

## 2. Program and Review Team Information

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### Undergraduate Review Report

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#### 1. Program Under Review

California State University, Chico

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#### 2. Review Team

Chair : Ning Lu

Chair email address : nlu@govst.edu

Reviewer : Laura Sliwinski

Reviewer : John Shiver

Observer : Shelly Gompf

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#### 3. Date of Review

08/08/2017

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## 3. Preface

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Undergraduate programs in the Association of University Programs in Health Administration (AUPHA) are engaged in the education of students at the baccalaureate level for careers in health services management. While students may come from a variety of backgrounds and disciplines, with or without experience, the purpose of baccalaureate education in health

services management is to provide the initial education for professional careers in health services management.

Full Certified Undergraduate member programs are those programs that have been certified by the AUPHA Panel Review process as meeting the stated criteria. Undergraduate programs that desire to meet these criteria are required to join AUPHA as Associate Member programs. Full Certified and Associate Members must be located in the United States or Canada.

The following criteria serve as requirements of a high quality baccalaureate program in health services management. It is the responsibility of the program to demonstrate how it meets the intent of the criteria. AUPHA recognizes that flexibility and innovation are essential to the design and development of curricula. Each program must define its mission and objectives and must, therefore, be judged within the context of that mission and defined objectives. However, it is incumbent on the program to demonstrate how its curriculum meets the intent of the AUPHA criteria.

#### 4. Eligibility

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**A. Programs in the United States must be located in a college or university accredited by a regional agency recognized by the Council for Higher Education Accreditation. Programs outside of the United States and its territories must be located in a college or university that is accredited by the appropriate accrediting body for that country.**

The Undergraduate Program in Health Services Administration (HSA) is located in the California State University, Chico (CSU-Chico) that is accredited by the Western Association of Schools and Colleges. The date of its most recent accreditation was in 2009 and was accredited for 10 years.

**B. The program must be officially approved by the governing body of its college/university and be listed in the college catalog as a course of study leading to a baccalaureate degree.**

The program is approved by the Board of Trustees of the California State University and it is listed in its catalog as a Bachelors of Health Science (BS) degree with an option in Health Services Administration (<http://catalog.csuchico.edu/viewer/home>)

**C. The program must have graduated its first cohort of students prior to the self-study year.**

CSU-Chico graduated its first cohort of 10 students with the B.S. degree in Health Services Administration in 1976 and has graduated a total of 800 students since its inception.

**D. Programs with 150 or less students enrolled (inclusion of both full-time and part-time) must have a minimum of two full-time terminally degreed faculty members whose primary appointments are in the health services management program and who hold academic rank (at the level of assistant, associate, or full professor). Programs with more than 150 students enrolled must have an additional faculty member meeting the above criteria for every 100 additional students over 150.**

There were 181 full-time and 18 part-time students pursuing the Bachelors of Science Degree in Health Services Administration during the self-study period.

The program has two full-time terminally degreed faculty members who dedicated 100% to HSA program, 3 full-time faculty with primary appointments in Health Education who teach "core" courses that are required for both HAS and health education, and 8 part-time members who teach courses in the program.

**E. All students enrolled in the program must receive not less than 25% of the instruction within the program from full-time university faculty.**

Fifty-one percent of program courses are taught by tenure or tenure-track faculty within the Department of Health & Community Services, where the program is housed.

**F. The program must require each student to complete a faculty-supervised internship of at least 120 hours.**

All students are required to complete 300 hours of a faculty-supervised internship that is 6 credits in one term. Details about

the internship are communicated to students as part of the advising process and through a mandatory advising meeting held for students who are to intern during the next semester. The internship information is available to students on the program's website.

**G. The program may not unlawfully discriminate based upon race, ethnic origin, creed, gender or disability in any of its activities and must be in full compliance with relevant laws as well as university policies regarding affirmative action and equal opportunity. Institutions with religious affiliations may adopt policies related to such affiliations provided adequate notice of such policies is given to all applicants, students, faculty, and employees.**

CSU-Chico is in compliance with relevant laws and regulations, as well as university policies. CSU-Chico does not discriminate on the basis of race, ethnic origin, creed, gender or disability in any of its policies, procedures, or activities. The University's EEO statement can be found on their website: <http://catalog.csuchico.edu/viewer/16/UNIVPOL.html>

## 5. OVERALL ELIGIBILITY DISCUSSION

### Strengths

CSU-Chico's program seeks to qualify graduates for a wide range of entry-level positions in the healthcare delivery system. The program has been a fully certified undergraduate member of the Association of University Programs in Health Administration since 2003. It has a history of consistently meeting certification eligibility criteria.

