



Program Name & Location

COLUMBIA UNIVERSITY
New York, NY

Dates of the Site Visit

November 12-14, 2014

Accreditation: 7 year CAHME Accreditation, effective 2014 through 2021

Accreditation History

Season	Year	Action
	1968	Accreditation
Fall	1974*	Accreditation - 4 years
Spring	1979*	Accreditation -3 years
Spring	1980	Progress Report Received, interim visit rescheduled to Spring 1980
Fall	1980	Interim report accepted
Fall	1981	Site visit delayed to Spring 1983
Fall	1982	Site visit delayed to Fall 1983
Spring	1983	Site visit delayed to Spring 1984
Spring	1984	Withdrew from accreditation
	1/20/04	Received Letter of Intent & Eligibility Statement
August	2004	Program Accepted to Candidacy Program
Spring	2008	Spring 2008 Site Visit
Fall	2008	Accreditation - 3 years
Fall	2009	1st Year Progress Report Accepted
Fall	2010	2nd Year Progress Report Accepted
Fall	2011	Accreditation - 3 years
Fall	2012	1st Year Progress Report due September 1, 2012
Fall	2013	2nd Year progress Report Accepted
Fall	2013	6 Month Delay Request Accepted

Program Description

The Management Program at Columbia University awards a Master of Public Health (MPH) degree. The program prepares students for leadership and management positions across the healthcare industry. It takes advantage of being situated within the Department of Health Policy & Management (HPM) at the Mailman School of Public Health (MSPH).



The competency-based curriculum is comprised of three main components: an overview of the political, economic and legal healthcare framework, a broad introduction to public health, and management methods, analysis and content. The program places a strong emphasis on students developing competencies across a number of areas including: analytical thinking, collaboration, communication, financial analysis, organizational awareness, resource management and allocation and strategic thinking. It prepares graduates for leadership and management careers in hospitals, clinics, non-profit organizations, local, state and national government, other healthrelated organizations as well as jobs in consulting, bio-pharma, finance and insurance. Attached to this section is a CAHME pamphlet that HPM distributes to students in the Management Program at Orientation. This document reflects the importance of competency model and how it is infused into the core management curriculum. The pamphlet articulates the foundation of the Management Program.

The Management Program is offered in three distinct formats based on the academic profile and work experience of each student population. Each format relies on cohort learning to enhance the classroom experience. The full-time management (FTM) format is designed to prepare students seeking entry-level careers in the healthcare field. The part-time management (PTM) format offers evening coursework geared toward candidates who are working full-time and have at least one year of work experience in a health-related industry. The executive management (EXEC) format aims to provide management skills and knowledge in the context of the healthcare system to working healthcare professionals with seven or more years of work experience. All students who are a part of the Management Program, regardless of format, must complete (1) a minimum of 45.5 total credits (up to a maximum of 60 credits) and (2) the same fundamental core management competency-based curriculum which is comprised of fifteen core courses. The remaining courses/credit requirements are comprised of additional classes to reflect the specific academic needs of each population, and constitute enrichment and elective coursework. The minimum standard admission requirements are consistent, and applicants are reviewed under the same admissions process.

In addition to coursework, all students must fulfill a practicum requirement. FTM students complete a formal practicum between their first and second years of coursework. PTM and EXEC students work full-time while attending school and fulfill their requirement through a special project in the Strategic Management course, developing a case about an issue at their worksite, completing an in-depth analysis of the case, and presenting the case to faculty and students. The cohort structure and the professional development components are built into all three formats to help create a bond as well as a support system that guides the students through a demanding course of study.

The MPH curriculum, coursework, and competencies build on the rich tradition and success of the school's MPH degree with a focus on healthcare management. The initial graduating class, in 1946, received one of the nation's first graduate degrees in health administration. The EXEC admitted its first class in 1990. The PTM format was absorbed into the Management Program in 2010. In the past 67 years the programs' alumni have grown to well over 1000. HPM emphasizes communication with these alumni on a regular basis to inform curriculum, department activities, and in student recruitment and placement.

Since the last accreditation, HPM has made a number of important changes. For example, the department has instituted a bi-annual news magazine, *The Link*; implemented an annual Networking Exchange and HPM Healthcare Conference – which uses alumni as speakers; facilitated a handful of other networking events hosted by alumni; developed a hospital



fellowship for current students post-graduation; engaged more alumni to speak at open houses or on panels; invited guest lecturers to brown bags seminars or special class sessions; involved alumni in our annual Case Competition as judges; asked alumni to be mock interviewers for the Professional Development Program; and increased outreach to alumni for practicum placements. HPM students have access to a deep network of well-placed professional contacts through the Management Program. The curriculum offers a number of integrated experiences designed to supplement coursework, such as the Consulting Workshop. Opportunities for research, fieldwork, and professional interaction are available in and around New York City.

The faculty includes full-time (FT) professors from the MSPH along with adjunct faculty (hereinafter, to be considered the equivalent of part-time and a part of the faculty core as per the responsibilities defined in the CAHME glossary) who are senior practitioners adept at relating classroom theories and models to the realities of the workplace. Our faculty represent a range of disciplines including business, economics, health systems, law, medicine, political science, psychology, and public health. Healthcare executives and senior health policy experts regularly join the classroom as guest lecturers, integrating current practical applications to supplement a strong academic curriculum.

