

1MHA – criterion requirements from candidacy application

Criterion A1. Program's Mission, Vision & Values

Provide statements of the Program's mission, vision and values.

Our mission is to prepare diverse entry and mid-level professionals, to positively and directly contribute to middle Tennessee's robust regional healthcare market and beyond. Our accessible online degree program provides high-value, competency-driven training that prepares students for progressive leadership roles in a variety of healthcare settings.

Austin Peay State University's Master of Healthcare Administration (MHA) program will be a transformative partner in the careers of students and the healthcare organizations they serve.

APSU MHA Core Values:

QUALITY: *We deliver an academic program that meets the educational and professional goals of students and alumni.*

COLLABORATION: *We provide opportunities for collaboration between students, faculty and healthcare professionals.*

INTEGRITY: *We aspire to exhibit consistency in actions and decisions consonant with our values.*

LEADERSHIP: *We foster leadership development through modeling core leadership behaviors, providing a competency based curriculum and connecting students with current leaders in the field.*

DIVERSITY and INCLUSION: *We value diversity in all aspects, including diverse thinkers, cultures and learners and will strive to cultivate an atmosphere of inclusion.*

Commented [ELC1]: These are fantastic. My only suggestion is to add subtitles for Mission and Vision (like you have for Core Values)

Commented [ELC2]: Target students

Commented [ELC3]: Primary target location/geography

Commented [ELC4]: Delivery modality

Commented [ELC5]: Target career paths

Check each box when the area is addressed.

Criterion A2. Program's Mission, Vision & Values Focus Explained

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.

The mission, vision, and value statements will define the focus of the healthcare management Program. The mission, vision and values will provide the basis for reviewing the Program and for assessing Program effectiveness.

Our mission deliberately addresses the fact we offer an online degree – potentially allowing us to be the only – or one of the few CAHME accredited fully online programs in the state of Tennessee. We are moving to a competency based program that is responsive to industry and student needs; ~~meaning, W~~ we will gather feedback regularly, engage in critical both external (community advisory board members) and internal (faculty, staff, students, and alumni) stakeholders evaluation of our program and the courses we offer and keep current on industry trends. We have established an advisory council and have also identified stakeholders beyond the official role of advisory council member to gather feedback regarding our mission, vision and values as well as our goals and objectives and finally how they connect to what we teach and the competencies our students should graduate with. We also want to be clear that our primary population of student will be entry and mid-level professionals; our intent is not to be an executive style MHA. However, we also want to prepare students to progress in their careers; to seek and obtain advancement opportunities. We also want to draw attention to the fact we see ourselves as high-value in that we offer a solid program at an affordable price.

Our vision is aspirational and fluid as we want to transform the lives of our students and the organizations and communities where our graduates work. Our vision is for our students to feel they were significantly impacted by being a part of our degree program.

Our values provide the scaffolding for the decisions we make, the directions we go and the students we serve.

Criterion A3. Program Mission In Relation to College/School Mission

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.

Comment and demonstrate how the Program statements relates to the mission of the University and of the parent College/School. Include statements of University and College/School missions and provide the relevant URL's.

College of Behavioral and Health Sciences Mission Statement:

The College of Behavioral and Health Sciences is committed to academic endeavors and community outreach based on empirical research and evidence-based practice that is designed to educate students and the community about the human condition and ways to improve it.

College of Behavioral and Health Sciences Link:

<https://www.apsu.edu/behavioral-health/>

MHA mission in relation to CoBHS mission: Both mission statements have a clear purpose of impacting the communities in which our graduates go on to work and serve. There also is a connection between ways to improve the “human condition” as stated by the CoBHS mission and our mission to prepare graduates for progressive leadership roles.

Commented [ELC6]: Can you show (or will you be able to show) how you have reflected your M/V/V in your decisions such as admissions criteria, course selection, professional development opportunities for students, etc.?

Austin Peay State University Mission Statement:

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate, and student support programs designed to promote critical thinking, communication skills, creativity, and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures, and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region.

Austin Peay State University Vision Statement:

APSU's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society.

Austin Peay State University Mission and Vision Statement Link:

<https://www.apsu.edu/about-apsu/mission.php>

MHA mission in relation to APSU's mission statement: the MHA mission statement aligns and supports the university's mission statement by focusing on industry needs, developing leaders, offering an accessible online program, seeking diverse learners and offering a program that contributes to the workforce development needs of the region. Our mission statement is clearly in alignment with the university's and as an accredited program will provide even more credibility and impact on our region.