### Concerns

None

### Conclusion

Program meets all eligibility criteria

### Eligibility Conclusion

Fully meets

### Eligibility Criterion Related Recommendation(s)

### Eligibility Consultative Recommendation

No Consultative Recommendation

### Eligibility consultative recommendations(s)

## 6. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

**1. The program will have statements of mission, vision, and values that are reflected in the program's focus, structure, curriculum, faculty, and student composition.**

### Discussion

The program has well developed mission, vision, and value statements that are used to guide the program internally. However, the program does not make these statements public. The issue was discussed at the face-to-face panel review. The review team suggests these statements be accessible to students and the community the program serves. The program has committed to making the mission, vision, and value statements visible on the appropriate Chico's website.

### Strengths

None

**Conclusions**

Program meets criteria

**Criterion 1 Conclusion**

Fully meets

**Criterion 1 Criterion Related Recommendations(s)**

**Criterion 1 Consultative Recommendation**

No Consultative Recommendation

**Criterion 1 Consultative Recommendations(s)**

**7. PROGRAM STRUCTURE, FACULTY, AND RESOURCES**

**2. The Program will have established goals, objectives, and outcomes that are action-based, observable, and measurable.**

**Discussion**

Upon review of the self-study document, the Chico program has action-based goals and objectives that are designed to produce graduates for a wide-range entry level positions in healthcare delivery system.

**Strengths**

None

**Conclusions**

Program meets criteria

**Criterion 2 Conclusion**

Fully meets

**Criterion 2 Criterion Related Recommendations(s)**

**Criterion 2 Consultative Recommendation**

No Consultative Recommendation

**Criterion 2 Consultative Recommendations(s)**

**8. PROGRAM STRUCTURE, FACULTY, AND RESOURCES**

**3. The program must have a designated leader (Chair, Director, Coordinator, etc.) who is responsible for the organization, administration, continuous program review, planning, development, and general effectiveness of the program. The program director must be given adequate release time to devote to curriculum**

## **development and evaluation, counseling of students, program management and administrative duties within the institution.**

### **Discussion**

Chico Program is led by Dr. Richard A. Narad as the Program Coordinator for Health Services Administration option within the Department of Health and Community Services. The role and responsibilities of the Program Coordinator include masking recommendations regarding scheduling classes and assigning faculty, maintaining accreditation, maintaining and developing option curriculum, recruiting students into the option and advising students, which are consistent with the structure of Chico academic programs and faculty roles with administrative duties.

The Program Coordinator receives 20% reassigned time for University Service including designated program management.

### **Strengths**

None

### **Conclusions**

Program meets criteria

### **Criterion 3 Conclusion**

Fully meets

### **Criterion 3 Criterion Related Recommendations(s)**

### **Criterion 3 Consultative Recommendation**

No Consultative Recommendation

### **Criterion 3 Consultative Recommendations(s)**

## **9. PROGRAM STRUCTURE, FACULTY, AND RESOURCES**

### **4. Program Directors must demonstrate continuing professional development related to their role and responsibilities, and the healthcare management profession.**

#### **Discussion**

The Program Director is a Fellow of ACHE. His continuing professional development is generally focused on maintaining his FACHE status and California Bar requirement. He is an active member of AUPHA and attended AUPHA annual meeting regularly.

#### **Strengths**

None

#### **Conclusions**

Program meets criteria

#### **Criterion 4 Conclusion**

Fully meets

**Criterion 4 Criterion Related Recommendation(s)**

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**Criterion 4 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 4 Consultative Recommendations**

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**10. PROGRAM STRUCTURE, FACULTY, AND RESOURCES**

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**5. Teaching loads and student/faculty ratios must be consistent with the program's mission, goals and objectives as well as the college/university's standards for promotion and tenure.**

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**Discussion**

According to the Self-study, full-time faculty have a four-course per semester teaching load with release time granted for advising and other administrative activities. To provide time for the new faculty member to develop assigned courses and to begin to meet the research requirements for tenure, the teaching load is 3:3 with an additional one more course release time granted for one of the semesters during the first two years on tenure-track. The average class size was 27 with a maximum cap of 35 students.

