

2022 Undergraduate Certification Self-Study

Response ID:55 Data

2. ABOUT THE PROGRAM

University Name

Florida A&M University

School/College Name

School of Allied Health Sciences

Department Name

Division of Health Care Management

Program Name

Health Care Management

Name (with suffix and degrees) of Program Leader

Marisa Lewis, PharmD

Program Leader Email

marisa.lewis@fam.u.edu

Certification Status

Re-Certification

3. Self Study Page Navigator

4. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 1)

1a. Please enter the program's mission statement.

The mission of the undergraduate Health Care Management Program is to prepare underrepresented students for entry-level positions in the healthcare industry through a market-relevant health care management education.

1b. Please enter the program's vision statement.

The vision of the Health Care Management Program is to be the premier academic program for undergraduate healthcare management education that produces advocates and decision-makers for improving quality and access to care. Additionally, the Program will be recognized nationally and globally for excellence in teaching, research, and service.

1c. Please enter the program's values statement.

The undergraduate Health Care Management Program promote the following core values as essential components to the achievement of the above stated mission: Excellence, Accountability, Integrity/Ethics, Respect, Service, and Collaboration.

5. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 2)

2a. Please list the program goals below (provide as much narrative description as you would like):

The program has established program-level goals that are measured annually. The goals are specific to curriculum relevance, student career objectives, graduate program awareness, faculty professional development, service, and scholarly activities. The goals are listed below. The attached table provides a complete picture of program goals, objectives, and outcomes.

1. Provide a market-relevant education that addresses the theoretical, practical and technical aspects of the health management profession.
2. Prepare undergraduate students to assume entry-level positions in health care.
3. Support faculty in professional development specific to pedagogy activities.
4. Support faculty participation in service activities.
5. Support faculty participation in scholarly professional development.
6. Increase students' awareness of the Master of Health Administration program.
7. Increase alumni linkages and involvement in the program.

2b. Please the program objectives below (as distinct from student learning objectives):

The program objectives are:

1. Obtain annual feedback from program stakeholders about the relevancy of the curriculum and learning activities.
2. Review the Preceptors' assessments of students' knowledge and readiness for the workplace. Administer an alumni survey every three (3) years.
3. Faculty will participate/attend at least one (1) professional development activity specific to pedagogy in an academic year.
4. Faculty will participate in at least one (1) service activity in an academic year.
5. Faculty will participate/attend at least one (1) scholarly professional development activity in an academic year.
6. Provide students with at least four (4) opportunities to learn about graduate education through MHA recruitment activities.
7. Provide at least two (2) industry-specific lecture series, forums, or other program-initiated professional activities for students to interact with alumni and other practitioners within an academic year.

2c. Please list the program outcomes below (as distinct from student learning outcomes):

The program outcomes are below. Outcomes related to student-learning outcomes are excluded from the list. The numbers correspond to the program goals:

1. Prior to the self-study year, the program made curriculum changes and developed two new courses with the input and approval of the Advisory Board and stakeholder input. During the self-study year, we did not receive any specific feedback from our alumni or Advisory Board.
2. The Preceptors' survey instrument did not accurately measure this objective. The survey instrument is being revised.

The last alumni survey was administered in spring 2020. Almost half (48.8%) of respondents reported job placement in four months or less. Eighty four percent of alumni strongly agreed the program prepared them for the workplace.

- 3, 4, and 5 Are faculty-related. Faculty participated in the required service and professional development activities.

6. The Division hosted seven (7) open houses. Collectively, eighty-nine undergraduate students attended.

7. The Division hosted four (4) industry-specific events for students to interact with alumni. During these events, students were provided with the contact information for program alumni and invited to communicate via LinkedIn.

6. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 3)

3a. Please describe the authority and responsibility of the program director:

The program is housed in the Division of Health Care Management, which functions as an administrative and fiscal unit within the school. The division director is responsible for oversight and coordination of all management and administrative activities, teaching and instructional programs, faculty development, research, training and service within the division. Faculty members in the division are supervised directly by the division director. The director reports to the dean of the school who reports directly to the Provost and Vice President for Academic Affairs.

In conjunction with the director of the Division of Health Care Management, the program is managed by the Undergraduate Program Coordinator, who has direct oversight of the undergraduate program operations and curriculum. The coordinator does not supervise faculty. The coordinator duties include chair of the Advisory Board, teaching, advisement, developing course offerings each semester, and curriculum design. The program is governed by university rules and policies established by the Florida Board of Governors. The Program coordinator, however, has sufficient authority and autonomy to manage the program. Typically, the program coordinator will seek input from the division director, faculty, students and external stakeholders prior to making critical decisions.

3b. Describe release time or other support for administrative duties granted to the program director.

The program coordinator receives one-course release time per semester. The coordinator is assigned a graduate assistant who can assist with a variety of tasks associated with the undergraduate program. The coordinator also has access to part-time administrative support.

7. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 4)

4. Describe how the program director pursues continuing professional development and how these endeavors relate to both her/his role and responsibilities as program director and to the profession of healthcare management.

The program coordinator, Dr. Marisa Lewis, pursues continuing professional development to remain abreast of administrative and management policies and processes as well as to remain current in the healthcare management profession. The coordinator is an active member of AUPHA, CAHME, ACHE, the National Association of Health Services Executives (NAHSE), and the National Pharmaceutical Association (NPhA). Each of these associations to varying degrees provides critical information on healthcare and the healthcare management professions.

Dr. Lewis expands her knowledge about various topics in health management education, teaching and pedagogy by attending the AUPHA and CAHME conferences, workshops, webinars, etc. Membership and participation in ACHE, NAHSE, and NPhA allows Dr. Lewis to develop and maintain linkages within the profession. Dr. Lewis is a member of the Board of the ACHE North Florida Chapter as well as an At Large Board Member for the NAHSE Florida Chapter. She serves on two NAHSE committees, Chapter and Member Development and Community Relations.

To complement the above professional development activities, Dr. Lewis attends faculty development workshops and training sponsored by the FAMU Teaching and Learning Center. Workshop topics typically focus on assessment best practices, developing effective student learning outcomes, active learning strategies, case-based instruction, course management, and Canvas training.

8. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 5)

5a. For each full time faculty member for whom you have submitted a CV, please indicate their teaching load in the following format:

Academic Calendar = Semester

Smith, John, Teaching Load = 3:4

Brown, Janet, Teaching Load = 4:2

If Summer Semester is applicable

Smith, John, Teaching Load = 3:4:2

Brown, Janet, Teaching Load = 4:2:1

Faculty in the division do not teach more than 3 classes per semester (fall, spring, summer). However, teaching loads are governed by the Collective Bargaining Agreement and Tenure and Promotion guidelines. Faculty who are on the T&P Option One will teach 3 classes per semester and those on the Option Two will teach 2 classes per semester. The division director typically will reduce summer teaching loads to allow faculty greater research time.

Academic Calendar = Semester

Audi, George, Teaching Load = 3:3:1

Crowther, Vanessa, Teaching Load = 1:0:1

Green-Weir, Robbya, Teaching Load = 0:1:0

Lewis, Marisa, Teaching Load = 1:0:0

Stroud, Odell, Teaching Load = 3:2:0

Weaver, Juliet, Teaching Load = 1:0:1

Woodley, Pia, Teaching Load = 3:3:1

5a. Upload the section of the faculty handbook that speaks to teaching load and the criteria the program/university uses in promotion and tenure evaluation, and post-tenure review. If not available as a file upload, cut and paste the relevant content into the box below.

[Tenure_and_Promotion.docx](#)

5b. If you were unable to upload a file above, please cut and paste the relevant policy regarding teaching load and criteria for promotion, tenure, and post-tenure review here.

N/A

5c. Provide any additional information regarding teaching loads and/or promotion and tenure (i.e. differences between teaching loads and those required for promotion and tenure)

None.

9. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 6)

6a. Describe the role of the faculty in the organization and governance of the program.

The full-time faculty are responsible for all decisions regarding the governance and organization of the program. Faculty evaluate the curriculum, determine division strategies and activities, and complete tasks assigned by the dean's office. Faculty voice their opinion and implement change. Each faculty member is assigned the lead role on all division-wide initiatives. Division faculty have primary responsibility for assigned tasks, for example, one faculty is assigned to recruitment, one faculty coordinates strategic partnerships, another faculty is an advisor for the student organization, etc.

External and internal stakeholders provide input via surveys, during advisory board meetings, and informal conversations. Decisions about the curriculum are made based on this feedback.

