CAHME®
Commission on Accreditation
of Healthcare Management Education

Program Name & Location
SAINT LOUIS UNIVERSITY
Saint Louis, MO

Dates of the Site Visit
March 2-4, 2011

Accreditation: 6 year CAHME Accreditation, effective 2011 through 2017

Accreditation History

Season	Year	Action
	1968	Accreditation - 4 yrs.
Fall	1972*	Accreditation - 5 yrs.
Spring	1977*	Accreditation - 3 yrs.
Spring	1978	Progress report received; additional progress report requested
Spring	1979	Progress report accepted; site visit rescheduled for Fall 1979
Spring	1980*	Accreditation - 2 yrs.
Spring	1981	Progress report accepted
Fall	1982*	Accreditation - 5 yrs.; with a third year progress report
Fall	1983	Progress report accepted
Fall	1985	Progress report accepted; deferment of site visit approved (1 yr.)
Spring	1989*	Report tabled by chair of Commission to seek more information Fall
Fall	1989*	Accreditation - 5 yrs.
Winter	1989/90	Appeal accepted, revisit term of accreditation scheduled for 3/90
Spring	1990*	Accreditation - 7 years with 1st & 4th progress reports
Spring	1991	Progress report accepted
Spring	1994	Progress report accepted
Fall	1997*	Accreditation - 6 yrs.; 1st year progress F98; SV F2003
Spring	1998	Ex. Committee review of Fall 1997 decision; 1st year progress remains for Fall 1998
Fall	1998	Progress report accepted
Spring	1999	Interim SV conducted subsequent to concerns expressed in Fall 1997 progress report
Spring	2004*	Accreditation - 7 Years - Progress Report Due March 1, 2005
Spring	2005	1st Year Progress Report Accepted - All Recommendations

Program Description
The Saint Louis University (SLU) Master of Health Administration (MHA) Program was founded in 1947 and has provided over 60 years of leadership in educating students for entry-level

1

management roles in the health sector. The Program is one of four academic programs offered by the Department of Health Management and Policy (HMP), one of two departments of the CEPHaccredited School of Public Health. The Department's three other academic programs are its Master of Public Health in Health Policy (MPH-HP), Bachelor of Science in Health Management (BS-HM), and new Community Benefit Certificate (CBC) program.

The Program has four degree track options: a two-year full-time MHA degree; a four-year MHA/Juris Doctor (JD) degree with the School of Law; an intensive 24-month full-time MHA/Master of Business Administration (MBA) degree with the Cook School of Business; and a five-year full-time Bachelor of Science in Health Information Management (BS-HIM)/MHA degree with the Doisy School of Health Sciences. The Program is designed for full-time study, but admits up to two students (typically practicing clinicians) per year on a part-time basis. The MHA curriculum is based on a competency model first developed by the Program in 1999-2001. The model includes 60 specific competencies grouped into six broad competency domains: leadership, critical thinking, science/analysis, management, political and community development, and communication.

Seventy-eight students were enrolled in the Program's four degree tracks during the self-study year (August 16, 2009-August 15, 2010). Program students are drawn from all regions of the United States, including about 30 percent minorities. Each class usually includes two to three international students. Graduates are employed in hospitals; health systems; physician practices; insurance, managed care and pharmacy benefit management companies; consulting and law firms; long-term care facilities; and government agencies.

The Program faculty included 11 full-time members of the HMP Department and 12 other members (6 joint and 6 part-time) during the self-study year. The latter group contributes to the Program through teaching required and elective courses. The 11 regular faculty members have expertise in the key specialties needed for health management and policy scholarship: systems organization, quality and utilization; economics; finance; information systems; marketing; operations; organization, human resource and strategic management; and policy. They are actively engaged in scholarly research, professional associations and community service.