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**Strengths**

None

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**Conclusions**

Program meets criteria

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**Criterion 5 Conclusion**

Fully meets

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**Criterion 5 Criterion Related Recommendation(s)**

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**Criterion 5 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 5 Consultative Recommendation(s)**

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**11. PROGRAM STRUCTURE, FACULTY, AND RESOURCES**

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**6. Full-time faculty must have primary roles in the governance and organization of the program including academic planning, curriculum development and review, advising, and program improvement.**

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**Discussion**

Upon review of the self-study, the program director is responsible for making recommendations regarding academic planning, curriculum change and review, and program improvement. The involvement of full-time faculty in governance and organization of the program occurs typically through meetings and serving on departmental committees.

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**Strengths**

None

**Conclusions**

Program meets criteria

**Criterion 6 Conclusion**

Fully meets

**Criterion 6 Criterion related recommendation(s)****Criterion 6 Consultative Recommendation**

No Consultative Recommendation

**Criterion 6 Consultative Recommendation(s)**

## 12. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

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### 7. Full-time employed faculty must have demonstrated scholarly and/or professional activity in health care management / administration consistent with the mission of the program and scholarship expectations of the University.

**Discussion**

According to the self-study provided in the faculty scholarship tables, one faculty had a grant and conference presentation since the last accreditation. Although the scholarly activities seem to be weak it meets the faculty performance expectations of the University.

**Strengths**

None

**Conclusions**

Program meets criteria

**Criterion 7 Conclusion**

Fully meets

**Criterion 7 Criterion Related Recommendations(s)****Criterion 7 Consultative Recommendation**

Consultative Recommendation

**Criterion 7 Consultative Recommendation(s)**

The review team encourages the program to seek scholarly or professional activities in health care management that are consistent with the mission of the program.

## 13. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

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**8. If the program uses adjunct faculty then the program must have established procedures for selection, orientation, and evaluation of practitioners and must demonstrate how it involves adjunct faculty in the academic program.**

**Discussion**

Procedure for the selection, evaluation, orientation, and integration of adjunct faculty were clearly stated. The selection of the adjunct faculty is based on a combination of academic degree (Masters or above) and applicable work experience. All adjunct faculty are current practitioners in mid to high level executive positions.

**Strengths**

None

**Conclusions**

Program meets criteria

**Criterion 8 Conclusion**

Fully meets

**Criterion 8 Criterion Related Recommendation(s)**

**Criterion 8 Consultative Recommendation**

No Consultative Recommendation

**Criterion 8 Consultative Recommendation(s)**

**14. PROGRAM STRUCTURE, FACULTY, AND RESOURCES**

**9. Given the mission & goals of the program, the program must demonstrate the adequacy of the financial base.**

**Discussion**

The HSA program as one of the options in the Department of Health and Community Services does not have a separate budget. Within the CSU system, the University President makes budget allocations to Colleges based on the number of the full-time equivalent students and number of majors within a department. The College Dean then allocates funding to the departments on the same bases. Some funds are directly allocated to the department and others are expended at the College or University levels in support of Department activities. The Program demonstrated the adequate financial base.

**Strengths**

None

**Conclusions**

Program meets criteria

**Criterion 9 Conclusion**

Fully meets

**Criterion 9 Criterion Related Recommendation(s)**



**Criterion 9 Consultative Recommendation**

No Consultative Recommendation

**Criterion 9 Consultative Recommendation(s)**

**15. PROGRAM STRUCTURE, FACULTY, AND RESOURCES**

**10. Given the mission & goals of the program, the program must demonstrate the adequacy of the facilities and equipment.**

**Discussion**

There is evidence of appropriate physical facilities and equipment to support the mission and goal of the program.

**Strengths**

None

**Conclusions**

Program meets criteria

**Criterion 10 Conclusion**

Fully meets

**Criterion 10 Criterion Related Recommendation(s)**

**Criterion 10 Consultative Recommendation**

No Consultative Recommendation

**Criterion 10 Consultative Recommendation(s)**

**16. PROGRAM STRUCTURE, FACULTY, AND RESOURCES**

**11. Given the mission & goals of the program, the program must demonstrate the adequacy of the both traditional and non-traditional academic and teaching resources.**

**Discussion**

There is evidence of academic resources including library services (physical and on -line), computing facilities/functions for both students and faculty.

**Strengths**

None

**Conclusions**

Program meets criteria

**Criterion 11 Conclusion**

Fully meets

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**Criterion 11 Criterion Related Recommendation(s)**

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**Criterion 11 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 11 Criterion Related Recommendation(s)**

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## 17. Student Support Systems

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### **12. In programs where admission is selective, the program must demonstrate that the procedures for admitting students to the program are compatible with the mission, goals and objectives of the program.**

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**Discussion**

There is not a selective admission process for students entering the undergraduate HSA program. CSU system generally admit students into one of the campuses and then declare the major. Once a student is admitted to the university, he or she is able to declare the HSA as a major without going through program specific admission process or requirement. Currently, the HSA program is planning to apply for "impacted" program status due to the program growth. The "impacted" status would involve a process under which students who declare HSA major would have to meet additional requirements specific to HSA program.

