



Program Name & Location

ARMY-BAYLOR UNIVERSITY
Fort Sam Houston, TX

Dates of the Site Visit December 3-5th, 2014

Accreditation: 7 year CAHME Accreditation, effective 2014 through 2021

Accreditation History

Season	Year	Action
	1968	Accreditation – 4 years
Spring	1972	Accreditation – 4 years
Fall	1976*	Accreditation -2 years; interim visit scheduled for Spring 1978
Spring	1977	Progress Report Accepted
Spring	1978	Interim visit report accepted; accreditation extended 3 years
Spring	1982*	Accreditation - 3 years; with possible extension of 2 years based on third year progress report due Fall 1984
Spring	1983	Accreditation - 5 years; with a possible contingency of 2 years based on special progress report
Fall	1984	Progress report accepted; accreditation extended 2 years
Fall	1987*	Accreditation - 5 years; with a possible contingency of 2 years based on special progress report
Fall	1988	Progress Report Accepted
Fall	1991	Progress Report Received; Extension Not Granted
Spring	1993*	Accreditation; 1st and 4th year progress reports requested
Spring	1994	Progress report accepted
Spring	1997	4 th Year Progress Report Accepted
Fall	2001*	Accreditation - 1 st Year Progress Report
Fall	2002	1 st Year Progress Report Accepted
Fall	2006	5 th Year Progress Report Accepted
Fall	2008	Accreditation Renewed – 6 Years
Spring	2010	1 st Year Progress Report Accepted
Spring	2011	2 nd Year Progress Report Accepted



Program Description

The Army-Baylor University Graduate Program in Health and Business Administration started in 1947 as a three-month course in the Department of Administration at the Medical Field Service School (MFSS) at Fort Sam Houston, Texas. The Program initially awarded Certificates of Training in Hospital Administration. The course was expanded to twenty weeks in 1949, and in 1951, the MFSS hospital training program became affiliated with the Graduate School of Baylor University in Waco, Texas, making it the 11th graduate hospital administration program in the country. The course was lengthened to 39 weeks, and in 1952, the program became a member of the Association of University Programs in Hospital Administration (AUPHA). The first graduates of the affiliated program received Master of Hospital Administration degrees in May 1953. In 1969, the name was changed to the U.S. Army-Baylor University Graduate Health Care Administration Program, awarding the Master of Health Administration (MHA) degree through Baylor and the Army Medical Department (AMEDD) Academy of Health Sciences at Fort Sam Houston. In 1983, the curriculum was lengthened to twelve months (four semesters) consisting of sixty graduate hours; this action maintained the one-year administrative residency requirement. In 2005, the joint Master of Health Administration/Master of Business Administration degree was established. In 2010, the Program reshaped the didactic curriculum to a five semester sequence culminating with a capstone course.

The Army-Baylor University Graduate Program in Health and Business Administration is a full member and credentialed by AUPHA and the Commission on Accreditation of Healthcare Management Education (CAHME) since 1968, and is accredited as part of the Graduate School of Baylor University through the Southern Association of Colleges and Universities. Though there are numerous training programs in health services, it is the only graduate program for health administration in the federal system. Students have included officers (active duty and reservists) from the Army, Navy, Air Force, Coast Guard, and civilian personnel from the Department of the Army and the Department of Veterans Affairs. The current MHA curriculum consists of 57 academic graduate hours over 12 months followed by a 12-month residency worth 9 credit hours at a medical treatment facility. A typical class has physicians, nurses, administrators, and other allied health professionals in attendance. The joint MHA/MBA program requires an additional 21 credit hours. The academic program is funded by the U.S. Government. Since 1988, all students are issued a laptop computer for use during the didactic year. For over 60 years, the Army-Baylor program has provided professional hospital and healthcare leadership around the globe for peace and wartime missions involving patient and casualty care from Vietnam, Cold War, gulf wars, the Global War on Terror, and humanitarian efforts around the world.

The Program's strategic theme is "The Home of Executive Healthcare Leadership Development."

Findings

CAHME sends a team on-site to review the program. On the first day, the CAHME Fellow reviews the records and resources of the Program. On days two and three, the full team completes an extensive evaluation of the Program based on CAHME requirements. These findings are reported, and programs are designated as being a leader in meeting the requirement (a "strength"), meeting the requirement; partially meeting the requirements, or not meeting the requirement.



Sometimes, a program may “meet” a requirement, but the site visitors suggest a recommendation for the program to improve (“Consultative Recommendations”).

Programs need to report to CAHME following their site visit their remediation activity for all requirements that are not “Met” in a “Progress Report”. Thus, evaluating a program based on “Not Mets” or “Partially Mets” may not reflect the progress a program has made since their last site visit. Programs have two years to complete all criteria found partially or not met on their site visit report. Accreditation past two years indicates that the program has successfully completed progress reporting.

		Number	Percent
Met	Strengths	4	11%
	Other Met	29	83%
Partially Met		2	6%
Not Met		0	0%
Total		35	100%
<i>Consultative Recommendations</i>		6	17%

Program Strengths

III.A.1 THE PROGRAM WILL ADOPT A SET OF COMPETENCIES THAT ALIGN WITH THE 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.

