



Program Name & Location

DALHOUSIE UNIVERSITY
Halifax, NS

Dates of the Site Visit

April 25-27, 2012

Accreditation: 7 year CAHME Accreditation, effective 2012 through 2019

Accreditation History

Season	Year	Action
Fall	1991	Accreditation
Fall	1992	1st Year Progress Report Received
Spring	1993	Granted 1 Year Delay; Additional Progress Report Requested For Fall 1994
Fall	1993	Progress Report Received
Fall	1994	Progress Report Rejected
Spring	1995	Granted Six Month Delay in Date of Next Site Visit
Fall	1996	Reaccreditation; 1st Year Progress Due Fall 1997, 3rd Year Due Fall 1999,
Fall	1997	1st Year Progress Report Received
Spring	1998	Documentation Rejected - Decision to Conduct Interim Site Visit Before Fall 1998 Meeting
Spring	1998	New Documentation Accepted In June 1998 - Interim Site Visit Cancelled
Fall	1998	Documentation/Special Interim Progress Report Accepted
Fall	1999	3rd Year Progress Report Received
Spring	2000	SV Delay Requested from Fall 2001 To Spring 2002 - Granted
Fall	2000	Additional Progress Report Added,
Fall	2000	Additional Progress Report Rejected, Interim Site Visit For 2001
Fall	2002	Reaccreditation - 3 Years
Fall	2003	1 st Year Progress Report Due, Recommendation To Withdraw Accreditation
Fall	2003	The Program Responded To The Withdrawal Notification With Letter Of Appeal
Spring	2004	Commission Accepted Recommendation of Appeal Panel Review Committee To Restore Accreditation to Program. Revised Progress Report Date (January 2004) to be reviewed by Commission in early June.
Spring	2005	Interim Progress Report Accepted
Spring	2006	Accreditation - 5 Years - 1st Year Progress
Spring	2007	1st Year Progress Report Accepted
Spring	2008	2nd Year Progress Report Accepted
Spring	2012	Site Visit Scheduled



Program Description

Dalhousie University, located in Halifax, Nova Scotia, is a university in Atlantic Canada. The CAHME accredited master’s program at Dalhousie University currently consists of both the MHA Onsite and the MHA Online, which are offered through the School of Health Administration within the Faculty of Health Professions. The MHA Online will be phased out in 2012 and will no longer be open for applicants. The Vision of the MHA program is to inspire students to become tomorrow’s healthcare leaders through the integration of science, practice, and lifelong learning.

The Faculty of Health Professions (FHP) is comprised of eight schools, one college, two programs, more than 200 faculty members and 50 staff members. With almost 2,500 students, it is the third largest student body at Dalhousie University. The Faculty of Graduate Studies provides academic oversight for over 90 Master’s degrees and 40 Doctoral programs.

Dr. Joseph Byrne is the Director of the School of Health Administration, with Dr. Grace Johnston as MHA Graduate Coordinator. At present, there are 7 full time faculty, 1 part time faculty (50% contract), 4 staff members, 6 sessional faculty, various research associates (on site), complemented by adjunct and honorary appointments. The School is the academic home of the Tier II Canada Research Chair in Applied Health Services Research held by Dr. Sara Kirk. This 5 year (renewable) appointment was effective January 1, 2011.

The MHA program requires a student to complete 60 credit hours of course work plus a 6 credit hour Health Administration Residency placement. The total credit hours are equal to 11 credits (10 credits plus the Health Administration Residency). The Program has adopted the National Center for Healthcare Leadership (NCHL) competency model for the 2010-2011 academic year for the Health Administration Residency and 18 half credit required classes.

The Self-study Year for the on-campus program is 2010-11 with the reporting period being July 1, 2010 to June 30, 2011.

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	3	5%

	Other Met	48	80%
Partially Met		3	5%
Not Met		0	0%
Total		56	100%
<i>Consultative Recommendations</i>		<i>1</i>	<i>2%</i>

Program Strengths

III A.4

Strength Comment:

The Program met regularly with the students to conduct program review meetings, and was receptive to making course adjustments based on the feedback.

