



Program Name & Location

GEORGIA STATE UNIVERSITY
Atlanta, GA

Dates of the Site Visit

Accreditation: 7 year CAHME Accreditation, effective 2007 through 2013

Accreditation History

Season	Year	Action
Winter	1969	Deferred
Fall	1969	Rejected
Summer	1973	Accreditation – 5 years
Spring	1978*	Reaccreditation - 5 years
Spring	1979	Progress Report Accepted
Spring	1980	Interim visit for 1978 reaccreditation
Spring	1982	Site visit deferred to Fall 1983
Spring	1984*	Reaccreditation – 4 years, with progress report at end of third year.
Spring	1985	Progress Report Received
Spring	1986	Progress Report Accepted
Fall	1988	Reaccreditation – 2 years
Fall	1989	Progress Report Accepted
Spring	1991*	Reaccreditation; 1 st and 2 nd year progress reports
Spring	1992	Progress Report Rejected
Spring	1993	Progress Report Accepted
Fall	1994*	Reaccreditation; 1 st and 2 nd year progress reports requested
Fall	1995	Progress Report Accepted
Fall	1996	Request for delay until Fall 1999 or Fall 2000
Fall	1998	Site Visit
Spring	1999*	Reaccreditation
Spring	2000	1 st Year Report Accepted
Spring	2002	3 rd Year Progress Report Accepted
Spring	2004	5 th Year Progress Report Accepted
Summer	2004	Program Request for 6 month to 1 year site visit delay
Summer	2004	1-year delay granted
Fall	2004	Site Visit Delay Fee Paid



Fall	2006	Site Visit
Spring	2007*	Reaccreditation – 6 Years
Spring	2008	1 st Year Progress Report Accepted

Program Description

The Institute of Health Administration (IHA) is located within the Robinson College of Business, a school that is almost 100 years old and offers a contemporary curriculum in keeping with the needs of today's highly competitive global business environment. The College is nationally ranked, enjoys AACSB accreditation, and is distinct because of a large and diverse faculty. The IHA program leverages its business focus and its metro-Atlanta location to foster collaborative relationships from across the health sector that allow us to incorporate real-world experiences into the classroom and create opportunities for our students to engage in experiential learning during and after the completion of the Program.

The Institute's flagship degree program is the CAHME accredited Master of Business Administration (MBA)/ Master of Health Administration (MHA). IHA's Program, initially an MHA degree and, since 1981 the MBA/MHA, have been continuously accredited since 1971 by CAHME and its predecessor, ACEHSA. The integrated Program requires students to complete a total of 66 semester hours of course work (22 distinct courses), 39 hours of which are Health Administration specific. The MHA portion of the curriculum is developed and taught by the IHA faculty, while students complete the standard, rigorous MBA curriculum which is overseen by a steering committee that includes representation from the Institute. The MBA portion of the curriculum contributes to our students' competency development, but we rely on the MHA portion of the curriculum to fully develop and assess each competency in a manner consistent with CAHME guidelines.

The Program is delivered in two different formats. The traditional Flexible format at the downtown location allows students, particularly those with more limited professional experience or those desiring a high degree of flexibility, to proceed through the Program at their own pace while working part- or full-time. Typically, students complete the Program in less than three years. Alternatively, the Program is delivered in a cohort-based professional format at GSU's Peachtree-Dunwoody location. Students in this Program have at least 4 years of professional experience who complete all degree requirements in 7 semesters. Admissions requirements for these two options are slightly different and designed to recruit the appropriate student body for each.

Until recently, few students were enrolled in degree options outside the accredited MBA/MHA and the Institute and CAHME Program were essentially one and the same. In the past few years, the Institute has grown enrollment in several degree programs at the graduate and undergraduate levels. We define separately the **academic** missions of the Institute and Program, but service and research missions continue to be the same for the Program and the Institute.



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	0	0%
	Other Met	32	91%
Partially Met		3	9%
Not Met		0	0%
Total		35	100%
<i>Consultative Recommendations</i>		<i>0</i>	<i>0%</i>

Program Strengths

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.

Strength Comment: The Program’s expanded focus on Health IT, in response to market research, is a curricular strength.

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 large, diverse, and engaged alumni group whose input contributes currency and market responsiveness to the Program.

IV.A.1 PROGRAM AND UNIVERSITY LEADERSHIP WILL ENSURE THAT THE COMPLEMENT, INVOLVEMENT AND QUALIFICATIONS OF PROGRAM FACULTY ARE SUFFICIENT TO ACCOMPLISH THE MISSION OF THE PROGRAM.



Strength Comment: The ability to expand the faculty through the acquisition of 2 collaborative Second Century appointments is a Program strength.

IV.D.1 FACULTY WILL PARTICIPATE IN HEALTH-RELATED COMMUNITY AND PROFESSIONAL ACTIVITIES OUTSIDE OF THE UNIVERSITY.

Strength Comment: The faculty's visibility and influence on state and regional health policy issues benefits all Program stakeholders.

Partially Mets

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.

Criterion Related Concern:

The Program has not established appropriate support services, specifically regarding academic and career advising for the Flex MBA/MHA students. Students and graduates expressed difficulties with obtaining timely access to information on residency availability.

Criterion Related Recommendation:

The Program must ensure that students are provided appropriate and timely support services, and that these services are evaluated regularly as a basis for continuous improvement.

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.

Criterion Related Concern:

The competency linkages to course objectives and course content are unclear and inconsistently applied across the curriculum (e.g. HA 8160, 8810, 8391). In some cases, domains, but not specific competencies, are listed (e.g. HA 8160, 8810, 8391).

Criterion Related Recommendation:

The Program must ensure that competencies form the basis of, and are clearly linked to, course content, learning objectives, and teaching and assessment methods.

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.

Criterion Related Concern:

The Program has not established a process that regularly evaluates the extent to which students attain the competencies at the program level for use in program improvement.

Criterion Related Recommendation:



The Program must establish a comprehensive process that regularly measures the extent to which students attain the entire set of competencies, and then use the information from this comprehensive process for program improvement.