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**Strengths**

The minimum GPA of 2.0 requirement appears to be consistent with other similar programs. The program has graduated 861 students in its 41 years of existence. It is continuing to grow each year with on-time graduation rate of about 90% within four semesters of starting the major sequence.

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**Conclusions**

Program meets criteria

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**Criterion 12 Conclusion**

Fully meets

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**Criterion 12 Criterion Related Recommendation(s)**

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**Criterion 12 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 12 Consultative Recommendation(s)**

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## 18. Student Support Systems

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### **13. Students must have access to adequate academic advising and career placement support.**

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**Discussion**

Students in the lower division are advised by the University. The Program seeks to meet with students within the major each semester for advising by tenure or tenure track faculty. During these advising sessions students are advised regarding their

matriculation plan. They are also advised about professional development opportunities as well as social media connections maintained by the program and on the department web page. All students are required to address their professional goals and aspirations at the beginning of their HSA study through an initial "career paper" produced in HCSV 330 course. Toward the end of their program students must participate in an internship during which they are required to develop a career plan, search for potential job placement, create professional resumes, create job search cover letters and practice interviewing skills. They are also exposed to a panel discussion conducted by alumni to discuss the transition from student to employee.

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**Strengths**

None

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**Conclusions**

Program meets criteria

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**Criterion 13 Conclusion**

Fully meets

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**Criterion 13 Criterion Related Recommendation(s)**

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**Criterion 13 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 13 Consultative Recommendation(s)**

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## 19. Student Support Systems

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### 14. Students must have access to peer networks and means to communicate.

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**Discussion**

The Department created its own group titled the Association of Chico Healthcare Executive after the ACHE discontinued to support such groups. This Association provides students a forum to meet with other members of the program as well as faculty and alumni. The program is an active participant in the ACHE Higher Education network via a faculty member. The program is also a member of the ACHE California Association of Healthcare Leaders. This allows the program to bring in speakers, allow students to "shadow" professionals and participate in other professional experiences. Students also participate in the annual Health Services Administration College Bowl through the Healthcare Executives of Southern California.

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**Strengths**

Networking with professionals is perhaps the most valuable opportunity students have for exploring professional opportunities. The program has provided students with the opportunities to meet with alumni and others in the professional arena. Students are encouraged to participate in professional societies to take advantage of the chance to be introduced to the professional community.

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**Conclusions**

Program meets criteria

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**Criterion 14 Conclusion**

Fully meets

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**Criterion 14 Criterion Related Recommendation(s)**

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**Criterion 14 Consultative Recommendation**

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No Consultative Recommendation

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**Criterion 14 Consultative Recommendation(s)**

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## 20. Student Support Systems

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### **15. Programs must provide students with an appropriate process to address concerns or complaints regarding academic or other issues.**

#### **Discussion**

CSU Chico has a formal methodology for addressing student concerns and complaints. While most such issues can generally be resolved at the Program or Department Chair level, the University has a more formal process of appeal via the Student Judicial Affairs Coordinator. This is in line with other universities which have similar formal and informal dispute resolution programs.

#### **Strengths**

#### **Conclusions**

Program meets criteria

#### **Criterion 15 Conclusion**

Fully meets

#### **Criterion 15 Criterion Related Recommendation(s)**

#### **Criterion 15 Consultative Recommendation**

No Consultative Recommendation

#### **Criterion 15 Consultative Recommendation(s)**

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## 21. Professional and Alumni Linkages

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### **16. The program must have a committed community advisory board that meets at least once per year.**

#### **Discussion**

The program maintains an Advisory Board composed of key professionals from the field as well as faculty and alumni. Each member of the Advisory Board has additional formal links to the program through guest lectures and/or participation in the internship program. The Board provides the program feedback regarding the curriculum to maintain the relevance of the course work to the needs of the professional community.

#### **Strengths**

Chico has an Advisory Board that is composed of highly placed successful professionals, many of whom are alumni with close ties to the program.