6b. Describe the role of the faculty in recruitment, evaluation and promotion decisions.

Currently, all faculty positions are tenure-earning. When a faculty line becomes vacant, or when a new line is approved, the Division Director coordinates with the Dean's office to create the position description. All positions are advertised on the FAMU Human Resources website. However, some positions may also be posted on the AUPHA job page or similar electronic board.

All Core Faculty are encouraged to recruit for vacant positions. This recruitment may take the form of email, phone calls, or circulating position advertisements at conferences.

Once the position is advertised, the Dean will appoint a search committee and chair. The committee is usually comprised of at least one program faculty along with faculty from other SOAHS divisions. It is the responsibility of this committee to review, screen, and interview qualified applicants. When the committee completes this process, they make a recommendation to the Dean. The Dean then communicates with the candidate and sends a recommendation to the Provost, who generates a letter of offer.

The University requires an annual performance evaluation for all faculty. Non-tenured faculty must also complete a Progress Towards Tenure review, annually. Promotion and tenure recommendations are made by the school's Promotion and Tenure Committee, and then forwarded to the Dean and the University committee and finally to the Provost. Only tenured faculty are members of the Promotion and Tenure Committee.

6c. Describe how the full-time faculty meets as a group to discuss program governance, organization and other administrative issues.

Division meetings are held weekly. Faculty work sessions are held on an as-needed basis. These work sessions address specific activities like course content review, updates to program guidelines and practices, student concerns, etc. An off-campus full-day annual strategic planning retreat is held in December.

Complete the [College/University Committee worksheet](#) and then upload below.

[Criterion_6_Self_Study_College_Univeristy_Committee_Worksheet.xlsx](#)

10. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 7)

7a. Describe program or university policies regarding full-time faculty performance requirements with respect to teaching performance, scholarly activities and service to the university, profession and community.

Policies regarding full time faculty performance requirements are governed by the Collective Bargaining Agreement (CBA) between the University and the United Faculty of Florida (UFF).

Excerpt from the CBA Article 5 Academic Freedom and Responsibility

5.1 The Board and the UFF shall maintain and encourage full academic responsibility and full academic freedom. Academic freedom and responsibility are essential to the full development of a true University and apply to teaching, research/creative activities, assigned service, and the participation in the governance processes of the institution through significant service on committees, councils, and senates (beyond regular departmental or college meetings) and other assigned duties i.e. advising, counseling, supervision, academic administration or as described in the position description. Faculty members engaged in such activities shall be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence.

5.2 Teaching and Research. Consistent with the exercise of academic responsibility, faculty members shall have freedom to present and discuss their own academic subjects, frankly and forthrightly, without fear of censorship, and to select instructional materials and determine grades in accordance with University and Board policies. Objective and skillful exposition of such subject matter, including the acknowledgment of a variety of scholarly opinions, is the duty of every such faculty member. Faculty shall also be free to engage in scholarly and creative activity and publish the results in a manner consistent with their professional obligations.

Excerpt from the CBA Article 9. Assignment of Responsibilities:

9.1 Policy. The professional obligation is comprised of both scheduled and nonscheduled activities. The parties recognize that it is a part of the professional responsibility as a faculty member to carry out their duties in an appropriate manner and place. For example, while instructional activities, office hours, and other duties and responsibilities may be required to be performed at a specific time and place, other nonscheduled activities are more appropriately performed in a manner and place determined by the faculty member in consultation with his/her supervisor.

[https://storage.googleapis.com/production-constantcontact-v1-0-](https://storage.googleapis.com/production-constantcontact-v1-0-9/679/219679/TtP9gkrG/9479f192a80a4f7daf41a492f7475912?fileName=FAMU%20UFF%20CBA_Ratified_%202019.pdf)

[9/679/219679/TtP9gkrG/9479f192a80a4f7daf41a492f7475912?fileName=FAMU%20UFF%20CBA_Ratified_%202019.pdf](https://storage.googleapis.com/production-constantcontact-v1-0-9/679/219679/TtP9gkrG/9479f192a80a4f7daf41a492f7475912?fileName=FAMU%20UFF%20CBA_Ratified_%202019.pdf)

7b. Describe the procedures by which faculty are relieved from duties to pursue research, consultation and attendance at professional meetings and conferences

Release time for faculty to pursue research and consulting is provided upon request to the Division Director. Once a faculty member makes a request, the Director investigates the feasibility of the request and what type of relief is needed. The relief may be in the form of hiring an adjunct instructor to teach an entire class, identifying someone to team-teach a class or relieving the faculty member of some advising responsibilities. If additional time is needed, the faculty member may make a request.

Conference and workshop attendance requests are made to the Division Director annually so that plans for the next year may be made. All requests for faculty release time must be approved by the Dean.

Complete the [Faculty Scholarship](#) & [Faculty Service](#) worksheets and upload below.

[Criterion_7_Self_Study_Faculty_Service_Worksheet.xlsx](#)

[Criterion_7_Self_Study_Faculty_Scholarship_Worksheet.xlsx](#)

7c. If there are additional details that you would like to provide for this criterion, please provide that below.

None.

11. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 8)

8a. Describe the procedures for selecting adjunct faculty for inclusion in the program

Adjunct faculty selection is the responsibility of the Division Director and Program Director (Coordinator). Courses requiring practitioner and/or academic expertise beyond that available within the Division are identified. Healthcare practitioners or academicians with the necessary credentials may be recruited from within or outside the University. Once an individual is identified, the Division Director and Program Director (Coordinator) review the candidates' resume/vitae and supporting documents (e.g., transcripts) to verify their credentials according to the guidelines set by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Regional Accrediting Agency. The candidate is interviewed and a decision is made.

8b. Describe the procedures for evaluating the performance of adjunct faculty

Adjunct faculty members are evaluated annually by the Division Director, using the University Faculty Performance Evaluation instrument used to evaluate full-time faculty. Only the Teaching Effectiveness section is completed, as the other sections do not apply. Teaching effectiveness includes organization and planning, preparation of course materials and timely distribution, quality of scholarship and mastery of subject area, ability to maintain a professional classroom decorum, punctuality and attendance, accessibility and openness to questions and relevance and fairness of student evaluations.

Students have an opportunity to evaluate adjunct faculty at the end of each semester. The State University System Student Assessment of Instruction (SUSSAI) instrument is utilized for this purpose. Students assess the following areas: description of course objectives and assignments, communication of ideas and information, expression of expectations for performance, availability to assist students, respect and concern for students, stimulation of interest in the course and facilitation of learning. The Division Director receives the SUSSAI summary for each faculty member.

Throughout the semester, the Division Director monitors the performance of adjunct faculty by informal means which include talking with students, visiting their classes, and informal meetings with adjunct faculty. When necessary, the Division Director may intervene to help resolve an issue between adjunct faculty and students.

8c. Describe mechanisms for orienting or preparing adjunct faculty to teach in the program.

The university and the school provide various resources for orienting and preparing adjunct faculty to teach in the program. The Division Director provides each adjunct with a copy of the School of Allied Health Sciences Adjunct Faculty Manual. Additionally, the Division Director will make arrangements for the Office of Instructional Technology to provide Canvas training to the faculty.

The Division Director or the Program Director will provide an orientation to discuss pedagogy, best practices for teaching in the program, teaching expectations, development of course syllabi, resources available to assist with various teaching methodologies, administrative support, parking, FAMU email access, Canvas access, relevant University and SOAHS policies and procedures. Full-time faculty assist adjuncts as needed. Adjunct faculty are encouraged to attend webinars held by the Teaching and Learning Center; however, adjuncts typically are unavailable when many of these webinars occur during regular working hours.

8d. Describe how adjunct faculty are integrated into program activities

Adjunct faculty are integrated into program activities in various ways:

1. At the start of every semester, all program faculty must attend the faculty meeting. The meeting is scheduled at a date/time convenient for all faculty (usually held after 5pm). The meetings are recorded and the link shared with the faculty.
2. All program faculty must participate in specific curriculum meetings. Adjunct faculty are asked to provide input on course offerings, sequencing, content changes, competencies, learning outcomes, etc.
3. The Division Director regularly updates adjunct faculty on all university and school activities.

12. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 9)

9a. Describe the financial support base for the program, including the procedures for determining budgetary allocation to the program. If the program coexists with a graduate program or other degree programs within the same academic budgetary unit, how are resources allocated across the programs and managed?