III.B.1

Strength Comment:

The Managerial Epidemiology course (HESA 5320) does a commendable job in teaching epidemiological principles to health care administrators.

III.B.15

Strength Comment:

The Management Control and Funding Systems in Healthcare course (HESA 5350) does a commendable job in teaching financial analysis and management principles to health care administrators, by incorporating real life simulation with a diversity of health care professionals and settings.

Partially Mets

I.A.2 THE PROGRAM WILL ESTABLISH GOALS, OBJECTIVES AND PERFORMANCE OUTCOMES THAT ARE ACTION-BASED, OBSERVABLE AND MEASURABLE.

Assessment:

The team examined Figure 1 – Program Goals, Objectives and Performance Outcomes and was unable to interpret some of the measurement results in relation to the stated benchmarks. Many of the goals and objectives articulated tended to be operational in nature and inherent to the administration of a Program. Some of the goals were generally targeted at implementing processes, and the corresponding benchmarks are not designed to move the Program toward its vision and for continuous improvement.

Criteria Related Concern:

The Program has established goals, objectives and performance outcomes, however their relationship to the established benchmark and the measurement is not consistently congruent: for example – Objective 1B, Benchmarks 2&3, Objective 1D, Benchmarks 1&3 Objective 2A, Benchmark 1, Objective 3A, Benchmark 1 and Objective 3B, Benchmark 1.



Criterion Related Recommendation:

The Program must revise the following benchmarks to ensure that they are measurable: Objective 1B, Benchmarks 2&3, Objective 1D, Benchmarks 1&3 Objective 2A, Benchmark 1, Objective 3A, Benchmark 1 and Objective 3B, Benchmark 1.

II.A.3 THE PROGRAM WILL HAVE A PROCESS THAT REGULARLY EVALUATES THE EXTENT TO WHICH STUDENTS ATTAIN THE COMPETENCIES THAT FORM THE BASIS FOR THE PROGRAM'S CURRICULUM.

Assessment:

Criterion Related Concern:

The Program has developed various methods of gathering data related to competency outcomes but has not had sufficient time to assess and make relevant adjustments to the curriculum. The team recognizes that the Program has developed a process for assessing the levels to which the competencies are being attained. However, the Program does not have enough data to make the necessary adjustments to the currently stated competencies. Additionally, we found there was variability in how the faculty interpreted the different competency levels.

Criterion Related Recommendation:

The Program must continue to collect data and analyze the results to make potential adjustments in the curriculum based on the expected competency level.

III.A.3 THE PROGRAM WILL ENSURE THAT COURSE SYLLABI INCORPORATE CURRENT DEVELOPMENTS IN THE FIELD AND ACCURATELY REFLECT COURSE COMPETENCIES AND CONTENT, TEACHING AND ASSESSMENT METHODS AND RELATIONSHIP TO OTHER COURSES.

Assessment:

Criterion Related Concern:

The competency levels are not matched with the course learning objectives in all the course syllabi. Upon review of the syllabi, the team found that while the competencies were listed on all the syllabi, the levels of competency to be attained were missing, as was the connection between course objectives and the relevant competency.

Criterion Related Recommendation:

The Program must revise all the syllabi to include the expected attainment of competency levels, in addition to the appropriate linkages to the relevant course learning objectives.

Consultative Recommendation:

II.A.1 THE PROGRAM WILL PROVIDE FULL AND ACCURATE INFORMATION REGARDING ITS CURRICULUM, THE COMPETENCIES THAT FORM THE BASIS FOR ITS CURRICULUM, TEACHING AND ASSESSMENT METHODS, AND RECRUITMENT PROCESS TO POTENTIAL STUDENTS, AND MAKE GENERAL INFORMATION AVAILABLE TO THE PUBLIC, EMPLOYERS, PRECEPTORS AND OTHER INTERESTED PARTIES.

Assessment:



The Program would benefit from making web content related to competencies and student outcomes more visible.

Consultative Recommendation:

The Program should consider adding readily visible content related to competencies and student outcomes on the webpage.