#### **Conclusions**

Program meets criteria

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**Criterion 16 Conclusion**

Fully meets

**Criterion 16 Criterion Related Recommendation(s)****Criterion 16 Consultative Recommendation**

No Consultative Recommendation

**Criterion 16 Consultative Recommendation(s)****22. Professional and Alumni Linkages**

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**17. The program must have established relationships with appropriate professional communities in order to provide students with opportunities for professional socialization and leadership development.****Discussion**

The Program maintains active membership and participation in the California Association of Healthcare Leaders and the Higher Education Network. This relationship allows the program to have close ties to the San Francisco Bay and Sacramento regions healthcare leaders. This relationship provides the Program with opportunities to establish relationships for attracting speakers, internships and maintain an understanding of the changing needs of the profession.

**Strengths**

The program is diligent about maintaining linkages to the professional community and alumni via professional associations and practitioners in the region. This linkage maintains current knowledge of the industry in the area and with the practitioners.

**Conclusions**

Program meets criteria

**Criterion 17 Conclusion**

Fully meets

**Criterion 17 Criterion Related Recommendation(s)****Criterion 17 Consultative Recommendation**

No Consultative Recommendation

**Criterion 17 Consultative Recommendation(s)****23. Professional and Alumni Linkages**

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**18. The program must show good faith efforts/have a plan in place to have established linkages to alumni. This includes, but is not limited to, alumni involvement in an alumni association, mentoring, internships, educational activities and program support.**

## Discussion

The program maintains a Facebook group which allows students and alumni to interact. In addition, there is a LinkedIn group that is open to alumni, students and friends of the program. Between these two social media students, alumni and those interested have an outstanding opportunity to maintain contact.

The program piloted a mentorship program for the first generation college students. It is organized to link students to alumni who were also the first generation college students. The program is now opened to all first generation college students.

The program also invites alumni to speak with students via the student run club as well as encouraging active participation in the College Bowl and networking events.

## Strengths

Having a program designed to provide students with identified mentors is a valuable asset. Mentors can be the key to success in healthcare management. Also, having the student club invite speakers provides students with exposure to the "art" of planning a program as well as the actual exposure to the invitees. Making this the responsibility of the student club also enhances accountability.

## Conclusions

Program meets criteria

## Criterion 18 Conclusion

Fully meets

## Criterion 18 Criterion Related Recommendation(s)

## Criterion 18 Consultative Recommendation

No Consultative Recommendation

## Criterion 18 Consultative Recommendation

## 24. Curriculum and Teaching

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**19. The program must utilize teaching methodologies and modalities appropriate to the curriculum of the program and needs of the student and must demonstrate that various teaching modalities utilized achieve learning objectives of the student and are appropriate for the educational content being delivered.**

## Discussion

The program uses a variety of teaching methodologies that are consistent with instructional strategies in the industry. The program is moving toward to increase the use of web based teaching tools and methods. . The university provides readily available help desk assistance via telephone or email. The College has a readily available technician to provide additional support to the faculty and staff. CSU also provides online links to the campus' online Knowledge Base along with instructional videos via Lynda.com, workshops and live chats.

## Strengths

Utilizing new technology is an ongoing learning process and having readily available and accessible help and guidance is invaluable as the profession transitions to these new learning tools.

## Conclusions

Program meets criteria

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**Criterion 19 Conclusion**

Fully meets

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**Criterion 19 Criterion Related Recommendation(s)**

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**Criterion 19 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 19 Consultative Recommendation(s)**

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**25. Curriculum and Teaching**

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**20. The program must require a prerequisite course of study that ensures that the student has the following minimum competencies:**

- . **Communication (written and oral)**
- . **Computational Skills (mathematics and quantification)**
- . **Critical Thinking (ability to analyze problems)**
- . **Societal and Cultural Context (historical, philosophical, social, cultural, economic, political and scientific foundations)**

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**Discussion**

The program has a full complement of general education baccalaureate-required courses that serve as prerequisites for entry into the health administration majors. These prerequisite courses adequately cover written and oral communication, computational skills, critical thinking, as well as societal and cultural topics.

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**Strengths**

None

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**Conclusions**

Program meets criteria

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**Criterion 20 Conclusion**

Fully meets

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**Criterion 20 Criterion Related Recommendation(s)**

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**Criterion 20 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 20 Consultative Recommendation(s)**

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**26. Curriculum and Teaching**

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**21. The program will develop or adopt a set of competencies to serve as the**

## foundation of its curriculum that will relate to the program's mission and the market that it serves.

### Discussion

The program has 4 learning competencies that serve as a foundation for the programs curriculum. Each competency is composed of multiple subsets that were developed using a multi-dimensional set of criteria including the ACHE and the NCHL. They are reviewed annually as part of the university wide assessment program. The level of knowledge/skill and ability for each key competency is enumerated and supported by specific KSAs at varying levels using specific language that describes the level of learning to be attained. Course assignments and assessment related to course objectives are mapped to program competencies.