Commented [ELC7]: Well said.

Criterion A4. Ongoing Evaluation of the Program

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.

CAHME will seek evidence that specified goals and objectives and expected performance outcomes provide direction and criteria for evaluating ongoing Program and curriculum enhancement. Goals must support the mission, vision and values statement by identifying specific areas of emphasis within the Program. Objectives serve to operationalize the goals and must include separate educational, scholarship, service, and other appropriate subcategories of the goals. Objectives serve as indicators of successful performance and must be actionable, observable, and measurable.

Prepare a narrative describing how the Program has established goals, objectives, and performance outcomes based on its mission, vision and values. The narrative should demonstrate how the various constituencies of the Program, e.g., students, graduates, faculty, preceptors, and advisory groups, are involved in this process. Briefly describe the results of the ongoing evaluations in the last two years and what improvements have resulted from the evaluation results.

Our goals and objectives provide the mechanisms for our program to fulfill our mission, realize our vision and embody our values. We currently do not have a comprehensive assessment plan that has data to support our goals and objectives as we have only recently established our mission and adopted these goals and objectives. We do have assessment data that is related to Student Learning Outcomes as a part of the SACSCOC accreditation and will provide that data as needed.

Moving forward, we will develop and implement an ongoing, responsive and multidimensional assessment plan aimed to inform our decisions and ensure we continuously and consistently provide a high quality degree.

Commented [ELC8]: Discuss your expectations of your evaluation plan. Perhaps talk to a plan for an annual review of outcomes, stakeholder, survey data etc. Even reviewing these at an annual post mortem meeting with your faculty and then again at an annual advisory board meeting is good evidence. (Just keep good meeting minutes.)

Criterion A5. Goals & Objectives Upload

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.

CAHME will seek evidence that specified goals and objectives and expected performance outcomes provide direction and criteria for evaluating ongoing Program and curriculum enhancement. Goals must support the mission, vision and values statement by identifying specific areas of emphasis within the Program. Objectives serve to operationalize the goals and must include separate educational, scholarship, service, and other appropriate subcategories of the goals. Objectives serve as indicators of successful performance and must be actionable, observable, and measurable.

Prepare Figure 1 (or similar document) to illustrate outcome assessments used routinely by the Program to evaluate the extent to which each Program objective is met. Indicate actual performance against set targets. List all goals, objectives, assessments, measures, and actions as illustrated by the Example (Figure 1) below.

Goals and Objectives:

Educational Goals

Goal 1: MHA Degree is competency driven

Objective 1: MHA curriculum will be based on current competencies.

Benchmark: MHA competencies will be reviewed and updated as needed once every two years.

Measurement: Curriculum and competencies map.

Objective 2: Overall curriculum reflects students achieving competences in courses.

Benchmark: A summary of all students achieving competencies will be done once every two years.

Measurement: Documents and records

Objective 3: Courses will be updated to match competencies.

Benchmark: MHA courses shall be reviewed once every two years to match competencies.

Measurement: Curriculum and competencies map.

Goal 2: MHA Degree prepares students for leadership roles

Objective 2: Faculty teaching will meet standards.

Benchmark: All faculty teaching MHA courses will be rated overall by students as better than average on university evaluations.

Measurement: University student evaluations.

Objective 2: Students responses on exit survey will indicate they feel prepared for leadership positions

Benchmark: 80% of respondents will score themselves a 4/5 on the exit survey question related to leadership preparedness

Measurement: Exit Survey instrument

Objective 3: Students who seek experiential learning opportunities are able to secure those opportunities.

Benchmark: 100% of requests for experiential learning will be accommodated.

Measurement: MHA individual program of study will be adjusted to accommodate students seeking experiential learning.

Goal 3: MHA Degree supports regional healthcare industry personnel needs

Objective 1: Stakeholders and employers report MHA graduates are appropriately prepared for administrative positions

Benchmark: 80% of respondents will score MHA graduates at least a 4/5 on the employer survey question related to graduate preparedness.

Measurement: Employer Survey Instrument

Commented [ELC9]: How will you assess competency attainment? This is going to be key.