The Division Director determines the budgetary needs of the program. Budgetary requests are submitted to the Dean for review and approval. Revisions are made if necessary based on the Dean's recommendations. The budget is submitted to the Provost for approval. Once approved, the Dean then allocates funds to the Division based on the expressed needs. Budget allocations for the program are separate from those of other divisions in SOAHS.

Salary dollars are allocated by the university. Dollars for adjunct faculty are based on needs identified by the Division Director on a semester-by-semester basis. Travel funds are allocated for professional development, AUPHA workshops, annual conference and for internship site visits. The program also has access to a small discretionary funding stream from the FAMU Foundation. These funds are typically used to cover speaker honorariums and other purchases (e.g., speaker gifts, student scholarships (up to \$500), conference expenses other than registration, etc.).

The program shares full-time faculty, support staff and facility space with the MHA degree program. However, the MHA program has a separate budget for adjunct faculty, travel, computer equipment, subscriptions, office supplies, etc. Both budgets are managed by the Division Director.

9b. If available, upload the program or department budget for the self-study year.

[Criterion_9b_Current_Department_Budget.pdf](#)

13. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 10)

10. Describe physical facilities available to the program, including, such things as office space, dedicated classrooms, the availability of information technology in offices and classrooms, and computing facilities

The School of Allied Health Sciences is housed in the 60,000 plus square foot Lewis-Beck building. All classrooms, clinical laboratories, computer laboratory, administrative offices and faculty offices are located in this building.

The program has access to approximately six classrooms within the Lewis-Beck building. This is sufficient for the number of classes held during a typical week. All of the classrooms have extensive technologies including projectors, computers, Zoom equipment, WiFi, and whiteboards. Further, students have access to a dedicated computer lab with 30 computers and two printers. Students also have access to the computer labs provided by the university located in the Coleman Library. Additionally, faculty have access to a conference room with teleconferencing capability for meetings.

Each faculty member, including the Director, has been assigned an office, equipped with a computer, printer, scanner, and appropriate furnishings. Overall, the office space, classrooms, and information technology are adequate to meet the needs and demands of the HCM Division Programs.

14. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 11)

11a. Describe the library facilities available to students and faculty of the program. Describe the holdings (books/periodicals) available in the library that address health administration.

The University has the Samuel H. Coleman Memorial Library as the main library with several branches. Faculty and students have on campus and 24-hour remote access to the libraries. Students enrolled in online and traditional courses can remotely access library resources including the "Ask A Librarian" virtual chat option. The undergraduate program is specifically served by the Science Research Center Library. The Research Center Library has an assigned health sciences librarian. This subject area librarian is available to students and faculty to assist with research.

The libraries hold nearly 2 million volumes, over 155,000 e-books and e-journals, and 256,126 micro-forms, which are readily accessible to users and are sufficient in scope to support both onsite and online programs. The university libraries have an Information Literacy Program to assist students in learning how to conduct college-level research. The librarians tailor the sessions to specific class assignments. Most sessions are held in the Information Literacy Classroom however, they will host a session in another designated classroom. These training sessions are also conducted virtually.

The library also offers an Inter-library Loan/Document Delivery service which provides access to library materials not owned by FAMU. Faculty, staff, and students may request materials through Inter-library Loan. The library provides access to online databases with full text articles. Some of those resources are: CINAHL, JSTOR, MEDLINE (Proquest), Ovid, and ABI/Inform. There are 44 general health-related databases and 9 Allied Health databases.

Most of the journals related to health administration, such as Journal of Health Care Management, International Journal of Health Planning and Management, Journal of Health Care Leadership, Academy of Health Care Management Journal, Journal of Health Services Research and Policy, Journal of Health Administration Ethics, Journal of Health and Health Services Administration, Journal of Health Economics, and Journal of Health Management are located in the Coleman Library and the Research Library. There are more than 1,000 management, business, and health-related periodicals and journals available to faculty and students. A listing of health management periodicals and journals available to faculty and students can be found on the website <http://library.famu.edu/academicprogramsupport> and a summary of the library resources may be found here: https://library.famu.edu/ld.php?content_id=11119886

Finally, the Division has a designated page on the FAMU website (<https://library.famu.edu/c.php?g=559216>). We are working with the librarian to update the page.

11b. Describe the university/college computing facilities available to students and faculty of the program.

There are several general-purpose computer labs located in the Coleman Library and other libraries. Students and faculty also have access to one computer lab located within the School of Allied Health Sciences, Lewis-Beck building. There is a high speed wireless network in all buildings on campus, including dormitories.

11c. Describe other academic resources available to students and faculty.

FAMU has several other academic support services for students:

The Writing Resource Center (WRC) located in the School of Social Sciences, Arts and Humanities is available to provide individualized instruction and tools to strengthen students' writing skills. Through individualized, self-paced instruction, the WRC affords students the opportunity to reinforce, review, and apply reflection and critical thinking strategies for diverse courses. The WRC hours are Monday - Thursday: 8:00 a.m.- 8:30 p.m. and Friday: 8:30 a.m. - 4:30 p.m.

Tutoring services are available to all FAMU students through the Center for Academic Retention and Enhancement (CARE). Additionally, 24-hour online services are available via www.tutor.com.

The Department of Information Technology Services (ITS) provides technology support services for the campus community. ITS makes student life on (FAMUs) campus easier with user friendly and innovative technology. ITS's interaction with students begins early during the admissions process when they receive their FAMNetID. ITS is committed to providing support to the University's programs for instruction, research, student services, financial management and administration. Services can be requested via the FAMU website, or by calling or emailing the Help Desk.

The Office of Counseling Services (OCS) provides a professional, safe atmosphere where students can discuss academic and personal issues. Additionally, they are available to assist students with a variety of concerns such as homesickness, struggles with relationships, study skills, substance use, worries and depression. Counselors are available to assist with crisis/emergency situations.

CeDAR, the Center for Disability Access and Resources, provides services and academic accommodations for students with documented physical, psychological and learning disabilities. The essential goal of CeDAR is to ensure that students with disabilities enjoy all of the benefits of and have access to the programs, opportunities, and activities afforded to all FAMU students. They provide supportive services to students with disabilities to enhance their skills for personal, academic, and professional growth, as well as assessments for individuals experiencing scholastic difficulties due to a suspected learning disability or attention deficit with hyperactivity disorder.

The Educational Resource Center for Child Development (FAMU-ERCCD) is a licensed childcare facility under the Florida Department of Children and Families, a school readiness and voluntary pre-kindergarten (VPK) provider with the Early Learning Coalition of the Big Bend, and they are accredited by AdvancED (now known as Cognia). FAMU students with children may use these services.

The mission of the Undergraduate Student Success Center is to support student recruitment, retention, progression, and graduation through the establishment of critical thinking skills conducive to the core values of the university. It provides trainings and seminars designed to introduce global strategies to assist with student development. The Center offers programs and services that promote student learning, development, persistence, completion and student-satisfaction.

The Career and Professional Development Center provides comprehensive and progressive career planning, placement, and follow-up programs and services designed to augment the academic process and assist students in successfully pursuing and managing meaningful career opportunities upon graduation and throughout work life cycle.

11d. Describe major linkages between the program and other academic units on campus (ie. Business, Allied Health, Public Administration, Research Centers, and Extended Learning Centers, etc.).

The program has two major linkages on campus. Students can take up to 6 credit hours of elective courses outside of the program in the School of Business and Industry and in other divisions within the School of Allied Health Sciences.

11e. If the program offers courses online or in a distance format, describe the technologies used to deliver course

material. Are additional resources provided for the creation and regular revision of online courses?

Approximately 46 percent of the program's courses are offered in an online format. The program engages in regular efforts to ensure that students taking an online courses receive adequate electronic support. The courses are delivered through the learning management system Canvas. The Office of Instructional Technology (OIT) offers instructional media development services and support and serves as the hub for the University's Distance Learning Programs. A comprehensive network of facilities, services, and professionals are dedicated to the enhancement and facilitation of the teaching and learning process. These services are accessible to students, faculty and staff.

OIT and the Teaching and Learning Center offer various faculty development workshops in regard to the online environment and use of technology in teaching. These include, but are not limited to Canvas, Web Conferencing, Screen Capture, Zoom, Online Pedagogy, Microsoft PowerPoint, and Microsoft Excel. OIT also offers technology support, for faculty, staff, and students. Each request is usually resolved within one hour; however, some requests may take up to 48 hours to complete.

The available resources are sufficient for all faculty to create and update online courses.

11f. Describe any on-line or internet-based teaching tools that are used to complement traditional classroom-based instruction. How are faculty trained and supported in the use of these tools?

