

Docket Item:

University Program Approval: Eastern Oregon University, Master of Healthcare Administration

Summary:

Eastern Oregon University proposes a new degree program leading to a Master of Healthcare Administration. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

Master of Healthcare Administration at Eastern Oregon University.



Proposal for a New Academic Program

Institution: Eastern Oregon University

College/School: Business

Department/Program Name: Business Administration

Degree and Program Title: Master of Healthcare Administration

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
51.0701 Health/Health Care Administration/Management
- a. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.
 - a. Healthcare administrators play a key leadership role in today's dynamic healthcare environment. From ensuring continuous quality improvements and effectiveness and efficient operations, to financial and human resource management, healthcare administrators are relied upon to ensure access to the best in patient care. Our online Master of Science in Healthcare Administration degree combines graduate business and highly focused healthcare leadership principles, systems and practices. Although it provides necessary preparation for employment and advancement in the healthcare industry in general, the degree focuses more specifically on the unique challenges when leading rural healthcare enterprises. Our program prepares tomorrow's healthcare leaders to apply their knowledge and skills as entrepreneurial managers; leaders who can problem solve, be innovative, and be a source of new ideas, processes, and procedures that anticipate, rather than react to, change.

Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Master of Healthcare Administration (MHA)

MASTERS DEGREE PROGRAM CHECK SHEET

Program Requirements:

45 credit hours are required for the Master of Healthcare Administration

A minimum grade of "B-" is required in all courses counting toward the degree and a cumulative GPA of at least a 3.00 is required to complete the degree.

Upon approval of the program coordinator or Dean, a maximum of 15 transfer credits can be applied to EOU's MHA degree.

REQUIRED PROGRAM COURSES: 45 Credits

Course Number	Course Title	Credits
MHA 500	Healthcare Delivery Systems	3
MHA 501	Legal and Ethical Issues in Healthcare Administration	3
BA 502	Org Management & Leadership	3
MHA 503	Healthcare Informatics	3
BA 504	Managerial Finance	3
MHA 505	Healthcare Budgeting & Financial Management	3
MHA 506	Quality Improvement in Healthcare	3
MHA 507	Population Health & Epidemiology	3
BA 508	Sustainable Competitive Advantage	3
MHA 509	Urban & Rural Health Policy & Planning	3
BA 511	Operational Decision Making	3
BA/MHA 512	Diversity, Equity and Inclusion in Practice	3
BA/MHA 513	Human Resource Management	3
MHA 514	Healthcare and Disruptive Technologies	3
MHA 699	Healthcare Administration Capstone	3

Total credits required for the MHA: 45

- b. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).
 - a. Online only
- c. Adequacy and quality of faculty delivering the program.
 - a. All adjunct faculty are at least professionally qualified possessing a master's degree in healthcare, one in nursing administration, and are practicing healthcare managers and executives. In its first year, all degree courses will be delivered by part-time/adjuncts. A full-time academically qualified faculty member is scheduled to be hired before year 2 of the program.
- d. Adequacy of faculty resources – full-time, part-time, adjunct.
 - a. All faculty are considered academically professionally qualified and possess at least a master's degree and practical healthcare administration experience at the middle to executive level (two VPs/two CEOs). Initially in the first year, all courses will be delivered by such faculty. A full time doctorally qualified lead faculty member I s planned to be hired before year 2 of the program.
- e. Other staff.
 - a. COB office staff, graduate admissions, a shared MBA/MHA graduate assistant, and existing professional online advising staff will support the degree.
- f. Adequacy of facilities, library, and other resources.

- a. Online degree is supported by adequate library resources and instructional development and IT departments support our LMS (Canvas).
- g. Anticipated start date.
 - a. September 2022

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.
 - a. Consistent with Eastern Oregon University mission, the proposed master in healthcare administration degree is a professional program leading to responsible and reflective action in a diverse and interconnected world. More specifically, the degree's comparative nature and focus on the unique challenges of rural healthcare services connects the rural regions of Oregon to the wider healthcare industry. Extending EOU's strategic framework, this degree seeks to produce administrative-ready graduates with the essential knowledge, skills and abilities outcomes healthcare enterprises seek in tomorrow's innovative and entrepreneurial-minded leaders. Finally, and consistent with EOU's formal status as Oregon's Rural University, this degree promotes rural economic and workforce development, prosperity and resilience.
 - b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.
 - a. The proposed degree is offered in a flexible and convenient delivery format and integrates healthcare ethics and diversity, equity and inclusion into healthcare leadership practice. The proposed degree adds to the educational possibilities of our region and state by emphasizing leaders as innovative entrepreneurial thinkers and focusing on the often less publicized unique challenges and struggles facing rural healthcare operations, leadership roles, and delivery systems.
 - c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
 - i. improve educational attainment in the region and state;
 - a. This proposed online flexible and regional and rural healthcare administrator career-ready degree aligns with the educational expectations for healthcare administrators and aims at providing an accessible and value-added method to educate and train more nontraditional students/adult learners including particularly underserved rural populations, to earn advanced credentials to meet local, regional and state workforce demands.
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - a. Given the degree's unique urban/rural comparative focus and preparing leaders to face the challenges of rural healthcare services, it connects the rural regions of Oregon to the wider healthcare industry's social, economic and environmental challenges and opportunities.
 - iii. address civic and cultural demands of citizenship.