Commented [ELC10]: What standards? At first glance this is ambiguous. You will want to clarify, perhaps "...will meet minimum expectations of teaching effectiveness..."

Commented [ELC11]: This is very clear. Well done!

Commented [ELC12]: Again. Clear. Measurable. Well done.

Objective 2: MHA Graduates report progress in careers

Benchmark: 80% of alumni will report progression within their careers as result of completing MHA within 5 years of graduation.

Measurement: Alumni survey instrument

Program Level Goals

Goal 1: MHA Degree program attracts diverse learners

Objective 1: Degree Accessibility

Benchmark: at least 30 of the 42 credit hours required for degree completion will be offered online

Measurement: number of credit hours offered via online format

Objective 2: Recruitment

Benchmark: 20 full time and 5 part-time students will enroll each fall term

Measurement: number of students enrolled each fall

Objective 3: Diversity of learners

Benchmark: 35% or more of admitted students will consist of persons from racial/ethnic minority groups.

Measurement: demographics of applicants

Commented [ELC13]: Where does this benchmark come from? Is it reflected in the general population demographics of the region? This is a great chance to tie that in.

Goal 2: MHA Degree program meets local and regional healthcare industry needs

Objective 1: Local and regional industry partners and stakeholders will be consulted

Benchmark: A minimum of 20 local and regional healthcare industry partners/employers will be recruited to provide feedback on the MHA program and its graduates

Measurement: Number of industry partners contacted and recruited

Objective 2: Advisory council established and will meet bi-annually

Benchmark: An advisory council of 8-10 members will be established and members will commit to providing ongoing feedback and meet at least two times per year

Measurement: Establishment of an Advisory Council

Objective 3: MHA Graduates will secure employment in their local or regional healthcare organizations

Benchmark: 60% of MHA graduates will be employed in their local or regional community's healthcare organization

Measurement: Graduates employed in their community healthcare organization

Commented [ELC14]: It is unclear to me how this is defined? I think I know why it is relevant and what you are getting at, but we should discuss more. If it is unclear to me, it will likely also be unclear to a reviewer and that is never ideal.

Goal 3: MHA degree program will be responsive to the needs of students, alumni and employers

Objective 1: MHA Degree program will create and distribute an exit survey to recent graduates

Benchmark: All graduates will receive an exit survey within 3 months of graduation

Measurement: Distribution of exit survey

Objective 2: MHA Degree program will create and distribute a survey to alumni

Benchmark: Every 3 years, alumni of the program will receive a survey regarding the impact of the MHA program on their careers

Measurement: Distribution of alumni survey

Objective 3: MHA Degree program will create and distribute a survey to local and regional employers and stakeholders

Benchmark: Every year a survey will be distributed to a rotating list of local and regional employers and stakeholders regarding the quality of MHA graduates and their contributions to the local and regional healthcare markets

Measurement: Distribution of employer survey

Service and Research Goals

Goal 1: MHA program faculty, students and alumni will hold memberships in local, regional and national professional organizations

Objective 1: Full-time faculty will be active members in state or national professional organizations.

Benchmark: At least 50% of full-time faculty will hold a membership in a relevant ~~service-professional~~ organization ~~or associations~~ such as ACHE, THA, AHA

Measurement: Evidence of membership

Objective 2: MHA Students will be informed of and encouraged to become members in state or national professional organizations

Benchmark: Once per term, students will be provided membership information for ACHE or other related professional organizations

Measurement: Evidence of providing membership information to students

Goal 2: MHA Program faculty will volunteer for boards and/or provide relevant support and service to local healthcare organizations

Objective 1: Full time faculty will serve on the board of a healthcare organization

Benchmark: At least 50% of full time faculty will serve as a board member and/or consultant with a healthcare organization

Measurement: Evidence of service to a healthcare organization

Commented [ELC15]: This is good. It might be interesting to eventually move to a more discrete goal, like a percentage of your students who are actually members in these organizations.

Criterion B1. Authority/Responsibilities of Program Director

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

This criterion evaluates the authority of the personnel responsible for the Program. As guided by the framework of the University's rules and regulations, Program faculty and administration should have sufficient prerogatives to assure the integrity of the Program and facilitate achievement of the Program's mission, goals and objectives. Program faculty should have formal opportunities for input in decisions affecting admissions and progress, resource allocation, faculty recruitment and promotion, competency model development, curriculum design and evaluation, assessment methods, research and service activities, and degree requirements.