The learning competencies are effectively aligned with the program's mission statement.

### Strengths

The program describes the level of learning within each competency using Blooms Taxonomy. The levels advance as the student's progress from remembering and understanding to more advanced application. This is an appropriate level for undergraduates. At the end of the curriculum students are expected to be competent in the application of specific skills and to demonstrate these competencies through the actual application of management skills, communications, ethics and creation of actual business plans.

### Conclusions

Program meets criteria

### Criterion 21 Conclusion

Fully meets

### Criterion 21 Criterion Related Recommendation(s)

### Criterion 21 Consultative Recommendation

No Consultative Recommendation

### Criterion 21 Consultative Recommendation(s)

## 27. Curriculum and Teaching

## 22. The program will ensure that course syllabi are uniform and include course content, assignments, readings, teaching and assessment methods, and learning objectives.

### Discussion

The program's syllabi are consistent with the university requirements as well as with AUPHA's certification criteria.

### Strengths

None

### Conclusions



Program meets criteria

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**Criterion 22 Conclusion**

Fully meets

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**Criterion 22 Criterion Related Recommendation(s)**

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**Criterion 22 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 22 Consultative Recommendation(s)**

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**28. Curriculum and Teaching**

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**23. The program will have adequate coverage of the following content areas in its curriculum:**

- . **The US Healthcare System**
- . **Population/community health**
- . **Cultural competence/diversity**
- . **Organizational development/organizational behavior theory**
- . **Management of healthcare organizations**
- . **Operations assessment and improvement**
- . **Management of human resources and health professionals**
- . **Information systems management and assessment**
- . **Healthcare Law**
- . **Governance**
- . **Health policy**
- . **Leadership**
- . **Statistical analysis and application to decision making**
- . **Healthcare Economics**
- . **Healthcare Marketing**
- . **Financial analysis and management**
- . **Ethics in business and healthcare decision-making**
- . **Strategy formulation and implementation**
- . **Quality assessment for patient care improvement**
- . **Managerial Epidemiology**
- . **Research Methodology**

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Discussion

The curriculum is very comprehensive and based on the requirements of the competencies as developed from the NCHL and ACHE. It is thorough and by requiring most students to take courses in a specific order due to per-requisites provides students with a set of knowledge to build upon. The program offers curriculum that adequately covers the content listed above.

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**Strengths**

The program and curriculum is very structured which is complementary and builds upon prior learning. This is a very powerful learning methodology and a singular strength of the program.

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**Conclusions**

Program meets criteria

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**Criterion 23 Conclusion**

Fully meets

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**Criterion 23 Criterion Related Recommendation(s)**

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**Criterion 23 Consultative Recommendation**

No Consultative Recommendation

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**Criterion 23 Consultative Recommendation(s)**

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## 29. Experiential and Applied Learning

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### 24. The program must ensure that an internship experience of at least 120 hours meets the stated goals and objectives of the program.

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**Discussion**

Health service administration students are required to complete a 300-hour internship in a healthcare organization during their final semester. The internship is required for all students in the program and the internship waiver is rare.

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**Strengths**

The internship packet provided to students is well-developed, and a seminar during the internship focuses on professional development particular to the job search process. The 300-hour internship requirement is robust and meets the stated goals and objectives of the program.

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**Conclusions**

Program meets criteria

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**Criterion 24 Conclusion**

Fully meets

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**Criterion 24 Criterion Related Recommendation(s)**

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**Criterion 24 Consultative Recommendation**

Consultative Recommendation

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**Criterion 24 Consultative Recommendation(s)**

The review team suggests that the program have a clearly stated or develop procedure and requirements for internship waiver. The waiver should be approved in writing by the instructor, program director, and/or Chair of the department.

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### 30. Experiential and Applied Learning

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#### **25. The program must have established procedures for selection, orientation, and evaluation of practicum/internship sites and preceptors.**

##### **Discussion**

The Program maintains a list of internship. Each site has a preceptor who works closely with the students to assure the best fit for student placement. The site and preceptors are formally and informally evaluated by the students at the end of the semester. The self-study highlighted an internship evaluation process at mid-semester and when the internship is complete by both the student and the preceptor/supervisor.