The department welcomes feedback on the effort HPM has made to formalize and improve the Management Program.

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	5	14%
	Other Met	27	77%
Partially Met		3	9%
Not Met		0	0%
Total		35	100%
<i>Consultative Recommendations</i>		2	6%



Program Strengths

II.A.3 THE PROGRAM WILL ENSURE THAT STUDENTS ARE PROVIDED APPROPRIATE ADVISING AND SUPPORT SERVICES, AND THAT THESE SERVICES ARE EVALUATED REGULARLY AS A BASIS FOR CONTINUOUS IMPROVEMENT.

Strength Comment:

Students enjoy prompt and effective support and responsiveness from the faculty for career and academic advising.

II.A.4 THE PROGRAM WILL INVOLVE STUDENTS, ALUMNI, AND PRACTITIONERS IN APPROPRIATE AREAS OF PROGRAM DECISION-MAKING AND EVALUATION.

Strength Comment:

The program has a vast network of alumni in the New York area which provides a high degree of accessibility for students to practica, jobs, guest lecturers, and other forms of contact with the industry and to alumni as they advance in their careers.

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.

Strength Comment:

The extraordinarily high degree of engagement and collaboration among the faculty in the coordination of course content has resulted in a genuinely integrated curriculum and defined classical “course of study.”

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

Strength Comment:

The Healthsquare simulation is a very strong, analytically challenging, and integrative culminating experience for students.

III.A.6 THE PROGRAM CURRICULUM WILL DEVELOP STUDENTS' CORE COMPETENCIES: professionalism and ethics

Strength Comment:

The cumulative professional development activities both curricular and co-curricular, such as the practicum anthology, the PDP, and the brown bag seminars.

Partially Met

II.A.1 THE PROGRAM WILL MAKE AVAILABLE FULL AND ACCURATE



INFORMATION REGARDING ITS APPLICATION PROCESS; THE COMPETENCIES THAT FORM THE BASIS FOR ITS CURRICULUM; THE CURRICULUM; TEACHING, LEARNING AND ASSESSMENT METHODS; AND STUDENT ACHIEVEMENT.

Assessment:

The program does not include comprehensive information about each of its tracks on its website. Specifically, the website does not include information regarding graduation rates for each track of the program; grading policies; degree requirements, and its competency model.

Criterion Related Concern:

The criteria related concern is that the Program currently does not include on its website or in another easily accessible method the following information to prospective students: graduation rates for each track of the program; grading policies; degree requirements, and its competency model.

Criterion Related Recommendation:

The Program must include on its website or in another easily accessible method the following information to prospective students: graduation rates for each track of the program; academic calendar (for each track if different); grading policies; degree requirements, and its competency model.

II.A.5 THE PROGRAM WILL ENSURE THAT GRADUATES' CAREER PREPAREDNESS IS MONITORED, DOCUMENTED AND USED FOR CONTINUOUS IMPROVEMENT.

Assessment:

There is no evidence that the Program monitors or documents the career preparedness of its graduates in a systematic fashion for continuous improvement other than through its Alumni Survey every five years.

Criterion Related Concern:

The criteria related concern is that the Program does not monitor and document the career preparedness of graduates in each Program track for at least three years following graduation.

Criterion Related Recommendation:

The Program must monitor and document the career preparedness of its graduates for at least three years following graduation by Program track.

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 has adopted a set of competencies and integrated them into the curriculum, but the uniformly formatted syllabi do not indicate which course activities and assignments are being used to assess the competencies to be achieved by students in the course.

Criterion Related Concern:

While the Program has adopted a set of competencies and used them for curriculum and course development, the criteria related concern is that none of the syllabi indicate which course activities and assignments are being used to assess the competencies to be achieved by students in the course.

Criterion Related Recommendation:

The Program must indicate in each course syllabus which activities or assignments are being used to assess the competencies to be achieved by students in the course.

Consultative Recommendations

I.A.1 THE PROGRAM WILL HAVE STATEMENTS OF MISSION, VISION, AND VALUES THAT GUIDE THE PROGRAM'S DESIGN, EVALUATION AND QUALITY IMPROVEMENT EFFORTS.

Consultative Recommendation:

The Program Mission Statement, while well written, does not include what types of students are targeted to be enrolled in each of the three Program tracks. We recommend the Program consider adding language to the mission statement that indicates the types of students that are targeted to be enrolled in each Program track.

I.A.3 THE PROGRAM WILL MONITOR CHANGES IN THE HEALTH SYSTEM, THE UNIVERSITY ENVIRONMENT, AND MANAGEMENT THEORY AND PRACTICE AND ADJUST ITS MISSION, VISION, GOALS, OBJECTIVES AND COMPETENCY MODEL AS NECESSARY.

Consultative Recommendation:

Currently the Program surveys its alumni only every 5 years. We recommend the Program consider surveying its alumni more frequently and include questions regarding its competency model and information to monitor changes in the health system and in management theory and practice.