All students in the program have access to various electronic tools. Several courses use publisher-developed electronic resources such as Cengage's Mindtap, Ethicsgame.com, LinkedIn Learning, and Jones & Bartlett simulations. Additionally, students may access all textbooks electronically. The publishers will provide training and support for their proprietary tools. OIT provides internal training and support for faculty using any of the FAMU-provided technologies such as the Canvas learning management system.

11g. Describe how students attending your program primarily or exclusively in an online format can access program and university resources.

Our program does not offer a fully online degree. However, there are fully online programs in other departments across campus. The University offers all needed resources to students in an online/virtual format (e.g., tutoring, writing lab, career resources, etc.).

15. Supplemental Information for Program Structure, Faculty, and Resources

Upload supplemental information here:

16. STUDENT SUPPORT SYSTEMS (Criterion 12)**12a. Describe the program's admission policies, their relationship to those of the university or college and any special requirements for admission to the program. Who has the authority to admit students? What percent of applicants are admitted to the program? At what point in the overall program is the student recognized as a health management / administration major?**

The program does not have a formal admission process. Students declare Health Care Management as their major any time during their academic career. Their first two years are comprised of the state-required general education courses. Students enroll in health care management courses starting in their junior year. At this point, students are considered "professional-level". When they enroll in the Professional Development I course, students are recognized as health care management majors.

12b. Describe the students enrolled in the program during the self study year, including the number of full-time students, the number of part-time students and the total number of students graduated within the self study year. If the program has more than one degree option, specify the number of students enrolled in each option, including any minors.

During the self-study year the program had approximately 110 students including transfer students. There is only one degree option and no minor option for health care management. Twenty-four (24) students graduated during the self-study year.

Program demographics - data from summer 2020 (SU20), fall 2020 (F20), and spring 2021 (S21) are presented. These are the latest semesters with available data:

1. Full-time students - SU20: 49; F20: 98; S21: 89
2. Part-time students - SU20: 33; F20: 12; S21: 10
3. Female students - SU20: 60; F20: 77; S21: 75
4. Male students - SU20: 22; F20: 33; S21: 24

12c. Describe how potential majors get information about the program and how the program informs potential students about degree offerings. Describe any events such as Open Houses or Career Fairs in which the program participates. Below you may attach examples of program brochures, promotional materials, posters, websites, etc.

The SOAHS and Division websites are the primary sources of program information for potential and admitted students. The university sponsors recruitment events, which include a major fair for students who are undecided about their major or seeking additional information about other majors. A SOAHS representative, HCM students and faculty participate in these events. Other degree information sources include current students and alumni.

12d. Upload any marketing material relevant to student recruitment and information-sharing.

12e. Provide links to any sites you would like the review team to reference as it relates to student recruitment and program marketing.

URL1 : <https://ahealth.famu.edu/departments-and-centers/health-care-management/index.php>

17. STUDENT SUPPORT SYSTEMS (Criterion 13)

13. Describe the program and university procedures for student advisement and career placement. Describe any resources available to students to assist them with career planning.

Frequent and routine academic advising sessions are the cornerstone of a student's advancement in their degree program. In addition to guiding the student through the various degree requirements and professional standards of the program, academic advisors serve as advocates and essential resource referral specialists for various student services. Students meet with their academic advisor for an advising session at least once per semester, and additionally as needed.

During advising sessions, students receive one-on-one guidance that considers the student's academic history, strengths, areas for growth, and goals. Advisors also use specialized software to track a student's progress towards graduation and receive individualized early alerts for engagement opportunities with each student. Academic advisors also work closely with transfer students to efficiently incorporate transferred coursework into the existing curriculum and craft a singular, cohesive plan working towards graduation.

Throughout the advising session, referrals to applicable student services can be tailored for each student based on their unique academic background. For example, students who are looking for employment opportunities could be referred to the FAMU Career and Professional Development Center (CPDC) for resume and interview critiques, or job fairs where they can network with potential employers.

Students receive career planning assistance through classroom instruction, informal discussions with faculty members, and the CPDC. CPDC serves as a key resource for students matriculating through the program. Students are exposed to the Strike in Four: Career Action Plan sponsored by the CPDC in their Freshman and Sophomore years. This plan is initiated during the student's first year then supported by the instructor while students are in their junior and senior year in the program. To assist students with career planning, students are required to utilize the CPDC's employer database, Hire-A-Rattler powered by Handshake to receive professional development training. Handshake houses cover letters and resumes, hosts virtual career expos, allows mock and real interviews, and provides professional development training. Students can apply for jobs through this platform. Finally, this program collaborates with a Career Specialist who serves as the liaison between the school and CPDC. This partnership supports student work readiness and career planning prior to and after graduation.

18. STUDENT SUPPORT SYSTEMS (Criterion 14)

14. Describe the peer networks and methods used by the program to facilitate communication among peers. [Examples of peer networks include social media networks (Facebook, LinkedIn, etc.), student organization/club activities and/or other opportunities.] List and describe any student professional organizations or clubs. Please include a student participation rate in each of these activities.

Health care management students have access to several peer networks. The Student Health Care Management Association (SHCMA) is the official organization for students majoring in HCM. Its' purpose is to be a social and professional resource for students at all stages of their matriculation. Students can learn more about the industry and career options available to them post-graduation.

The peer networks and methods used by SHCMA to facilitate communication among peers include Instagram and GroupMe. Instagram allows SHCMA to connect with the membership and other interested parties, as well as to post SHCMA events. GroupMe allows SCHMA leadership to chat with the membership and other HCM students regarding SHCMA events.

Membership is open to all students in the major. The student participation rate was approximately 5%. During the pandemic, membership decreased, in part due to the shift from an in-person to a virtual environment. We continue to explore ways to increase the participation rate.

The association activities include community service (on campus and off campus), planning and hosting the Florence Gaynor and S. Tanner Stafford lecture series, participating in various wellness fairs and health walks, recruiting, planning and hosting seminars, and social gatherings.

Dr. Robbya Green-Weir, and Dr. Marisa Lewis are co-advisors to the SHCMA.

19. STUDENT SUPPORT SYSTEMS (Criterion 15)

15. Describe any program or university policies to enable students to voice concerns or complaints. Describe how students' concerns or complaints are addressed.

The university provides several opportunities to enable students to voice their concerns. Each semester at the new and transfer student orientation, information is provided about student rights, responsibilities, code of conduct and services. Those related to concerns and complaints include, the Office of the Ombuds, Student Government Association, reporting alleged incidents of hazing and Judicial Affairs.

In SOAHS, there is a formal process for students to discuss their concerns, complaints, and grievances regarding a professor, a grade or other academic issue. Complaints about a professor are handled by the Division Director. A meeting is set-up with the student to obtain details and documentation. The Division Director intervenes to address and resolve the complaint. For grade-related complaints, the process is outlined below.

1. The process begins at the course-level. Students must first attempt to resolve the issue by meeting with the course instructor. If the issue is not resolved after the meeting, the student should proceed to step 2.
2. The student should meet with the Division Director. The Division Director will attempt to resolve the issue. If the issue is not resolved, the student may proceed to step 3.
3. The student must then request a meeting with the Director of Student Affairs to discuss the issue and the grievance process. Should the student choose to file a formal grievance, they will submit the form and accompanying documentation the Director of Student Affairs. The Director of Student Affairs consults with the Dean and submits the grievance application and documentation to the SOAHS Grievance Committee.
4. The SOAHS Grievance Committee will consider the facts and render a decision in the form of a written recommendation to

the Dean.

5. If the student disagrees with the Committee's final recommendation, the student may pursue the complaint/grievance further to the Office of the University Provost/Vice President, Academic Affairs. This is the last step of the internal process.

20. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 16)

16. Describe the organization and functions of any advisory committees, boards or groups. How do advisory committees or boards facilitate communication between practitioners and faculty, or provide input to program activities? How do students interact with advisory committees or boards?

The Undergraduate Advisory Board consists of alumni, practitioners, the SHCMA president, and other stakeholders from various practice settings. Board members bring expertise from various disciplines within the health care industry. The Board meets at least twice per year.

The Undergraduate Advisory Board functions according to the Advisory Board Member Responsibilities and Guidelines. Recognizing the importance of regular input from the board, each board meeting includes a standing agenda item soliciting input from the Board. Additionally, the program will periodically solicit input from Advisory Board members via a survey. Through these mechanisms, we receive valuable input, which we incorporate into the program and curriculum.