##### **Strengths**

None

##### **Conclusions**

Program meets criteria

##### **Criterion 25 Conclusion**

Fully meets

##### **Criterion 25 Criterion Related Recommendation(s)**

##### **Criterion 25 Consultative Recommendation**

Consultative Recommendation

##### **Criterion 25 Consultative Recommendation(s)**

The review team suggests the program designate an internship Coordinator who will conduct site visits in an effort to evaluate the appropriateness of organizations to be selected as internship locations. Each preceptor should work closely with the Internship Coordinator or faculty supervisor to assure the best fit for student placement, as well as a process for ongoing evaluation of student progress during the internship. The review team also suggests a formally documented evaluation of the internship experience for the program to identify opportunities for improvement.

### 31. Experiential and Applied Learning

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#### **26. The program must demonstrate how it provides integrative experiences that allow students to apply the skills and knowledge obtained in the liberal arts foundation, conceptual and technical competencies in healthcare management/administration.**

##### **Discussion**

The program requires students in the capstone course to develop a comprehensive healthcare related business plan including specifying a specific type of healthcare organization and applying learned knowledge of strategic planning, healthcare laws, and regulations, management principles, human resources management, engineering, marketing and finance that call upon students to integrate their liberal arts, technical, and professional skills acquired during the HSA program.

In addition, advanced students have the opportunity to participate as members of Chico's Health Services Administration College Bowl Team competition.

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**Strengths**

None

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**Conclusions**

Program meets criteria

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**Criterion 26 Conclusion**

Fully meets

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**Criterion 26 Criterion Related Recommendation(s)****Criterion 26 Consultative Recommendation**

Consultative Recommendation

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**Criterion 26 Consultative Recommendation(s)**

The program is encouraged to highlight the use of other types of integrative learning experiences such as simulations, case study analysis, field data gathering and synthesis, focus group issues identification, service learning, and/or integrative planning exercises.

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## 32. Program Evaluation and Improvement

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### 27. The program must have a process and method to assess, and be able to demonstrate the accomplishment of, student learning outcomes and conduct that assessment at least annually.

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**Discussion**

The competencies of HSA program were developed with a clear vision of the purpose of the curriculum in preparing students for a wide range of entry level management positions in healthcare system. Assessment of student learning occurs within the framework of the Academic Assessment Council (AAC) process, under which, the program reviews and reports on one of the specific student learning objectives each semester. At the university level, the assessment is based on the evaluation of instructor grades on course assignments.

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**Strengths**

None

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**Conclusions**

Program meets criteria

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**Criterion 27 Conclusion**

Fully meets

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**Criterion 27 Criterion Related Recommendation(s)****Criterion 27 Consultative Recommendation**

Consultative Recommendation

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**Criterion 27 Consultative Recommendation(s)**

The review team suggests the program systematically collects and summarizes the end of course survey data for assessing

and demonstrating student learning outcomes.

### 33. Program Evaluation and Improvement

## 28. The program must have a process and method to assess programmatic outcomes and conduct that assessment at least annually.

### Discussion

Responsibility for measuring programmatic outcomes resides with the HSA faculty in the department. They are responsible for ongoing assessment and evaluation of the program to ensure the curriculum aligns with AUPHA certification requirements and program objective in alignment with the ACHE ten topic areas.

A designated faculty served as the assessment coordinator who is responsible for conducting the evaluation of student learning objectives as part of the university-wide assessment program. The findings of the assessment are shared with the department assessment committee to ensure courses are meeting program competencies.

The program uses several methods to assess programmatic outcomes including student exit interview, alumni survey, internship evaluation, use of ACHE guidelines, advisory board meetings, and student portfolios. However, the analyses of data collected from each of the methods are less systematic. The assessment is mostly conducted as an informal discussion with the program director and faculty.

### Strengths

None

### Conclusions

Program meets criteria

### Criterion 28 Conclusion

Fully meets

### Criterion 28 Criterion Related Recommendation(s)

### Criterion 28 Consultative Recommendation

Consultative Recommendation

### Criterion 28 Consultative Recommendation(s)

The program has mechanisms in place to collect and analyze data to understand issues surrounding the program and its students. The review team suggests the program formalize the data collection and analysis process, as well as document each assessment results for programmatic outcome evaluation.

### 34. Program Evaluation and Improvement

## 29. The program must provide evidence that the outcome assessments are the basis for program revision and improvement through an action plan.