- a. Preparing creative and innovative healthcare leaders to serve regional and rural communities and integrating diversity, equity and inclusion knowledge and best practices into their education and training addresses the civic and cultural demands.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
 - a. Commission on Accreditation of Healthcare Management Education (CAHME)
- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
 - a. The program’s competencies were generally aligned with CAHME expectations for safety, quality and process control, evidence-based problem solving, informatics, leadership, communication, management, ethical, legal and regulatory issues, and patient-centered learning. With the emphasis on entrepreneurial thinking and rural leadership and operations, areas of future development for candidacy would be in the application and acceptance of our diverse and rural leadership focus and the expectation for interprofessional collaborative work which is typically more difficult to achieve when offered entirely online.
- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, the proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.
 - a. N/A, graduate level only.
- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.
 - a. Not seeking immediate accreditation at this time.

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

	FY	2023	2024	2025	2026	2027
	Fall	2022	2023	2024	2025	2026
a.	Project enrollment	20	50	85	99	99

- b. Expected degrees/certificates produced over the next five years.
 - a. 70
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

- a. 60% Oregon Residents; 40% non-residents, nontraditional, 75% part-time, 25% fulltime.
- d. Evidence of market demand.
 - a. BLS reports that employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations.
 - i. The Rural Health Information Hub references a variety of unique challenges administrators including lower compensation levels; shortages of physicians and other healthcare professionals; a disproportionate number of elderly, poor, and underinsured residents; and high rates of chronic illness. Our proposed degree seeks to educate healthcare professionals with the knowledge, skills and innovative entrepreneurial thinking (often needing to make do with less) necessary to seek and prosper in rural healthcare administrative positions.
 - e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
 - a. N/A
 - f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?
 - a. Prospects for success seem substantial given renewed population migration to historically rural regions, the growing state and federal attention and funding for rural economic and workforce development, and lack of master's prepared individuals prepared for the challenges of rural healthcare administrative positions.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Learning Objectives:

- Demonstrate knowledge of the U.S. healthcare industry, regulatory compliance, and delivery systems including disruptive innovations in healthcare operations and how care is and will be delivered.
- Compare and contrast today's urban and rural healthcare system including delivery, finances, quality, regulatory policies and practices and compliance, organization effectiveness and clinical and support services.
- Analyze the potential short-and long-term implications of healthcare policy and operations decisions.
- Evaluate the efficacy of information technology in improving patient care, patient outcomes and creating a safe patient care environment.
- Analyze the impact of social policy, finance, regulations, and legislation on healthcare for individuals, groups, communities, and populations on the professional practice of healthcare management.

- Analyze and interpret financial information needed to make long-term decisions for a healthcare organization.
 - Incorporate the principles of quality management for improving outcomes in healthcare organizations.
 - Demonstrate proficiency in conflict management, problem-solving, entrepreneurial thinking, team leadership, and communication skills.
 - Integrate healthcare ethics and diversity, equity, and inclusion into healthcare leadership practice.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
- a. Each learning outcome will be mapped within the curriculum structure to ensure of where and how the program outcomes will be introduced (e.g., healthcare delivery systems, legal environment, managerial finance), reinforced (operations, healthcare budgeting & finance), and synthesized (e.g., capstone). Assignment in each course will be linked to course and program outcomes using the outcomes feature in Canvas and reporting via our assessment database in Campus Labs.
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
- a. The mission-driven expectations for our faculty are to primarily be effective instructors, student advisors and service providers. Accordingly, the research and scholarly activity (e.g., publications) expectations are far less stringent and more broadly defined. Such diverse definitions of professional and scholarly development, although far from trivial, reward primarily applied and pedagogical research activities and agendas which align well with the nature of this proposed allied degree.

