

Weber State University
CAHME Fall 2022 Site Visit
Preliminary Report

Program Overview/Description

Provide a general overview of the Program and its organizational setting. Relevant information would include the degree offered, the setting of the program within the university, program history, the types of students served, and other information that distinguishes the program and would be of relevance for the accreditation team. While CAHME realizes that much of this information will also be included later in the self-study, a general introduction at the beginning of the self study will serve to orient the site visit team and facilitate their work.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Progress since previous site visit

List the criteria related recommendations from the last site visit report and provide a brief description of the actions taken to address these. A similar discussion of the consultative recommendations is not required.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement A

The University will have established healthcare management as a major course of study leading to a master's degree. Establishment of the Program will have been approved by the appropriate University governing body.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement B

Programs will be a part of an institution of higher learning which has achieved regional accreditation or equivalent recognition.

INTERPRETATION

In the United States the institution will be an accredited member of one of the six regional accrediting associations recognized by the US Department of Education. In Canada, the institution will hold provisional or ordinary membership in the Association of Universities and Colleges of Canada. Globally, programs should be in an institution that is accredited by the governmental entity or national accrediting organizations.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement C

If the Program is in a specialized graduate school or schools (such as a medical school, school of public health, or school of business administration) within the University, the school(s) must be accredited by the appropriate recognized specialized accrediting agency (agencies). In the absence of such accreditation(s), a determination will be made by CAHME as to the extent to which lack of specialized accreditation is detrimental to the quality of the Program.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement D

The applicant Program in healthcare management will have graduated at least one class.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement E

The Program will ensure that facilities, equipment, and supplies are sufficient to support Program quality and achieve the Program's mission, goals and objectives. This will include:

- A. Library and/or access to information resources
- B. Computing technology and the appropriate management software
- C. Classroom and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / Program delivery

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement F

There will be no discrimination on the basis of gender, age, creed, race, ethnicity, disability or sexual orientation in any aspect of the Program's activities. The Program will be in full compliance with relevant laws and University policy regarding equal opportunity requirements. Nothing herein will be construed to prevent a University from having a religious affiliation and purpose and adopting policies of admission and employment that directly relate to such affiliation and purpose so long as notice of such policies has been provided to applicants, students, faculty, and employees.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement G

The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for Program evaluation and improvement.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement H

The Program will be subject to a defined policy on academic freedom and academic standards. Faculty in the Program will be aware of Program/University faculty grievance procedures.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement I

University policies will provide time and support for faculty development, research and/or scholarship, and service consistent with the mission of the University.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Requirement J

Faculty evaluation will be equitable and fair and faculty responsibilities will be consistent with University policies.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

I.A.1

The Program will have statements of mission, vision, and values that guide the Program's design, evaluation and quality improvement initiatives, and strategic intent and/or market focus.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

I.A.2

The Program will establish goals, objectives and performance outcomes that are aligned with the Program's mission, vision and values and are action-based, observable, and measurable.

Self Ratings

Not Met

Accreditor Ratings

Partially Met

Accreditor Report

Criterion-related Assessment:

The Program has developed goals, objectives, and performance outcomes that are aligned with the Program's mission, vision, and values; however, it was not apparent that there is a continuation evaluation of those goals, objectives, and performance outcomes.

The Program has not adequately demonstrated through the evidence in the self-study report, nor was the team able to determine through in-depth discussions with Program stakeholders, that various constituents of the Program are involved in establishing the goals, objectives, and performance outcomes based on its mission, vision, and values. The Program has not provided evidence that it has clearly identified strengths and/or problems related to the evaluation process of the Program and curriculum enhancement.

Criterion-related Recommendation:

The Program must demonstrate a continuous evaluation process and ensure that various constituents of the Program are involved in establishing goals, objectives, and performance outcomes. Furthermore, the Program must provide evidence of assessing the Program's evaluation process to include highlights of strengths and/or problems and suggestions of desired changes for continuous improvement.

Consultative Recommendation: While the Program has developed goals, objectives, and performance outcomes, it should consider utilizing "stretch goals" in its strategic plan.

