



Program Name & Location

PENNSYLVANIA STATE UNIVERSITY
Centre County, PA

Season	Year	Action
Spring	1977	Site Visit
Fall	1977	Withdrew from Accreditation Process
Spring	1979*	Accreditation - 2 years
Spring	1980	Progress Report Accepted
Fall	1981	Disaccredited; Appealed; Appeal recommended reformulation of report
Fall	1982*	Reformulated Report Accepted with visit scheduled for Fall 1983
Spring	1984	Progress Report Accepted
Spring	1986*	Reaccreditation - 3 years
Spring	1987	Progress Report Accepted
Fall	1989*	Reaccreditation - 3 years
Fall	1990	Progress Report Received; special progress report requested for Fall 1991
Spring	1991	month delay in next visit granted
Fall	1991	Progress Report Accepted
Fall	1992	Progress Report Accepted



Fall	1993*	Reaccreditation; 1st and 3rd year progress reports requested
Fall	1994	1 st Year Progress Report Received
Fall	1996	3 rd Year Progress Report Accepted; 5th year progress due Fall 1998
Fall	1998	Progress Report Accepted
Fall	1999	Site Visit Conducted

Dates of the Site Visit: April 10-12th, 2013

Accreditation: 7 year CAHME Accreditation, effective 2013 through 2020

Accreditation History



Spring	2000*	Reaccreditation
Spring	2003	Plan Site Visit in Spring 2005
Spring	2001	1st Year Progress Report accepted
Spring	2003	3rd Year Progress Report Tabled - Interim SV Scheduled
July	2003	Interim Site Visit Conducted by Fritz Wenzel
Fall	2003	3rd Year Progress Report Accepted
Fall	2005	Accreditation Withdrawn
17-Nov	2005	Program Notified Accreditation Withdrawn
12/5	2005	Letter from Program Requesting Site Visit in Fall 2006
12/8	2005	Letter to Program granting Fall 2006 Site Visit
12./13	2005	Letter from Program Intent to Appeal withdrawal of Accreditation and Level 1 Appeal Fee
12/5	2005	Letter from Program requesting Fall 2006 Site Visit
12/22	2005	Letter from Program Requesting 60-day extension to file statement of appeal
1/13	2006	John Lloyd spoke with CAHME Attorney Melissa Steinman (Venerable) regarding compliance with P&P for extension and additional info to Program. After her document review she saw no problem granting the filing date extension. She said such a extension is understandable and defensible in light of the receipt date of the December 22, 2005 letter from PSU. She said that in her view the site visit report was quite explicit and she said that no additional explanation of the corrections was needed.
16-Jan	2006	Program Notified 30-day Extension Granted to file statement of Appeal. Statement due February 18, 2006; Review Panel consisting of Stephanie McCutcheon, Jim Begun and Ray Davis has been confirmed.
17-Feb	2006	Comprehensive Statement of Appeal Received
Feb	2006	Appeal Review Committee Appointed - Stephanie McCutcheon, James Begun, and Ray Davis
17-Mar	2006	Program Director informed Appeal Review Committee affirmed Accreditation Council vote to withdraw accredited status.
14-Apr	2006	Special Accreditation Council Meeting - Unanimous vote to forward Appeal Review Committee recommendation to Board of



		Directors
16-May	2006	Board of Directors voted unanimously to accept the report of the Appeal Review Committee which was endorsed by the Accreditation Council and that action should be to sustain the decision to disaccredit the program.
19-May	2006	Mr. Meacham and Dr. Shea notified via FED EX of decision to disaccredit the program.
		Program Requested Fall 2006 Site Visit
Spring	2007*	Initial Accreditation - 3 Years
		1st Year Progress Report Due February 1, 2008



Spring	2008	1st Year Progress Report Received
		1st Year Progress Report Accepted
Spring	2009	2nd Year Progress Report due February 1, 2009
		2nd Year Progress Report Accepted
Fall	2010	Reaccreditation: 3 Years
Fall	2011	1st Year Progress Report Accepted
Fall	2012	2nd Year Progress Report due September 1, 2012

Program Description

The Pennsylvania State University is a public, state-related, land-grant institution. Chartered in 1855, Penn State has grown to a full “research I” university, with 24 campuses, including the colleges of medicine and law. At its University Park campus in the year 2011 - 2012, enrollment was 45,783, equating to a student faculty ratio of 16.8 to 1. In the academic year 2011 - 2012, the University granted 2,074 associate degrees, 15,520 baccalaureate degrees, 2,518 master’s degrees, 677 doctoral degrees, and 333 degrees in medicine and law. The overall budget for the University exceeds \$4 billion from all funds and may be viewed at:

<http://www.budget.psu.edu/CDS/Campus.aspx?AY=20102011&Location=UP>



The College of Health and Human Development (HHD) was formed in 1987 with the merger of the College of Human Development and the College of Health, Physical Education and Recreation. HHD now includes eight academic units and seven interdisciplinary research centers, as well as a special relationship with the School of Nursing. The College has approximately 6,555 undergraduate students, 477 graduate students, 335 full-time and part-time faculty and a research budget of \$63,545,302.