The SHCMA president and vice-president are ex-officio members of the Advisory Board. The students are encouraged to share the content of the board meetings with their peers. The board members network with the students via email and LinkedIn.

21. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

17a. Describe the program's major linkages with professional communities, associations and practitioners.

Historically, through its full-time faculty, adjunct faculty, and internship preceptors, the program maintained effective relationships with a variety of practitioners, professional associations, and communities. These relationships are enhanced by faculty ongoing participation in various organizations at the local, state and national levels. However in January 2021, we discovered that we needed to formalize professional linkages to be more strategic in our management of these linkages, which led to the creation of the Strategic Partnership Liaison role. The faculty assigned to this role has helped to establish linkages with several companies.

17b. Describe any student associations or clubs not addressed in Criterion 14. Describe how practitioners interact with students through all student club activities.

There are no other student associations or clubs not addressed in Criterion 14.

17c. Describe any other opportunities afforded to students to interact with healthcare practitioners such as healthcare symposia, community leader presentations or other supplemental educational programs.

The lecture series and CBA are open to all students and afford students another opportunity to interact with healthcare practitioners. Prior to the pandemic, some lecture series events included a program-sponsored luncheon during which students could interact with the speakers on a more intimate level. Alumni practitioners are also invited to various classes and events to share their insights on career-related topics with our students. All required courses include attending the lecture series, CBA, and similar events as a component of the course grade or as an extra credit assignment. The weight or points associated with these events are at the instructor's discretion. Included in the self-study documents is a table listing the event speakers.

22. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 18)

18. Describe how program alumni are linked to current students, faculty and programmatic efforts and what efforts are underway to expand this involvement and connection.

HCM alumni are linked to current students through a variety of program activities. Alumni practitioners are often invited to serve

as keynote speakers for the annual S. Tanner Stafford, Florence Gaynor, and C-Suite lecture series as well as the numerous CBAs. In this setting, students can network with alumni for current and future interactions. If undergraduate students request mentoring opportunities, the program will seek alumni for a mentee/mentor match. The program is developing a LinkedIn page to connect students with alumni.

23. CURRICULUM AND TEACHING (Criterion 19)

19a. Describe the extent to which various traditional teaching methodologies or formats are utilized for courses offered by the program, including but not limited to traditional lecture or classroom-based education; team teaching; guest lectures; team projects and presentations; the case study method; and the use of service learning.

Of the 24 courses in the curriculum:

- ~ 54% (13) use Traditional Lecture or Classroom-based Education
- ~ 46% (11) use Online Instruction (E-learning/Blended/Hybrid)
- ~ 100% (24) use Guest Lecturers are invited practitioners, alumni and experts in the field
- ~ 38% (9) use Team Project and Presentations
- ~ 8% (2) use Case Study Method
- ~ 8% (2) uses Service Learning
- ~ 4% (1) uses Experiential Learning
- ~ 4% (1) uses Integrative Experiences
- ~ 8% (2) the Internship Experience and the Capstone Course.
- ~ 0% use team teaching

19b. Describe the program's involvement in distance education, explaining the teaching format used for distance education (such as synchronous or asynchronous on-line teaching, teleconference, or other modalities).

Currently, 11 out of the 24 courses are taught entirely online asynchronously. Instructors provide materials, lectures, and assignments that can be accessed at any time. However, the course instructor may periodically choose to record a lecture by Zoom, Canvas, or other media. Students are invited to watch the Zoom live or watch the video on demand.

19c. How many courses are available on-line or in a distance education format? What percent of the program can be accessed on-line? For distance education students, what, if any, time is required on campus or in a traditional classroom setting?

Currently 11 (46%) out of 24 courses are taught in an online format. The program does not offer a fully online degree.

Therefore, students must take some classes, 13 (54%) out of 24, in a traditional classroom setting. Regardless of teaching modality, all course material is available via Canvas.

19d. Describe how on-line or distance education courses are integrated with traditional classroom-based courses. How many students take courses in each of these formats? Do the same faculty members teach both classroom-based and distance education courses? Do any courses combine on-line and classroom teaching in the same section?

The Program Director and Division Director work with the faculty who teach online and traditional courses to coordinate the learning activities to ensure that students enrolled in the online sections have a similar experience as those enrolled in a traditional section.

All of the students in the program will take an online course at some point in their academic career. During the spring 2021 semester of the self study year, 99 students took an online course and, depending on where they were in their academic plan, approximately 40 students were enrolled in a traditional course. This difference is partially due to the impact of COVID-19 and campus reopening.

Faculty members may be assigned an online course or a traditional course. Some faculty members teach both classroom-based and distance education courses. All faculty are trained to teach in both modalities.

Several of the program's courses are approved to be taught in a hybrid format. Hybrid courses combine online and classroom-based instruction in the same section. Currently, two courses use a hybrid modality, HSA 3164-Business Communications and HSA 3943-Service Learning.

19e. Describe how the program assesses if students have the skills and competencies to succeed in a distance learning environment.

Students will take their first online, hybrid, or technology-intensive course starting their first semester at FAMU. OIT and Information Technology Services (ITS) provide students with access to and support for various technologies. OIT and ITS will provide training for students who are unfamiliar with university technology. In some instances, the training may consist of self-paced tutorials. Additionally, the learning management system, Canvas, provides extensive training and support for students who are experiencing challenges navigating in Canvas.

The landing screen inside of Canvas provides these links:

- ~ Search the Canvas Guides: https://community.canvaslms.com/t5/Canvas-Guides/ct-p/canvas_guides
- ~ Conference Guides for Remote Classrooms: <https://community.canvaslms.com/t5/Contingency-Planning/Web-Conferencing-Resources/ba-p/262674>
- ~ Canvas Support Hotline: 855-505-3317
- ~ Chat with Canvas Support (Student): <https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A000000gK0MBIA0>

Finally, all HCM students must successfully complete CGS 2060 Computer Literacy I or MAN 2543 Introduction to Business Systems prior to starting the professional program. In light of this access, training, and ongoing support, the program does not conduct a separate assessment of the students' technology skills and competencies.

19f. Describe how parity of education and learning outcomes is documented for traditional classroom-based and distance education courses.

Students in the traditional classroom and online courses are provided the same instructional content and assessments. Course assessments are based on course competencies, which further ensures that the content is nearly identical. The assessment instruments provide documentation on parity of education between traditional and online courses.

19g. Describe how the program assures that students in distance learning programs have access to all necessary resources, including libraries and computer networks and other retrieval capabilities and that they have the capability to use them effectively.

All university students have access to libraries, computer networks, and other online resources no matter if they are on campus or online students. Regardless of teaching modality, essential course material is posted and accessed by students on Canvas. At the beginning of the COVID-19 pandemic, it became apparent that some students relied on the campus-based computers and did not have their own laptops. The University, provided laptops to all students who needed them, free of charge. Additionally, the university library simplified the login process for their online system. These changes were pivotal to assuring that students had access to the necessary resources.

19h. Describe how the program provides support for faculty and students to use effectively existing learning technologies and adapt to new ones, e.g., service technicians, site administrators, library resource personnel, and instructional technologists.

The program relies on university-sponsored resources to support faculty and students to learn and use technologies. As noted in 19e, OIT and ITS provide initial and ongoing training and support to faculty and students. ITS administers the Help Desk, which provides service technicians for both faculty and students.

The Teaching and Learning Center (TLC) fosters the development of teaching and learning innovations that enhance instruction, and improve student outcomes to support evidence-based education. The TLC helps to transform classrooms and careers by providing quality training, resources, and professional development activities for faculty, students, and staff. To help faculty members thrive, TLC provides professional development events, programs and resources for every career level and discipline.

Focus areas include:

- ~ Learning Concepts
- ~ Course Design
- ~ Course Management
- ~ Interactive/Engaged Teaching
- ~ Evaluation of Student Learning
- ~ Technology Infusion
- ~ Leadership Development
- ~ Work-Life Integration

19i. Describe how faculty are trained and equipped to use distance learning technologies in the teaching program. Describe also how faculty performance in distance education is evaluated.

The program relies on university-sponsored resources to train faculty on the use of distance learning technologies. As noted in 19e, OIT and ITS provide initial and ongoing training and support to faculty. In addition to OIT and ITS, TLC provides practical strategies for addressing common teaching challenges and learning opportunities. Many of their live and on-demand workshops will address distance learning technologies. The on-demand videos cover a range of topics to address the diverse needs of faculty across disciplines and at every career level. The Division Director regularly provides all faculty, full-time and adjunct, with updates for new and ongoing TLC workshops.