Provide a qualitative assessment regarding the extent of authority the Program leadership has in leading the Program and determining its strategic direction. Include specific discussion of the Program leadership authority with respect to:

- Admissions, scheduling and student advisement to ensure academic progress

The program director will work closely with the Department's Graduate Coordinator and Associate Dean of the College of Graduate Studies to ensure the university recruits and accepts qualified, diverse students into the program as outlined in the mission statement.

- Resource allocation

The program director will have some input regarding resource allocation, particularly if resources are procured specifically by the program faculty (i.e. grants) or via gifts and endowments specifically earmarked for the MHA program

- Faculty recruitment and promotion

The department has established tenure and promotion requirements and all faculty teaching in the MHA program will be expected to meet those requirements. As with all faculty in the department, the Program Director will have appropriate input regarding the requirements for promotion.

- Competency model development

The program director will take the lead on the competency model selection, development and implementation of the program's competency model. In doing so, the program director regularly will solicit input from other faculty, leadership and stakeholders.

- Curriculum design and evaluation

Commented [ELC16]: What evidence do you have of this? Regular meetings, or???

Commented [ELC17]: The way this is written will raise some red flags. The program director must have "sufficient authority and autonomy" related to the program. Some input doesn't get you there, unless you want to set this up as a "stick" from CAHME to make recommendations for changes to the authority structure and leverage more authority from the school/university. That said, I think you can likely just say that the program director has input on departmental budgets to assure the program has adequate resources, etc. and that expenditures from gifts to the MHA program are directed by the program director under appropriate departmental/university guidelines.

~~The program director will take the leads on curriculum design and evaluation. The program director will solicit input from other faculty, leadership and stakeholders.~~

- Assessment methods
- ~~The program director will take the leads on program assessment efforts. The program director will solicit input from~~ engages other faculty, leadership and stakeholders to assist in this process.
- Research and service activities, and
- Degree requirements

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Commented [ELC18]: Be sure and provide commentary here.

Criterion B2. Organizational Chart Upload Need to create org. chart but basically the program director "reports" to the Chair of the department who reports to the Dean who reports to the Provost – there would also be a dotted line to the Dean of College of Graduate Studies

Commented [ELC19]: Perfect. This reporting structure is very common and quite acceptable.

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

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Criterion B3. Organizational Chart Explained

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

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Describe the organization of the Program and its relationships with the primary academic unit in which it is located. Address topics such as the part of the University to which the Program is most closely related, whether the Program is organized as a separate department or is part of another administrative entity; whether the faculty hold appointments in the Program or in other elements of the University; and other information relevant to understanding how the Program fits into the structure of the University.

The Program is housed in the Department of Health and Human Performance and is its own stand-alone degree (i.e. not a concentration or specialization as it once was). The department is part of the College

Commented [ELC20]: Include any documentation of this in the electronic resource file or appendix.

of Behavioral and Health Sciences. Faculty hold appointments in the MHA as well as the undergraduate concentration of Healthcare Management.

Criterion B4. Suitability of Organizational Location

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This criterion evaluates the authority of the personnel responsible for the Program. As guided by the framework of the University's rules and regulations, Program faculty and administration should have sufficient prerogatives to assure the integrity of the Program and facilitate achievement of the Program's mission, goals and objectives. Program faculty should have formal opportunities for input in decisions affecting admissions and progress, resource allocation, faculty recruitment and promotion, competency model development, curriculum design and evaluation, assessment methods, research and service activities, and degree requirements.

Assess the suitability of the structural location of the Program in the university and **in relation to the Program's current and projected development**. Include projections of future support and/or problems. Identify any recommendations for desired change in the setting, steps planned to implement these recommendations and the timing of these steps.

The structural location of the Program is appropriate.

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Commented [ELC21]: This needs more detail. Give information about historic support, and organizational restructuring that has aided or may impede support, etc. Even a fuller paragraph about how the structural location has been carefully designed, including the development of a full degree (not just a concentration), the fit of the program in the department/school vis-à-vis respective and mutually supportive missions and activities, etc. Just give them some assurance that things are correct (if they are) or speak to needed changes (if they are not).