The Department of Health Policy and Administration has an array of educational programs for students interested in health policy and health administration. The undergraduate program, certified by the Association of University Programs in Health Services Administration: AUPHA), had 319 students during the self-study year. The Department also had 35 MS/Ph.D. students, and 27 MHA students.

The MHA Program (hereinafter “Program”), first approved by the Board of Trustees in 1987, was formerly accredited by the Accrediting Commission on Education for Health Services Administration (ACEHSA) -- now the Commission on Accreditation of Health Management Education (CAHME). Governed by a committee of full-time and adjunct Program faculty members and one student representative, the Program is dedicated to the needs of new and early careerists in healthcare and is intended for full-time residential students completing the program in 21 months (though occasional part time students also may enroll). During the self study year, the Program received approval to expand to an additional offering for experienced health care professionals delivered primarily online. That offering enrolled its first students Fall 2012 and is managed in accordance with CAHME expectations for online programs.

The Program requires 49 credits and has adopted a subset of NCHL competencies most appropriate for new and early careerists. Of the 16 required courses, eight were taught by full-time doctoral-prepared faculty, three by full-time faculty with professional certifications, and five by adjunct faculty, all of whom hold terminal degrees (MHA, JD, PhD) or certification in their field (CPA).

Approximately 287 students have graduated from the Program since the 1994. The graduates are primarily in the mid-Atlantic region of the U.S.

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	33	94%
Partially Met		1	3%
Not Met		0	0%
Total		35	100%
<i>Consultative Recommendations</i>		<i>0</i>	<i>0%</i>

Strengths

I.B.2 PROGRAM LEADERSHIP WILL HAVE THE AUTHORITY TO ENSURE THE INTEGRITY OF THE PROGRAM.

Strength Comment: The program leadership team is exceptionally strong. The Program Director has provided exemplary guidance particularly in the implementation of competency-based education.

III.A.3 THE PROGRAM CURRICULUM WILL DEVELOP STUDENTS' COMPETENCIES IN COMMUNICATIONS AND INTERPERSONAL EFFECTIVENESS.

Strength Comment: The Program’s practice of videotaping and reviewing student presentations provides an exceptional opportunity for development of student’s oral communication competencies.



III.B.4 THE PROGRAM CURRICULUM WILL INCLUDE INTEGRATIVE EXPERIENCES, INCLUDING FIELD-BASED APPLICATIONS THAT REQUIRE STUDENTS TO DRAW UPON, APPLY AND SYNTHESIZE KNOWLEDGE AND SKILLS COVERED THROUGHOUT THE PROGRAM OF STUDY.

Strength Comment: The Program's Capstone project, including the unique RFP process, provides students with exceptional opportunity for integration, application and practice of course material.

The Program's Oral Competition provides students a unique opportunity to integrate concepts applied and developed during the residency.

III.C.1 THE PROGRAM WILL INCORPORATE A RANGE OF ASSESSMENT METHODS DRIVEN BY ADULT LEARNING PRINCIPLES. THE METHODS WILL BE BASED ON HIGHER EDUCATION TAXONOMIC LEVELS APPROPRIATE TO GRADUATE EDUCATION AND ALIGNED WITH DEFINED COMPETENCIES.

Strength Comment: The systematic and organized approach to the measurement of individual student competency attainment will be a strength once fully implemented.

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

Strength Comment: Regular use of peer-to-peer teaching evaluations of all faculty.

Partially Mets

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 must complete the implementation of the individual student course competency assessment and use the results for continuous improvement.

Criterion Related Recommendation:



The Program must complete the implementation of the individual student course competency assessment and use the results for continuous improvement.

Consultative: The Program should communicate to the Preceptor the level of competency attainment prior to start of the residency and incorporate it, as appropriate, into the work plan objectives.

Consultative: The Program should incorporate student competency self-assessments into residency reports.