In the summer of 2020, all university faculty completed a series of instructional training on how to conduct effective online instruction and training in the use of Canvas. The training included topics on student engagement, writing measurable objectives, and learning outcomes, YouTube integration and planning and designing assessments. By August 2020, each program faculty earned Certification for Teaching Online (Canvas) from the university's Office of Instructional Technology. This certification expires in 2023.

The current list of on-demand videos are:

~ Canvas

Creating a Learning Journey

Canvas Through Their Eyes

Canvas Alignment & Feedback

Canvas Essentials

Canvas Assessment & Gradebook

Canvas: Advanced Topics

~ Digital Learning

LinkedIn Learning for the Flipped Classroom

Digital Badging for Student Mastery

Creating a Student-centric Syllabus

Building Community Across Courses Using a Common Read

~ Faculty Learning Communities

Aligning Course Objectives with Assessment

Freshmen Centric Certification Initiative (FCCI)

Provost's Digital Learning Initiative (DLI)

Planning and Implementing Effective Teaching Strategies (PIETS)

Writing Across the Curriculum (WAC)

~ Lunch & Learn Discussions

Where has the Academic Honesty Gone?

Is Everybody with Me?

*What is the Future of Remote Learning?

~ New Faculty

Active Learning
Assessment Strategies
Engagement Techniques
Tenure & Promotion

~ Universal Design for Learning (UDL)
UDL: Accessibility is Foundational
UDL: Materials and Methods
UDL: Goals and Assessments (Session A)
UDL: Goals and Assessments (Session B)
UDL: Gamification

Regardless of teaching modality, faculty online teaching performance is evaluated with the same instruments used for their overall performance, i.e. student evaluations and annual performance appraisals.

24. CURRICULUM AND TEACHING (Criterion 20)

20a. Provide a list of the competencies used by the program, and describe how these competencies align with the program's mission and the types of jobs graduates enter.

The program competencies were derived from the mission, which is to prepare students for entry-level positions in the healthcare industry. Thus, the program is structured according to a generalist paradigm in which students are prepared to pursue employment in various healthcare settings. Based on these two factors, the program faculty selected competencies from the Healthcare Leadership Alliance Competency Directory.

The results of alumni surveys and LinkedIn profile reviews confirm that we are achieving our mission. For example, program graduates have secured employment in hospitals, clinics, insurance companies, post acute care facilities, etc.

Competency 1.1: Building Effective Working Relationships

- 1.1 A. Create, participate in, lead teams, facilitate group dynamics, process, meetings and discussions.
- 1.1 B. Identify and utilize human and technical resources to develop and deliver communications.
- 1.1 C. Describe stakeholder needs and expectations.
- 1.1 D. Formulate and communicate organizational mission, vision, objectives and priorities.

Competency 1.2: Developing Effective Communication Skills

- 1.2 A. Recognize, value, and demonstrate correct behavior when communicating with diverse internal and external cultures.
- 1.2 B. Prepare and demonstrate effective written communication, oral communication, and presentation skills using the principles of communication and their specific applications.
- 1.2 C. Provide and receive constructive feedback.
- 1.2 D. Demonstrate and utilize applicable business communications practices and principles including meeting agendas, presentations, business reports, and project communications plans.

Competency 2.1: Regulatory Environment

- 2.1 A. Articulate legal and regulatory standards for health care professionals and organizations.
- 2.1 B. Examine and assess the organization including corporate values and culture, business processes and impact of systems on operations.
- 2.1 C. Interpret and develop basic business contracts from a legal and financial perspective.

Competency 2.2: Leadership Theories

- 2.2 A. Recall and value leadership theory, styles, techniques, and use situational applications.
- 2.2 B. Ability to incorporate and apply management techniques and theories into leadership activities.

Competency 3.1: Ethical Behaviors

- 3.1 A. Assess and determine conflict of interest and unethical situations as defined by organizational and professional bylaws, policies, procedures, and codes of ethics.
- 3.1 B. Recall and apply organizational business and personal ethics and adherence to ethical principles, e.g. patient's rights and responsibilities.
- 3.1 C. Compose, develop, and participate in personal career planning.
- 3.1 D. Explain and describe the implications of human subject research.
- 3.1 E. Complete self-assessments, acquire, and remain current with the professional body of knowledge.
- 3.1 F. Demonstrate appropriate industry-specific normative interpersonal behaviors.

Competency 4.1: Healthcare Milieu

- 4.1 A. Identify and compare the various providers and their roles, inter-dependencies, integration, competitive, and regulatory forces guiding health care delivery.
- 4.1 B. Compare and contrast the patient perspective and employee perspective.
- 4.1 C. Assess and explain the relevant trends in health care delivery.
- 4.1 D. Evaluate and interpret the interrelationships among access, quality, cost, resource allocation, accountability, and community.

Competency 4.2: Health Care Policy

- 4.2 A. Evaluate the governmental, regulatory, professional, and accreditation forces guiding health care delivery.
- 4.2 B. Examine the public policy matters and legislative and advocacy processes.
- 4.2 C. Advocate and participate in healthcare policy initiatives.

Competency 4.3: Technology Advancement

- 4.3 A. Explain healthcare technological research and advancements.
- 4.3 B. Design and develop information systems continuity including disaster planning, recovery, backup, and natural disasters.
- 4.3 C. Explore the role and function of information technology in operations and health informatics.
- 4.3 D. Discuss and apply technology trends and clinical applications.
- 4.3 E. Demonstrate knowledge of administrative systems and programs.
- 4.3 F. Develop and analyze technology security requirements.
- 4.3 G. Discuss the changes in information systems and technology trends.

Competency 4.4: Health Care Economics, Quality, Performance Management and Measurement

- 4.4 A. Seek and apply information from a variety of sources to stay current with market and industry.
- 4.4 B. Utilize quality improvement theories, frameworks, planning, and management.
- 4.4 C. Employ basic statistical analysis used to conduct needs analysis, identify and prioritize requirements.
- 4.4 D. Demonstrate cause and effect relationships.
- 4.4 E. Ability to collect, manipulate, analyze, understand, and explain data from internal and external sources relevant to each situation to support a decision or recommendation.

Competency 5.1: Financial Management Skills

- 5.1 A. Distinguish among the various funding, payment, and reimbursement methods and standards.
- 5.1 B. Apply basic accounting principles, cost accounting, and financial statements.
- 5.1 C. Demonstrate knowledge of financial management, revenue generation, and financial analysis principles.
- 5.1 D. Develop, prepare, and manage budgets, including annual operating budgets, project budgets, and capital budgets.
- 5.1 E. Explain reimbursement methodologies, principles, techniques, and ramifications including rate setting and contracts.
- 5.1 F. Demonstrate critical thinking skills and analysis.

Competency 5.2: Human Resources Management

- 5.2 A. Explain and apply human resources laws and regulations, worker safety, security, and employee health.
- 5.2 B. Discuss organizational policies and procedures, systems theory, governance theory, and structuring.
- 5.2 C. Design and develop recruitment, selection, and retention techniques and compensation and benefits practices.
- 5.2 D. Define staff roles, responsibilities, and job descriptions and manage departmental processes.
- 5.2 E. Identify the principles and practices of management and organizational behavior.

- 5.2 F. Develop and apply employee satisfaction measurement, motivational and improvement techniques.
- 5.2 G. Compare and contrast performance management processes.

Competency 5.3: Strategic Management

- 5.3 A. Explain and apply characteristics of strategic decision support and strategic planning principles.
- 5.3 B. Analyze and integrate organizational mission, vision, objectives, and priorities into strategic plan.
- 5.3 C. Utilize comparative analysis strategies.
- 5.3 D. Demonstrate techniques for business plan development, implementation and assessment.
- 5.3 E. Ability to integrate information from various sources to make decisions or recommendations.

20b. Describe how the program's competencies were developed and how they are reviewed and revised.

In 2019, the program faculty began the process of reviewing and updating program competencies. The first step in the process consisted of deciding on how to reflect the program's mission and vision in the selection of the competencies. The Division Director and Program Coordinator then solicited input from the faculty (adjuncts and full-time) and the advisory board members as we moved from revision to selection to final approval.

As a group, we also decided that faculty should link the competencies to an assessment, which will enable us to track student competency attainment on a program level. The program faculty reviews the competencies annually during our retreat and separately during advisory board meetings.

Complete the [Course Competencies worksheet](#) to demonstrate how your program's competencies map to the curriculum and then upload below.