### Discussion

Assessment of student learning outcomes is evidenced within the framework of the Academic Assessment Council (AAC) and includes alignment of each program's mission and goals with specific student learning objectives (SLOs) with periodic

assessment of how SLOs are met. Each program reviews and reports on one SLO each semester.

The program meets with full-time HSA faculty formally and informally to discuss various issues associated with day-to-day tasks and professional development opportunities, program goals and objectives. Students feedback on program is solicited through an exit interview. The program also solicits feedback from HSA advisory board and alumni. The Program Improvement Plan currently focuses on curriculum and the recruitment of a full time tenured track faculty.

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### Strengths

A more formal assessment in 2011 of the program curriculum and the ACHE competencies prompted the addition of a healthcare quality management course to fulfill the program goal of aligning the breadth of the curriculum with the ACHE domains and competencies. In addition, the development and deployment of a healthcare-specific human resources management course was scheduled to launch in spring 2017 as the result of program revision.

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### Conclusions

Program meets criteria

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### Criterion 29 Conclusion

Fully meets

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### Criterion 29 Criterion Related Recommendation(s)

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### Criterion 29 Consultative Recommendation

Consultative Recommendation

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### Criterion 29 Consultative Recommendation

The review team recommends a more formal and structured use of data (e.g. alumni surveys, exit interviews, etc.) to inform sustainable program improvement and a long term strategy for the program.

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## 35. SUMMARY OF SELF-STUDY REVIEW

### Overall Assessment of Program

CSU's Undergraduate Health Services Administration (BHSA) program demonstrated consistent quality and continues to evolve in the field of health administration education. The growth of the program indicated its strength in assuring the competencies of their students through a solid program structure. It meets all criteria for certification. The review committee provided several consultative recommendations for the program to consider. The review committee recommends a full certification.

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### Strengths/Best Practices of Note

None

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### Specific Concerns

None

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## 36. Recommendations

### Criterion Related Recommendations

#### Eligibility

#### Criterion 1

**Criterion 2**

**Criterion 3**

**Criterion 4**

**Criterion 5**

**Criterion 6**

**Criterion 7**

**Criterion 8**

**Criterion 9**

**Criterion 10**

**Criterion 11**

**Criterion 12**

**Criterion 13**

**Criterion 14**

**Criterion 15**

**Criterion 16**

**Criterion 17**

**Criterion 18**

**Criterion 19**

**Criterion 20**

**Criterion 21**

**Criterion 22**

**Criterion 23**

**Criterion 24**

**Criterion 25**

**Criterion 26**

**Criterion 27**

Criterion 28

Criterion 29

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## Consultative Recommendations

Eligibility

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Criterion 7

The review team encourages the program to seek scholarly or professional activities in health care management that are consistent with the mission of the program.

Criterion 8

Criterion 9

Criterion 10

Criterion 11

Criterion 12

Criterion 13

Criterion 14

Criterion 15

Criterion 16

Criterion 17

Criterion 18

Criterion 19

Criterion 20

Criterion 21



**Criterion 22**

**Criterion 23**

**Criterion 24**

The review team suggests that the program have a clearly stated or develop procedure and requirements for internship waiver. The waiver should be approved in writing by the instructor, program director, and/or Chair of the department.

**Criterion 25**

The review team suggests the program designate an internship Coordinator who will conduct site visits in an effort to evaluate the appropriateness of organizations to be selected as internship locations. Each preceptor should work closely with the Internship Coordinator or faculty supervisor to assure the best fit for student placement, as well as a process for ongoing evaluation of student progress during the internship. The review team also suggests a formally documented evaluation of the internship experience for the program to identify opportunities for improvement.

**Criterion 26**

The program is encouraged to highlight the use of other types of integrative learning experiences such as simulations, case study analysis, field data gathering and synthesis, focus group issues identification, service learning, and/or integrative planning exercises.

**Criterion 27**

The review team suggests the program systematically collects and summarizes the end of course survey data for assessing and demonstrating student learning outcomes.

**Criterion 28**

The program has mechanisms in place to collect and analyze data to understand issues surrounding the program and its students. The review team suggests the program formalize the data collection and analysis process, as well as document each assessment results for programmatic outcome evaluation.

**Criterion 29**

The review team recommends a more formal and structured use of data (e.g. alumni surveys, exit interviews, etc.) to inform sustainable program improvement and a long term strategy for the program.

**37. Review Team Recommendations to AUPHA Board and Progress Report Schedule**

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**Certification Recommendation:**

Recommend Certification

**Term of Certification**

Six-year certification—program is in substantial compliance

**Comments**

**Progress Report Requirement**

None Required