6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.
- a. None at EOU, Master in Healthcare Administrations exist but our focus on rural healthcare and online only delivery provides a less competitive and complementary alternative to existing degrees.
- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
- a. The emphasis on rural healthcare complements and extends existing Oregon programs by preparing and encouraging graduates to seek opportunities to lead rural healthcare enterprises.
- c. If applicable, the proposal should state why this program may not be collaborating with existing similar programs.
- a. N/A
- d. Potential impacts on other programs.
- a. N/A

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Submitted Nov. 2021

EXTERNAL REVIEW REPORT - NEW ACADEMIC PROGRAM: MASTERS IN HEALTHCARE ADMINISTRATION EASTERN OREGON UNIVERSITY

Final Submission: February 18, 2022

Program Review Overall Summary and Commentary

Our external review committee completed a review of the **Proposal for a Masters of Healthcare Administration (MHA) Degree at Eastern Oregon University** during January and February 2022. Independent professional evaluative opinions and suggestions of each team member were consolidated and summarized for each category. What follows is the review team's written report.

Overall, the review committee found the proposal to be an excellent, comprehensive document geared toward students who would like to pursue an advanced degree in the high demand and challenging field of healthcare administration. Members of the committee would like to emphasize our continued support for and importance attributed to providing curriculum focused on rural healthcare and an emphasis on educating students on different leadership demands between hospital systems, CHC's, surgery centers, and ambulatory clinics. Partnerships with rural healthcare facilities will also be a critically important element of the new program and are already being established, e.g., Grande Ronde Hospital.

It was noted that the program courses should ensure that they explicitly be delivered in a manner that is geared toward a rural emphasis, some of the course descriptions may need to provide a greater acknowledgement of that focus. We also recommend an advisory committee for the program. The Dean indicated to us that an official program advisory committee is in process will be beneficial to the program to assist with the pipeline of online educators, placement of students in internships, and development of strategic partnerships. Some members of this team have expressed interest in serving on such. Current adjuncts and regional health leaders are already being solicited and according to the Dean, an advisory committee will be in place by Fall 2022. We suggest that the Oregon and Idaho Rural Healthcare Associations or the Oregon Association of Hospitals and Health Systems and other similar partners be considered as they can provide relevant and current guidance to the program. It would also be helpful to partner with critical access hospitals in the surrounding area for the possibility of internship placement.

Comments for strengthening the program's positioning are merely suggestions to support the proposal and to provide even more of a defined direction for EOU's MHA program and its planned comparative focus on the many urban and rural healthcare leadership demands, challenges, and differences.

1. Program

Overall Description: *We find the description to be accurately depicting the critical aspects and rural focus of this proposed new degree program.*

- a.** *Regarding the learning objectives, the review team found them to be of critical importance to serving the healthcare leadership needs in urban and rural settings. We recommend that objective 3 include state level laws/regulations and their impact on policy given that every state is different and can have differing priorities.*
 - i.** *Program admission and progression requirements seem appropriate for the degree. We particularly appreciate the consideration of prior work experience will avoid the if it is not formal coursework, it is not important to success and to accentuate the value of those experiences. Accounting, finance and statistics appear to be relevant prerequisites to entry. Provision admission seems appropriate as well for those with less than the desired GPA.*
- b.** *The program's alignment with the institution's mission and strategic objectives. We found a strong alignment between EOU's mission and Strategic Plan Framework – The Ascent, and the proposal for a MHA degree that also seeks to service the healthcare industry and particularly rural regions since EOU is officially designated as Oregon's Rural state university. Adding diversity, equity and inclusion in practice coursework is a particularly contemporary and oft overlooked priority especially in historically less diverse rural regions.*
- c.** *The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution. We should add that such hires should possibly include instructors from other healthcare related fields. We also believe that to lend perspective and legitimacy to the program, EOU should include working professions with 5+ years of practical experience in mid- to upper-level leadership role in healthcare operations as instructors. We agree that the program should run year-round to accommodate student work and degree completion plans schedules.*
- d.** *The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc. The choice of general healthcare leadership with a rural healthcare leadership focus seems to be particularly relevant and complement existing programs. We feel it should also serve to differentiate it in an expanding competitive market by addressing a niche rural market aligned with EOU's mission.*
- e.** *Regarding their justification in terms of state needs, demand, access, and cost effectiveness (if this program represents duplication within the state), it is readily apparent from their national, state and regional data and perspectives, that widespread need and support justifies the proposal. Little doubt was expressed by team members who are or were hiring managers that widespread need and demand exists, and that the rurality focus at EOU will not directly duplicate existing MHA leadership preparation programs. Comprised of half rural healthcare leaders, the consensus of the committee was that a strong need for a comparative urban and rural healthcare administration program exists in Oregon and surrounding states.*
- f.** *The probable impact of the program on the department or academic unit, as well as its effect on current programs. This MHA seems like a logical extension of EOU's MBA program; providing a complementary program, intentional overlap/cross listings, and a*

readily available concentration for its MBA in coming years.