The Program is supported through its association with other University units and many local, regional and national external groups and individuals. It is housed in the Salus Center on the University's Health Sciences campus. This facility includes excellent office space for faculty, staff and graduate assistants; "smart" classrooms; a large student area; and other amenities. The University provides superior library services on both its Frost and Health Sciences campuses, including electronic access, and the School facilitates alumni and development activities. A fulltime Department Coordinator, a full-time Department Internship and Placement Coordinator, and two undergraduate work-study student assistants also support the 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	4	7%
	Other Met	49	88%
Partially Met		3	5%
Not Met		0	0%
Total		**56**	**100%**
Consultative Recommendations		*1*	*2%*

Program Strengths

I.B.1

Strength Comment:
The resources available to the Department are substantial. The Dean of the School of Public Health and the VP of Health Sciences have committed to the financing of four new tenure track positions; three of which are in the field of health management. The Department's administrative office space is also part of the redesign of the School of Public Health's impending infrastructure development plans.

III.C.1

Strength Comment:
The Program has committed to visiting all internship sites at least once during the tenure of the student while on site. This aids not only in providing quality control of internships sites, but assists in developing both student and preceptor engagement. The School's financial support and clear evidence of the Faculty's personal involvement and feedback is admirable.

III.C.2

Strength Comment:

The SLU Oral Board process is very well designed structured, and competency focused. The Program utilizes a case-based approach to competency assessment. Students are allowed 24 hours to review, analyze, and respond to the case questions within a 20 minute presentation. This is followed by +/- 40 minutes of question & answer interaction aligned along the SLU competency model domains. Not only does this approach require students to integrate their knowledge, but it also minimizes variation within the oral boards process.

III.C.4

Strength Comment:
The SLU Health Administration Program is well positioned to develop student perspectives and abilities through direct collaboration with the highly ranked SLU Law School, John Cook School of Business and School of Public Health.

Partially Mets

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

Assessment:
Criterion Related Concern:
The Program indicated it has mission, vision and values statements; however none of these statements are tailored to the Program itself.

Criterion Related Recommendation:
The Program must develop its own mission & vision (separate from those of the Department) to align the strategic intent of recent evolutionary program changes with desired program and student outcomes.

III.A.2 THE PROGRAM WILL STRUCTURE ITS CURRICULUM SO THAT STUDENTS ACHIEVE LEVELS OF COMPETENCY APPROPRIATE TO GRADUATE LEVEL EDUCATION.

Assessment:
Criterion Related Concern (1):
The Competency Model criteria should be more consistently linked to individual courses.

Criterion Related Concern (2):
It is currently unclear what criteria were used to assign a competency to the objectives within each course.

Criterion Related Concern (3):

The Program should define the levels of competency development within the existing competency model framework.

Criterion Related Recommendations:
The Program must establish a clear linkage between the Competency Model and individual courses and must also clearly define which courses will be developing each competency. Lastly, the Program must establish a Competency framework that recognizes depth of competency development in addition to breadth of coverage. Early didactic phase courses will provide a different depth of competency development than subsequent courses on the same or similar topic later in the educational sequence.

III.A.4 THE PROGRAM WILL EVALUATE COURSE INSTRUCTION AND THE CURRICULUM AND USE THE RESULTS TO DEVELOP SPECIFIC PLANS FOR MAINTAINING OR IMPROVING THE QUALITY OF THE TEACHING AND LEARNING ENVIRONMENT.

Assessment:
Criterion Related Concern:
The Program does not appear to have a formalized method of course evaluation feedback that is routed directly back to the Program Director.

Criterion Related Recommendation:
The Program must adopt a formalized method of course evaluation feedback that is channeled through the Program Director to facilitate continuous quality improvement.

Consultative Recommendation:

II.A.5 THE PROGRAM WILL INVOLVE STUDENTS, ALUMNI AND PRACTITIONERS IN APPROPRIATE AREAS OF PROGRAM DECISION-MAKING AND EVALUATION.

Consultative Recommendation:
The Program should develop a systematic methodology to maintain contact with alumni to assess graduate preparedness for the work environment and use this information for program improvement.