[Criterion_20_Course_Competencies_Worksheet.pdf](#)

25. CURRICULUM AND TEACHING (Criterion 21)

21. Upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number. You may upload up to 10 files in each of the following 3 questions.

[HSA_3140_Healthcare_Strategies_and_Marketing.pdf](#)
[HSA_3164HB_Business_Communications_for_Healthcare_Managers.pdf](#)
[HSA_3170_Financial_Management_in_Health_Care_Delivery.pdf](#)
[HSA_3180_Intro_to_Healthcare_Management.pdf](#)
[HSA_3221_Introduction_to_Long_Term_Care.pdf](#)
[HSA_3430_Health_Economics.pdf](#)
[HSA_3943_Service_Learning_in_Health_Care.pdf](#)
[HSA_4150_Health_Policy_and_Politics.pdf](#)
[HSA_4191E_Health_Information_Systems.pdf](#)
[HSA_4383_Quality_Improvement_in_Health_Services_Organizations.pdf](#)

If more space is needed, upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number.

[HSA_4700_Health_Care_Research.pdf](#)
[HSA_4850_Health_Care_Management_Internship.pdf](#)
[HSA_4922_Capstone.pdf](#)
[HSC_3640_Health_Law.pdf](#)
[HSC_3535_Medical_Term.pdf](#)
[HSC_3930_Professional_Development_I.pdf](#)
[HSC_3931_Professional_Development_II.pdf](#)
[HSC_4634-501_Critical_Health_Issues.pdf](#)
[HSC_4930E_Professional_Development_III.pdf](#)
[HSC_4931_Professional_Development_IV.pdf](#)

If more space is needed, upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number.

[HSC_4209_Public_and_Community_Health.pdf](#)

[HSA_3110_Org_Admin_Health_Care_Fac.pdf](#)

26. CURRICULUM AND TEACHING (Criterion 22)

22a. Complete the [Course Content worksheet](#) to demonstrate how your curriculum covers the required content areas and then upload below.

[Criterion_22a_Course_Content_Worksheet.xlsx](#)

22b. Please provide any additional narrative you feel would inform the review team about how the required content is covered in the curriculum.

None.

27. EXPERIENTIAL AND APPLIED LEARNING (Criterion 23)

23a. Describe how the program uses the internship/applied learning experience to meet the goals and objectives of the program.

The administrative internship is designed to give the student direct work experience in various health care settings. The internship allows the student to gain practical experience in various entry-level administrative assignments in health and health related environments (Goal 2). This will also provide the opportunity for the student to develop their capabilities from real-world learning experiences. At a minimum, the student is expected to demonstrate entry-level competence during the internship (Goal 1).

Administrative internships may take place in the following settings: hospitals, federal and state government agencies, long-term care facilities, community health centers, public health agencies, group practices, medical programs, insurance companies, health associations, volunteer agencies, rehabilitation facilities, mental health facilities, and others.

23b. Describe how the internship/applied learning experience is sequenced in the curriculum and the rationale for that sequencing.

The internship occurs between the junior and senior years. By the end of the second semester of the junior year, students have a foundation in the following content areas: the U.S. healthcare system; strategic planning; financial management; management theory; marketing; professionalism; cultural competence; ethics; and information systems management. This foundation should allow the student to be fully engaged in the internship experience. During the internship, the expectation is that the student will be able to analyze, evaluate, and create new knowledge beyond the classroom boundaries. These enhanced capabilities are based on the intellectual maturity developed during the internship experience.

23c. If the internship/applied learning experience requirement is ever waived for a student, please describe the criteria for which that waiver might be granted, and how that is applied consistently to all students.

The program has no criteria for waiving the Internship requirement. It has never been waived.

28. EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

24a. Describe how internship sites are identified and selected.

Internship sites are identified based on the educational benefit to the student, the ability of the organization to identify qualified

individuals to serve as a preceptor, and the organization's mission. The Internship Coordinator speaks with the preceptor, and confirms whether the site is appropriate for meeting program goals. When possible, site visits are performed. The affiliation agreement process begins thereafter.

24b. Describe how internship preceptors are oriented to the expectations of the internship experience.

Preceptors are highly encouraged to attend the annual preceptor's training held during the fall semester. During the training, the following items are reviewed and discussed:

- ~ The internship competencies
- ~ Program expectations
- ~ Preceptor role and responsibilities
- ~ Preceptor assessment of the student
- ~ The student placement process
- ~ Best practices

If a preceptor's schedule prohibits attendance, the Internship Coordinator meets one-on-one with that preceptor to review the content. The Preceptor's Manual is provided to all preceptors.

24c. Describe how internship sites and preceptors are evaluated.

The Internship Coordinator meets initially in the first month of the internship with the preceptor and then monthly. The final evaluation occurs at the end of the internship experience, which is when the student completes the preceptor's evaluation instrument.

The evaluation instrument is designed to provide the program with feedback on various components of the internship. For example, questions ask how well the preceptor:

- ~ Discussed goals and expectations
- ~ Scheduled regular meetings with the student
- ~ Provided onboarding
- ~ Shared their knowledge and experience
- ~ Organized the internship experience
- ~ With a final question about the overall assessment

Throughout the internship, the Internship Coordinator conducts several site visits (virtual and in-person) to gain a first-hand view of the internship site. Preceptors are encouraged to communicate with the Coordinator at any time during the experience.

24d. Describe how student performance in the internship is evaluated.

The student's performance is evaluated by the Internship Coordinator and the student's preceptor. The preceptor evaluates the student using a standardized instrument. The students are assessed in several areas:

- ~ Communication
- ~ Soft skills
- ~ On-the-job performance
- ~ Areas needing improvement

In the internship course, the Internship Coordinator evaluates the student's performance on various assignments (see the HSA 4850 course assignments) including a final report and presentation.

24e. Describe the faculty role in internship supervision.

The internship experience is supervised by the Internship Coordinator. The Internship Coordinator is a full-time, tenure earning member of the faculty.

Prior to the start of the internship, the Internship Coordinator meets with each student to discuss the internship objectives and the student's preferences. The Coordinator facilitates contact between the intern and potential preceptors.

Throughout the internship experience, the Internship Coordinator communicates with the student and the preceptor to ensure that the process is going well. The Coordinator will receive and provide feedback to both the student and the preceptor.

At the conclusion of the internship the student and preceptor complete the evaluations. The Coordinator will provide feedback to the student specific to the preceptor's evaluation and assigns a final grade based on the assignments established in the syllabus.

24f. What are the policies regarding the awarding of credit and student remuneration for the internship experience?

The internship course (HSA4850) is a six-credit hour, practicum designed to give students direct experience in various health care settings. The course grade is "satisfactory/unsatisfactory".

Compensation is at the discretion of the organization. Typically, interns do not receive compensation.

1. 24g. Describe the evaluation process used to make determination of waiver or reduction of this requirement if a student presents a compelling case for not completely participating in the internship.

The program has no criteria for waiving or reducing the Internship requirement. However, if a student presents a compelling case for not participating in the internship, the faculty will review it and make a decision.

29. EXPERIENTIAL AND APPLIED LEARNING (Criterion 25)

25a. Describe the activities provided by the program, other than the field experience, that are primarily integrative in nature. Describe how each activity provides students with opportunities to draw upon and apply material covered throughout the program of study.

In HSA 4922 Capstone: The students complete exercises personal career planning and personal growth. Additionally, students complete an exit pre/post exam. Both exams test on the student's knowledge/grasp of the fundamentals. The exams focus on those concepts learned in courses throughout their matriculation through the program. Students must score a 70% or better to pass the exam.

25b. If a major paper, thesis or research project is required, describe the nature of the requirement and the relationship to program objectives.

None of these are required for the Capstone course.

30. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 26)

26a. Describe how the program measures student progress towards mastery of student learning objectives. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes.

The assessment process enables faculty to clarify student-learning outcomes as determined in our Academic Learning Compacts (ALC) as required by the State University System in the State of Florida. Additionally, the assessment process aids faculty in measuring student progress towards mastery of competencies in the competency-based curriculum. There are six program goals and objectives. Three associated with the ALCs are communication skills, critical thinking, and content knowledge. The remaining goals and objectives established by the program are technology literacy, professional behavior, and student service activities.

The student learning goal and objective and the are:

~ Communication Skills: students will demonstrate proficiency in written and oral communication skills within the context of the discipline. Direct Criterion: Seventy-five percent of students in HSC 4931 will earn a score of 75% or higher in the category of written communication skills in the designated learning activity. Indirect Criterion: Based on Preceptor responses, student's written communication skill levels will be rated at 4.0 or higher on a 5-point Likert scale.