I.A.3

The Program will monitor changes in the health sector, the University environment, and management theory and practice and adjust its mission, goals, objectives and competency model as necessary.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

I.B.1

The Program will have sufficient financial support, stability, and administrative support to ensure that its mission, goals and objectives can be achieved.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

I.B.2

Program leadership will have sufficient authority and autonomy to develop and guide the Program.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

I.B.3

Program and University leadership will ensure that supportive resources are available to all Program faculty and are appropriate for individual faculty workload to support positive student educational outcomes.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

I.B.4

The Program will support and enable all students to draw broadly on academic resources available throughout the University.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

II.A.1

The Program will make publicly available complete and accurate information regarding its mission; application process; the competencies that form the basis for its curriculum; the content and sequence of its curriculum; teaching, learning and assessment methods; outcomes measures including degree retention and employment rates; and differences among accredited degree offerings.

Self Ratings

Not Met

Accreditor Ratings

Partially Met

Accreditor Report

Criterion-related Assessment:

The Program has made a majority of the required information outlined in this criterion public, on its website.

There is no evidence that the Program has made its teaching, learning, and assessment methods publicly available.

Criterion-related Recommendation:

The Program must make teaching, learning, and assessment methods publicly available.

II.A.2

The Program will have recruiting practices and well-defined admission criteria designed to recruit and admit qualified students and to pursue a diverse student population as reflected in the Program's mission-defined market.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

II.A.3

The Program will ensure that all students are provided access to academic advising, career counseling, and other support services and that these services are evaluated regularly as a part of the Program's continuous improvement.

Self Ratings

Not Met

Accreditor Ratings

Partially Met

Accreditor Report

Criterion-related Assessment:

The Program ensures that all students are provided access to academic advising, career counseling, and other support services such as mental health counseling, financial advising, information technology support, tutoring services, writing center, etc.

There is no evidence from the self-study documents or in discussions with the program director and faculty, to indicate that the Program evaluates academic advising, career counseling, and other support services on a regular basis, as part of the Program's continuous improvement.

Criterion-related Recommendation:

The program must evaluate support services regularly as part of continuous improvement and use the outcome data for program improvement.

II.A.4

The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Consultative Recommendation: While the Program involves students, alumni, and practitioners in appropriate areas of program decision-making and evaluation, the Program should develop formal mechanisms to ensure that each stakeholder is provided feedback on how their input has driven programmatic changes and improvement in program curriculum.

II.A.5

The Program will ensure that graduates' career preparedness is monitored, documented and used for continuous improvement.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.A.1

The Program will adopt a set of competencies that aligns with the Program's mission and types of jobs graduates enter. The Program will use these competencies as the basis of its curriculum, course content, learning objectives, and teaching and assessment methods.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Strength: The Program has developed moderated competency discussions, in collaboration with local industry leaders, allowing students to glean additional insight and understanding from subject-matter experts in the field of healthcare management. During discussions with the students, it was evident that students appreciate the opportunity to hear from industry leaders about how the competency model is relevant to their careers.

III.A.2

The Program curriculum will facilitate development of a depth and breadth of knowledge of the health-sector and healthcare management, aligned with the Program's mission and competency model.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.A.3

The Program curriculum will facilitate development of students' competencies in communications and interpersonal effectiveness.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.A.4

The Program curriculum will facilitate development of students' competencies in critical thinking, analysis, and problem solving.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.A.5

The Program curriculum will facilitate development of students' competencies in management and leadership.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.A.6

The Program curriculum will facilitate development of students' competencies in professionalism, ethics, and transparency.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.B.1

The Program will incorporate teaching and learning methods driven by adult learning principles. The teaching and learning methods will be based on higher education taxonomic levels appropriate to graduate education.

Self Ratings

Not Met

Accreditor Ratings

Partially Met

Accreditor Report

Criterion-related Assessment:

The Program incorporates a range of teaching and learning methods driven by adult learning principles.

The Site Visit Team was not able to determine from the evidence presented - either in the self-study documents or through discussions with Program leadership and faculty - that there is a formal method of assessment or evaluation to determine if there is an appropriate balance between higher- versus lower-level teaching and learning methods that exist across the Program's curriculum that are appropriate to the course objectives, competencies, and learning outcomes.

Criterion-related Recommendation:

The Program must develop a formal method to evaluate and assess the balance between higher- versus lower-level teaching and learning methods across the curriculum and ensure learning methods are consistent with higher education taxonomic levels appropriate to graduate education.