Assessment:

The program's competencies are based on the Joint Medical Executives Skills Institute (JMESI) competencies and align perfectly with their mission and the types of jobs their graduates enter. The JMESI Competency Model covers 7 domains namely; Military Medical, Leadership and Organizational Management, Health Law and Policy, Health Resources Allocation, Ethics in the Healthcare Environment, Individual and Organizational Behavior, and Performance Measurement and Improvement. There are also 35 competencies in the JMESI model within these seven domains. Below is a description of the core courses that mainly cover each domain area.

- The Military Medical domain is mostly covered in the HCA 5391 (Population Health & Homeland Security) course.
- The Leadership and Organizational Management domain is mostly covered in the HCA 5322 (Organizational Theory and Behavior) and MMKT 5470 (Marketing Management) course.
- The Health Law and Policy domain is mostly covered in the HCA 5336 (Healthcare Jurisprudence) course.



- The Health Resources Allocation domain is mostly covered in the MGMT 5460 (Operations Management), HCA 5231 (Human Resource Management) and HCA 5336 (Healthcare Jurisprudence) course.
- The Ethics in the Healthcare Environment domain is mostly covered in both the HCA 5336 (Healthcare Jurisprudence) and HCA 5356 (Organizational Ethics) course.
- The Individual and Organizational Behavior domain is covered in several courses such as the HCA 5322 (Organizational Theory and Behavior); HCA 5329 (Leadership in Complex Organizations) and the three finance courses HCA 5350 (Finance I); HCA 5353 (Finance II) and HCA 5318 (Finance III).
- The Performance Measurement and Improvement domain is mostly covered in the HCA 5219 (Health Care Quality) and HCA 5410 (Quantitative Analysis I) course.

The MGMT 5425 (Healthcare Strategic Management) course also covers most of the domains above as an integrative capstone course during the didactic year. While the HCA 5961 (1-year administrative residency) course brings these domains together through experiential learning.

Strength Comment:

The use of the Joint Medical Executives Skills Institute (JMESI) is an excellent model that allows for alignment of competencies and the core curriculum representative of the type of students served and their future jobs placement.

III.A.4 THE PROGRAM CURRICULUM WILL DEVELOP STUDENTS' COMPETENCIES IN CRITICAL THINKING, ANALYSIS, AND PROBLEM SOLVING.

Assessment:

Upon review of documents during the site visit, and based on discussions with faculty, the program's curriculum provides the depth of applied knowledge required in critical thinking, analysis and problem solving at a level consistent with their mission.

Strength Comment:

The program requires three core financial courses. Financial applications (HCA 5318) is a strong course providing students with in-depth business case analyses focusing on executive level critical thinking skills.

III.A.5 THE PROGRAM CURRICULUM WILL DEVELOP STUDENTS' COMPETENCIES IN MANAGEMENT AND LEADERSHIP.

Assessment:

Upon review of documents during the site visit, and based on discussions with faculty, evidence was found showing that the program's curriculum provides the depth of applied knowledge required in management and leadership at a level consistent with their mission.

Strength Comment:



The Leadership in Complex Organizations (HCA 5329) course directly aligns with the program's mission of educating leaders and provides students with an opportunity to assess and develop leadership competencies needed in the civilian and military sectors.

III.C.3 THE PROGRAM WILL REGULARLY EVALUATE THE EXTENT TO WHICH STUDENTS AND GRADUATES ATTAIN THE COMPETENCIES AND USE THE EVALUATION FOR CONTINUOUS IMPROVEMENT.

Assessment:

Upon review of the documents and in discussions with the faculty and students during the site visit, evidence of the program's competency evaluation at both the individual and aggregate level was found based on the Baylor Experience Assessment and Review (BEAR) competency assessment tool. The tool enables the program faculty to measure individual student progress for all 35 competencies as reflected in the Joint Medical Executives Skills Institute (JMSEI), and provides outcome data for program and curriculum improvement. During the visit, the program revealed the recent completion and analysis of aggregate data and plans to use it for curriculum improvement in the future.

Strength Comment:

The Baylor Experience Assessment and Review (BEAR) competency assessment tool enables the program faculty to measure individual student progress for all 35 competencies as reflected in the JMSEI, and provides outcome data for program and curriculum improvement. Furthermore, the BEAR not only enables the program faculty to measure individual student progress, but also provides the individual student and preceptors with a tool for further development of the student's competencies during the residency year.

Partially Met

1.B.3 PROGRAM AND UNIVERSITY LEADERSHIP WILL ENSURE THAT THE RESOURCES AVAILABLE TO FACULTY ARE COMMENSURATE WITH WORKLOAD.

Assessment:

All fulltime faculty do not have access to adequate office space for individual research, course preparation and confidential student advising.

Criterion Related Concern:

All fulltime faculty do not have access to office space that supports compliance with the Family and Educational Rights and Privacy Act (FERPA) and allows for research and confidential advising.