~ Critical Thinking Skills: students will demonstrate the ability to use critical and strategic thinking skills in analyzing, evaluating, and synthesizing information within the discipline. Direct Criterion: Seventy-five percent of students in HSA 4383 will earn a score of 75% in the category of critical thinking in the designated learning activity. Indirect Criterion: Based on Preceptor responses, student's critical thinking skill level will be rated at 4.0 or higher on a 5-point Likert scale.

~ Specific Content Knowledge: students will demonstrate knowledge of concepts and theories related to health care management. Direct Criterion: Seventy-five percent of BSHCM students in HSA 3110 will earn a score of 75% on an exam items related to content knowledge in the designated learning activity. Indirect Criterion: Based on Preceptor responses, student's health care management knowledge skill level will be rated at 4.0 or higher on a 5-point Likert scale.

~ Technology Literacy: students will demonstrate proficiency in the use of technology to access and present information in the context of the discipline. Direct Criterion: Seventy-five percent of students in HSA4191 will earn a mean score of 75% in the category of technology in the designated learning activity. Indirect Criterion: Based on Preceptor responses, student's demonstrated technological proficiency level will be rated at 4.0 or higher on a 5-point Likert scale.

~ Professional Behavior: students will demonstrate professionalism in their interactions with healthcare professionals within the field. Direct Criterion: Seventy percent of students in HSC4930 will earn a score of 70% in the category of professionalism in the designated Ethics game simulation activity. Indirect Criterion: Based on Preceptor responses, student's demonstrated appropriate professional behavior skill level will be rated at 4.0 or higher on a 5-point Likert scale.

~ Student Service Activity: students will join and participate in the Student Health Care Management Association. Direct Criterion: Seventy-five percent of students enrolled in HSC 3930 will join the SHCMA by the end of the academic year. Indirect Criterion: Survey students on participation in Association activities - 75% will participate in association activities as measured by the questions "75% will participate in association activities as measured by the exit survey" and "What offices do you currently hold in this organization?" from the student exit survey.

Each measure is course-specific, and the faculty provides the artifact. The artifact (i.e., rubrics, surveys, exams, student assessments, preceptor evaluations, etc.) is the assessment tool. This tool is used to measure student progress towards mastery of the program competencies.

26b. Provide a brief description of student outcomes for the last 3 years. Where possible, show trends of outcomes over time.

The direct measures were assessed using an identified learning activity from faculty-chosen courses (see Criterion 26B table). Five out of the six indirect measures were assessed using the internship preceptor evaluation of the student interns. The last indirect measure, Student Service Activity, was assessed using two questions from the exit survey. The three-year time period includes the 2018/2019, 2019/2020, 2020/2021 academic years.

Overall, the direct and indirect measures reveal inconsistent outcomes across the three years. Generally, the inconsistencies are due to:

1. In 2017, the program recognized the need to increase rigor across multiple classes to ensure that students graduated with the necessary market-ready skills. This decision was based on results from prior assessments and evaluations.
2. When the program implemented and updated its new competencies, individual faculty were tasked with matching each competency to an assessment method, and the assessment to the student outcomes. The program continues to refine these linkages to ensure they are well aligned.
3. Another component of the refinement and alignment process, was reviewing the standards. For example, our goals for 2019-2020 was for 80% of our students would meet the standard of 80% or higher. As is evident in the table for Criterion 26b, we did not meet that goal for several of our assessment criteria. However, the program realized that coupling that expectation with increased rigor led to poor outcomes.

To address the concerns with the assessment outcomes, the program has:

1. Adjusted all assessment criterion from 80% of students meeting the standard of 80% or greater, to what is shown in the table for Criterion 26b, 75% of students meeting the standard of 75% or higher.

2. The program faculty (full time and part time) will continue to address individual course rigor to ensure that the expectations are appropriate to the program goals and that the competencies align with the assessment.

26c. Describe how the program reviews student achievement and outcomes and uses that information to drive program improvement.

The results of the assessment plans and reports drive program improvement. The faculty reviews the results of the assessment on an annual basis or more frequently if warranted. The faculty review data from preceptor evaluations, student surveys, the BSHCM Exit Survey, the capstone examinations, and other course-level assessments.

When the results of the assessment process reveal a deficiency, the faculty initiates a corrective action plan with feedback from relevant stakeholders. For instance, when it became apparent that students were not meeting our established communications goals, the program requested approval to add a business communications course.

31. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 27)

27a. Describe the body or person(s) primarily responsible for ongoing evaluation and assessment of the program's attainment of goals, objectives and outcomes.

The Division Director and Program Coordinator are primarily responsible for ongoing evaluation and assessment of the program. However, individual faculty are responsible for the evaluation and assessment of their individual courses. The Advisory Board contribute extensively to the process.

27b. Describe the process used to assess the program's progress towards stated goals, objectives and outcomes.

The Division faculty collaborated to develop the program's goals and objectives. Outcomes are reviewed each semester by the Division Director, Program Coordinator, and Division faculty during Division meetings. Outcome data is also reviewed annually during division assessment meetings and during the annual retreat.

When outcome data suggest that changes are needed (e.g., curriculum changes, faculty changes, textbook, etc.) the division faculty, with input from relevant stakeholders, will develop and implement a plan to address the deficiency. Outcome data and action plans are reviewed at least annually with the advisory board.

27c. Describe how program evaluation tools have been used with students, faculty, alumni, and practitioners to identify strengths and weaknesses in the program structure and educational processes.

Evaluation tools consist of program developed alumni surveys, student surveys and other methods of (process used within the program, incorporate) obtaining feedback and suggestions from students, faculty, alumni, and practitioners. Each stakeholder provides feedback via a (program developed) survey instrument, during a formal meeting, or informal conversations (typically with practitioners).

The Division Director, Program Coordinator, and the faculty have documented strengths and weaknesses in the program structure and education processes during informal conversations throughout the year. For example, end-of-the-semester conversations with students revealed that several found the CBAs helpful toward shaping their career choices and providing networking opportunities. This finding encouraged the program to expand the number of CBA opportunities as well as increased speaker/discipline variety. Conversely, the results of the preceptor evaluations revealed that students were not achieving proficiency in communicating (their content knowledge). This finding resulted in the program making HSA 3164-Business Communications a required course for all students.

27d. Upload the report from your most recent program assessment process. This report should list program goals, objectives and outcomes, how they were measured, and progress against those goals.

[Criterion_27d_2020_2021_Unit_Assessment_Plans_and_Result_Summaries_\(1\).pdf](#)

32. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 28)

28a. Describe how the data gathered from the processes described in Criteria 26 and 27 are used to inform and drive program improvement.

Decisions on learning and programmatic outcomes are made based on data and information from external and internal stakeholders. The faculty review and discuss the data and make recommends for program improvement. Once the Advisory Board gives their approval, the improvements are implemented.

One example of how the data was used to inform and drive program improvement is how end-of-the-semester conversations with students revealed that several found the CBAs helpful toward shaping their career choices and providing networking opportunities. This finding led the program to expand the number of CBA opportunities as well as increased speaker/discipline variety.

28b. Describe programmatic changes made since the last AUPHA certification process and the impetus for these changes. (For programs undergoing certification for the first time, please list changes over the past three years.)

Since the last certification process, the program added a capstone course for students graduating in the summer. Additional changes include:

~ After a thorough review of the curriculum and using input from the students, faculty determined that some of the course content was duplicated across multiple courses. As a result, four courses were reclassified as an elective rather than required. This reclassification allows students to pursue courses matching their career interests.

~ Based on feedback from the faculty, internship preceptors, and other industry partners, the program determined that students were lacking sufficient preparation in communications and insufficient applied understanding of the industry. This prompted the creation of two (2) new courses, HSA 3164-Business Communication for Health Care Managers and HSA 3943-Service Learning for Health Care Managers.

28c. Upload the most recent program improvement action plan.

[Criterion_28C_Program_Improvement_Action_Plan.pdf](#)

33. Supplemental Information for Electronic Self-Study

Upload supplemental information here:

[Criterion_2_Program_Goals_and_Objectives.pdf](#)

[Criteria_26b_Student_Outcomes_for_the_Last_3_Years.pdf](#)

35. Congratulations

Thank you for submitting your 2020 Self-Study

Dec 12, 2021 19:51:51 Success: Email Sent to: marisa.lewis@famu.edu