III.B.2

The Program will provide, throughout the curriculum, opportunities for students to participate in team-based activities.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.B.3

The Program will provide experiences for students to gain an understanding of, and to interact with, a variety of healthcare professionals and organizations.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Strength: Through discussions with faculty, alumni, advisory board, and current students, it was apparent that the Program has developed a robust network of healthcare professionals and organizations to provide students with appropriate exposure and opportunities across the continuum of healthcare.

III.B.4

The Program curriculum will include integrative experiences, including field-based applications that require students to draw upon, apply and synthesize knowledge and skills covered throughout the Program of study.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.C.1

The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.

Self Ratings

Not Met

Accreditor Ratings

Partially Met

Accreditor Report

Criterion-related Assessment:

After a review of the evidence provided in the self study and in discussions with faculty, it was apparent that the Program incorporated a range of assessment methods driven by adult learning principles.

The Site Visit Team was not able to determine from the evidence presented - either in the self-study documents or through discussions with Program leadership and faculty - that there is a formal method of assessment or evaluation of the appropriate balance between higher- versus lower-level assessment methods that exist across the Program's curriculum that appropriately align to the course objectives and competencies and reflect the rigor of graduate education.

Criterion-related Recommendation:

The Program must develop a formal method to evaluate and assess the balance between higher- versus lower-level assessment methods across the curriculum and ensure they are consistent with higher education taxonomic levels appropriate to graduate education.

III.C.2

The Program will regularly evaluate the extent to which each student attains the competencies at the level targeted by the Program, and will have a process in place for communicating that information to students.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

III.D.1

The Program will evaluate its curriculum, teaching and learning methods, assessment methods, and Program Faculty effectiveness and use the results for continuous quality improvement of the teaching and learning environment.

Self Ratings

Not Met

Accreditor Ratings

Partially Met

Accreditor Report

Criterion-related Assessment:

It was apparent, through the evidence presented in the self study and in discussions with program stakeholders, that the Program collects data to inform about curriculum, teaching and learning methods, assessment methods, and program faculty effectiveness of the teaching and learning environment.

The Site Visit Team was not able to determine, through the evidence presented in the self study and in discussions with program stakeholders, that the Program consistently demonstrates the use of results and outcomes for the continuous improvement of the teaching and learning environment.

Criterion-related Recommendation:

The Program must demonstrate the use of results and outcomes of the data for continuous quality improvement of the teaching and learning environment.

III.D.2

The Program will collect, analyze, and use the assessments of student competency attainment for continuous improvement.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Consultative Recommendation: While the Program collects, analyzes, and uses the assessments of student competency attainment for continuous improvement, it should clearly document in the minutes the topics, discussions, and actions taken to drive continuous improvement by the faculty.

IV.A.1

Program and University leadership will ensure that the complement, involvement and qualifications of Program Faculty are sufficient to accomplish the mission of the Program.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

IV.A.2

The Program will foster faculty diversity and a culture of inclusiveness in the learning environment.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

IV.A.3

The Core Program faculty will have responsibility for making recommendations regarding admission of students, specifying healthcare management competencies, evaluating student performance and awarding degrees.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

IV.A.4

Core Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

IV.B.1

Core faculty will demonstrate a record of research, scholarship and /or professional achievement appropriate to their career stage, role and responsibilities associated with the Program, and the Program's mission and goals.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

IV.B.2

The Program will ensure that there is a systematic plan for, and investment in, individual faculty research and scholarship.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

IV.C.1

The Program will ensure that there is a systematic plan for, and investment in, individual faculty pedagogical improvement.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Consultative recommendation: While the Program has plans for and invests in faculty pedagogical improvement, it should include adjunct faculty as a part of its systematic plan.

IV.C.2

The Program Faculty will demonstrate that they draw on current and relevant research and scholarship in their teaching activities.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

IV.D.1

Core Faculty will participate in health-related community and professional activities and will draw upon their experience, as appropriate, in their teaching.

Self Ratings

Not Met

Accreditor Ratings

Met

Accreditor Report

Annual Report

For candidacy programs: One year's worth of complete annual report data must be submitted in CARE by the candidacy application due date your program has chosen, either August 25 or January 15.

For Initial Accreditation programs: One year's worth of complete annual report data must be submitted in CARE at the same time as your site visit readiness checklist (12 weeks before scheduled site visit).

For Reaccreditation programs: Two years' worth of complete annual report data must be submitted in CARE including the most recent academic year.

Link to CARE: https://cahme.org/_pdlogin/

Self Ratings

Not Met

Accreditor Ratings

Not Met

Accreditor Report