- g. The program's major strengths and weaknesses. We agree that this is a perhaps a logical extension of its graduate degrees in business, but also see concerns initially around attracting students (given its likely late approval to start in Fall 22) and staffing and relatively low adjunct compensation scale.*
 - i. Strengths – we agree with its unique rurality focus, teaching professionals, alignment with EOU's mission, and timing given the demand for healthcare leaders and regional grow from within policies and generous tuition reimbursement plans.*
 - ii. Potential Weaknesses*
 - 1. Other than a currently operating healthcare certificate, this represents a new and potentially risky direction for an EOU MS degrees. Seeking and securing sufficient instructional support in year one could be a challenge.*
 - 2. Accreditation delay due to lack of graduates and FT faculty until FY 24.*
 - b. Curriculum does appear aligned with curriculum standards.*
 - 3. Need for an advisory committee*

2. Faculty

- a. The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty. As noted above, we again add that such hires should possibly include instructors from other fields to lend perspective to the program and include faculty with 5+ years of practical experience in a mid to upper level leadership role in healthcare operations.*
- b. The faculty in terms of size, qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc. If enrollment grows as projected, staffing, coverage and specializations within the current and expanding adjunct pool will present challenges but adjuncts already available and a new hire in FY 24 with recent critical leadership and sustainability should suffice in the short to intermediate term. Despite the Dean's suggestion that any potential retirements expected in the next two years will be in business, we do not see a concern for sustainability given the university's commitment to ensuring replacements where demand and skill sets demand.*
- c. Areas of faculty strength and weakness. Ongoing concern for hiring adjuncts although EOU already has a cadre of qualified adjuncts for the upcoming AY. We agree with the strengths and weaknesses EOU faces.*
- d. Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness. We foresee no issues here. The Dean oversees adjuncts and in year two, a full-time faculty member will help advise and mentor students. EOU's online recruitment, marketing and retention partner, Wiley Education Services (WES) and their ROI division for marketing, recruiting, advising and student retention should adequately supply necessary support services especially by year 2.*
- e. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty. Absent current expertise on campus, hires should possibly include instructors from other*

fields to lend perspective to the program and include faculty with 5+ years of practical experience in a mid to upper level leadership role in healthcare operations.

2. Need

- a. The evidence of sufficient demand and/or relevant employment opportunities for graduates of this program. Strong and continued demand for new career-ready post-graduate healthcare leaders' employment and those seeking career changes or advancement is clearly and particularly for rural healthcare operations.*
- b. The overall need for the program within the institution, state and/or region, and nation. Overall need appears evident for EOU, the state, and especially in rural regions.*

3. Resources

- a. The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions). We believe that resource support appears adequate program startup in Fall 2022.*
- b. The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships). Upon questioning, the Dean indicated that University and College budgeting for labor appears more than adequate. Increases in pay for adjuncts should be considered by EOU and currently is. Budget proposals include adequate resources for adjuncts, course development and by year 2, a new hire, travel, and funding for a Graduate assistant.*
- c. In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures). Support appears adequate and will be demand-dependent. Existing professional online advising staff will support the degree and through EOU's contract with Wiley Education Services (WES) for marketing, recruiting and student retention*
- d. Institution leaders' commitment to this program in the long term. EOU, its Board, professional healthcare leader adjunct pool, and regional hospitals appear very committed to this program.*
- e. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments. Despite that a number of online programs are projected as part of EOU's portfolio with its WES partnership, this program aligns well with EOU's mission, MBA degree, and to meet the growing need for rural healthcare leaders and in NE Oregon. Seems highly likely that EOU can sustain this program.*

External Review Healthcare Professional Committee Team Members:

Steven D. Carty, M.S., B.S., A.S.N., Committee Chair, Utah

John Vizzuso, DBA, Committee Member, Ohio

Kenneth R. Hart, MA, CPA., Committee Member, Idaho

Todd Price, PhD, Committee Member, Pennsylvania

Institution: Eastern Oregon University
Program: Master of Healthcare Administration

Action: At the **March 2, 2022** meeting, the Statewide Provosts Council approved a new program for **Eastern Oregon University, Master of Healthcare Administration** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Eastern Oregon University** Board of Trustees approved the **Master of Healthcare Administration** program at its **February 17, 2022** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved

Opposed

Abstained



Oregon Health & Science University

David Robinson, interim provost

Approved

Opposed

Abstained



Oregon State University

Ed Feser, provost

Approved

Opposed

Abstained



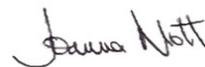
Oregon Tech

Joanna Mott, provost

Approved

Opposed

Abstained



Portland State University

Susan Jeffords, provost

Approved

Opposed

Abstained



Southern Oregon University

Susan Walsh, provost

Approved

Opposed

Abstained



University of Oregon

Patrick Phillips, provost

Approved

Opposed

Abstained



Western Oregon University

Rob Winningham, provost

Approved

Opposed

Abstained