Criterion Related Recommendation:

The US Army Medical Department Center and School leadership should implement the designated facilities plan that provides adequate and appropriate office space for faculty.

IV.B.2 THE PROGRAM WILL ENSURE THAT THERE IS A SYSTEMATIC PLAN FOR, AND INVESTMENT IN, INDIVIDUAL FACULTY RESEARCH AND SCHOLARSHIP.



Assessment:

While the program has provided evidence of a plan for investing in individual faculty development, the plan has not been fully implemented. The Site Visit Team tried to verify where all the trainings for faculty development had taken place, but the trainings or evidence of trainings could not be verified.

Criterion Related Concern:

Although the program has developed a plan for faculty scholarship and research, the program has not systematically implemented a plan for investment in individual faculty research and scholarship.

Criterion Related Recommendation:

The program should more fully develop and implement a more comprehensive plan for the development of scholarly research to include utilizing resources through Baylor University and or other partnerships.

Consultative Recommendations

1.B.3 PROGRAM AND UNIVERSITY LEADERSHIP WILL ENSURE THAT THE RESOURCES AVAILABLE TO FACULTY ARE COMMENSURATE WITH WORKLOAD.

Assessment:

Supra

Consultative Recommendation:

Given the existing teaching loads and support activities for students, the program should give strong consideration to using teaching assistants and/or graduate assistants to augment teaching in the program.

II.A.2 THE PROGRAM WILL HAVE RECRUITING PRACTICES AND WELL-DEFINED ADMISSION CRITERIA DESIGNED TO ADMIT QUALIFIED STUDENTS AND PURSUE A DIVERSE STUDENT POPULATION.

Assessment:

There was evidence from the document review and discussions with faculty during the site visit that the admission process is based on the program's mission. The admission process is a two-step process with prospective applicants screened initially through their service branch. The process is a competitive board selection process for all services. The names and credentials of selected candidates are then sent to the program for review. During the second step, prospective students are assessed based on the program's academic standards and admission criteria by a faculty led admission committee. While, the program follows these admission criteria, about 40% of admissions were based on a waiver. However, the program continues to maintain a 100%



completion rate based on the individualized attention each student receives from their advisor and other faculty. In addition, as referenced in discussions with the leadership of the US Army Medical Department Center and School's (AMEDDC&S) and the Army Baylor program leadership, admitted students have a strong incentive to succeed since their military career depends on the successful completion of the academic program. Finally, the students attend classes as their fulltime job during the program.

Consultative Recommendation:

The faculty should reevaluate the current admissions criteria in light of the high percentage of admissions based on a waiver.

III.A.2 THE PROGRAM CURRICULUM WILL PROVIDE STUDENTS WITH A DEPTH AND BREADTH OF KNOWLEDGE OF THE HEALTHCARE SYSTEM AND HEALTHCARE MANAGEMENT ALIGNED WITH THE MISSION.

Assessment:

Upon review of documents during the site visit and based on discussions with faculty, evidence was found showing that the essential knowledge areas were covered by the curriculum and align with the program's mission.

Consultative Recommendation:

All the content areas of the Joint Medical Executives Skills Institute (JMSEI) as it relates to Human Resources should be covered in the curriculum. Particular attention should be given to the content of the Seminar in Human Resources (HCA 5231) course. The program should consider including a Human Resources project as part of the 1-year administrative residency course HCA 5961.

III.B.2 THE PROGRAM WILL PROVIDE, THROUGHOUT THE CURRICULUM, OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN TEAM-BASED AND INTERPROFESSIONAL ACTIVITIES.

Assessment:

Upon reviewing all course syllabi and in discussions with faculty and students during the site visit, there was evidence of team-based activities in course assignments/projects. Some examples of such team based activities were found in the HCA 5318 (Finance III), HCA 5329 (Leadership in Complex Organizations), HCA 5322 (Organizational Theory and Behavior) and the MMGT 5425 (Healthcare Strategic Management) course.

Consultative Recommendation:

The faculty should develop a standardized grading rubric that can be used in the curriculum to assess team-based projects and activities.

IV.B.1 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.

Assessment:

Upon the review of documents and based on discussions with faculty, evidence showed that the program has a documented plan for developing a record of research and professional achievement among faculty. The plan documents the creation of a charter for research and faculty development committee tasked with monitoring ongoing research projects, tracking faculty scholarly activity, providing support for the research process to faculty, reviewing and selecting the appropriate statistical software package, and providing recommendations for and purchasing datasets. This plan was prepared in response to concerns raised during the previous site visit.

Consultative Recommendation:

Program leadership and faculty should more fully develop opportunities for both internal and external collaboration on research and scholarship.

IV.C.1 THE PROGRAM WILL ENSURE THAT THERE IS A SYSTEMATIC PLAN FOR, AND INVESTMENT IN, INDIVIDUAL FACULTY PEDAGOGICAL IMPROVEMENT.

Assessment:

The program provided evidence of a plan for investing in individual faculty pedagogical development during the site visit.

Consultative Recommendation:

The program should more fully develop and implement a more comprehensive plan for the pedagogical development of the faculty.