administration degree and its curriculum, with the LTC electives that remain in the program, will be sufficient for students to continue to pursue that area of healthcare.

HAS 4520 course will be expanded to a 3-credit, full semester course. This curriculum change and course expansion started in the 2019/2020 academic year and will potentially be approved in spring of 2021.

HAS 4525 course will be expanded to a 3-credit, full semester course. This curriculum change and course expansion started in the 2019/2020 academic year and will potentially be approved in spring of 2021. This course will also have a name change to "Post Acute Care".

**28c. Upload the most recent program improvement action plan.**

[Program\\_Improvement\\_Action\\_Plan.pdf](#)

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

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**Upload supplemental information here:**

[Student\\_Data\\_HAS\\_PDF\\_Criterion\\_12b..pdf](#)

[26a.\\_Example\\_of\\_Evidence\\_of\\_Learning\\_and\\_Student\\_Outcomes\\_Assessments.docx](#)

**35. Congratulations**

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**Thank you for submitting your 2020 Self-Study**