

2022 Undergraduate Certification Self-Study

Response ID:6 Data

2. ABOUT THE PROGRAM

University Name

Towson University

School/College Name

College of Health Professions

Department Name

Department of Health Sciences

Program Name

Health Care Management

Name (with suffix and degrees) of Program Leader

H. Wayne Nelson, M.B.A., Ph.D., F.G.S.A.

Program Leader Email

wnelson@towson.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 Health Care Management (HCMN) program prepares students for entry-level management positions in a diverse range of health service organizations. Through a broad-based curriculum and experiential learning, our graduates develop a firm foundation in the structure and dynamics of health care organizations and systems, ethical and legal precepts, analytical skills, and leadership competencies needed to ensure high-quality and equitable health care delivery.

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

To be a center of excellence for undergraduate health care management education.

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

In fulfilling our mission and pursuing our vision, the Health Care Management program upholds the following values:

Experiential learning: The program values practical learning experiences both in the classroom and in the community.

Professionalism: The program strives to prepare students to make valuable contributions to the field through competent leadership and lifelong learning.

Evidence-based management: The program emphasizes making well-informed decisions by using high quality evidence from a

variety of reputable sources.

Diversity & Inclusion: The program values culturally mindful and empathetic leadership and embraces an extensive range of backgrounds, experiences, values, and expertise among students and faculty alike.

Ethics & integrity: The program is committed to developing honest and ethical health care leaders for the public good.

The Program's mission, vision and values are congruent with both the university's and college's mission, vision and values statements.

The University's statements can be found here: <https://www.towson.edu/about/mission/>

The College of Health Professions' statements can be found here: <https://www.towson.edu/chp/about/mission/>

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 goals for the Health Care Management Program (HCMN) are translated to faculty support, didactic and experiential activities that are explained in the integrative activities and assessment plan sections of this self-study (see Criteria 23, 24, 25 and 26 for specifics).

The Health Care Management (HCMN) Program and its faculty will

#1 - Educate: Prepare students with the knowledge and skills required for success in early career health care management positions and graduate programs

#2 - Support: Provide students with the environment and experiences necessary for intellectual and personal growth

#3 - Excel: Promote faculty excellence in teaching, scholarship, and service

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

The objectives of the Health Care Management Program are listed below by program goal:

#1 Educate: Prepare students with the knowledge and skills required for success in early career health care management positions and graduate programs

- Objective 1.1: Maintain a broad-based curriculum that provides students with the knowledge and skills vital to contemporary health care management
- Objective 1.2: Ensure students develop practical skills through internship placements in a variety of health care settings
- Objective 1.3: Provide diversity training and education in several classes via a range of learning materials and assignments
- Objective 1.4: Incorporate ethics training and education into coursework and internship/capstone experiences via a range of learning materials and assignments

#2 Support: Provide students with the environment and experiences necessary for intellectual and personal growth

- Objective 2.1: Ensure student access to state-of-the-art educational facilities and learning materials, including both on-campus, off-campus and virtual resources
- Objective 2.2: Facilitate student access to various professional organizations and professional development opportunities (e.g., webinars, networking opportunities, mentorship)
- Objective 2.3: Connect students with community engagement activities both on and off campus (e.g., clubs, social events, etc.)

#3 Excel: Promote faculty excellence in teaching, scholarship, and service

- Objective 3.1: Recruit, retain, and mentor high-caliber faculty from diverse backgrounds
- Objective 3.2: Promote faculty research, scholarship, or clinical practice activities consistent with academic rank and title

- Objective 3.3: Provide and promote faculty opportunities to serve the profession, university, and community

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

The program outcomes of the Health Care Management are:

1. To maintain certification of the program by the Association of University Programs in Health Administration (AUPHA);
2. To maintain programmatic and departmental requirements for Middle States accreditation such as hiring qualified personnel, recordkeeping and conducting faculty evaluations;
3. To maintain active engagement of the HCMN Advisory Board (meet at least annually, have a quorum of board members participating in all meetings, use Advisory Board input and recommendations for HCMN program improvement);
4. To maintain active engagement/linkages with HCMN program alumni (participate as internship preceptors, serve as program adjunct faculty and HCMN Advisory Board members);
5. To maintain student involvement in program activities (maintain active student organization opportunities and participate in HCMN Advisory Board meetings);
6. To maintain program involvement with the community-at-large through internships, linkages with professional associations such as ACHE, ACHCA and the IHI Open School;
7. To maintain teaching, research and service excellence for all tenured, tenure-track and clinical faculty consistent with academic rank and title in the HCMN program;
8. To achieve and maintain sustainable levels of student employability and/or graduate school acceptances after graduation;
9. To increase faculty diversity to better mirror the diversity of the HCMN major population.

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

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

The Chair of the Health Sciences Department, Dr. H. Wayne Nelson (MBA), assumed the program directorship (Jan 2020 – present) just prior to the ongoing and unprecedented COVID-19 crisis. A university-wide hiring freeze stalled any effort to recruit a permanent HCMN coordinator until the Fall of 2021. Dr. Nelson assumed authority to guide all areas of program operations; assess and update curriculum, mentor, guide and collaborate with HCMN faculty to meet all programmatic obligations to students, community partners, and other stakeholders. In addition, he applied his considerable management and leadership experience to adapt the program's human and material resources to minimize COVID-19's adverse impact on the HCMN faculty and students. He led an all-hands effort to pivot the program to fully remote operations, including highly successful initiatives by the internship coordinator (Dr. Wendy Whitner) to transition the full time, full semester on ground internship, into a meaningfully equivalent integrative capstone experience. With full HCMN faculty help, Dr. Nelson directly recruited four new seasoned health service leaders to augment the 22-member advisory board, which met twice with good attendance during 2020-2021. Unlike other departmental programs, HCMN enrollments remained relatively stable throughout the 2020-2021 academic year (and thereafter).

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

The interim program director was supported by a course release and a 10-hour a week graduate assistant to assure essential HCMN program continuity of operations during the COVID borne sea change in all areas of programmatic involvement. In turn, Dr. Nelson assured that senior HCMN faculty shared adequate authority, responsibility and resources to move ahead with a number of priority initiatives. This included the AUPHA self-study (Dr. McSweeney-Feld, self-study coordinator), remote adapted internship coordination, (Dr. Whitner), and to move ahead with the newly approved HCMN program expansion to an off-the-main-campus site (coordinated by Dr. Henson). He directly recruited two new adjuncts, both with c-suite experience and actively mentored, with the special involvement with Dr. McSweeney-Feld, two new junior faculty who were hired on the cusp of the COVID catastrophe. An additional 4 hours of other department level GA support helped in other areas critical to students achieving their academic and career launching goals without undue stress or delay.

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.

Dr. Nelson was able to attend the online AUPHA 2021 conference and, as his CV indicates, he continued his organizational behavior related scholarship agenda, as well as his community service and consulting roles involving management and OB themes that also inform both his teaching and program leadership (and visa versa). For instance, during this review year he co-authored two articles in high impact journals on nursing home administrator job satisfaction, stress and turnover (as first author), and nursing home nurse staffing levels and quality of care. He was invited by the National Consumer Voice for Quality Long-Term Care to speak at the annual Long-Term Care Ombudsman (LTCO) training conference about the impact of COVID 19 on LTCO program operations. He also co-authored a poster accepted by the National Academy of Health on COVID 19 nursing home staffing trends by rural and urban status. He is a Fellow of the Gerontological Society of America in the Social Research and Public Policy section with a high share of publications focusing on organizational behavior, including job stress, burnout, organizational commitment, job involvement and turnover. He served on the Board of Directors for the United States Veteran Reserve Corps (<https://www.us-vrc.org/>), a 501 (c) (3) organization that provides volunteer disaster management, education, response and relief to governmental and nongovernmental agencies impacted by natural or human-made threats. He continued to serve on the Baltimore County Emergency Management Coalition

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

H. Wayne Nelson = 1:1:4 (Professor, Interim HCMN Director and Chair Department of Health Science)

Mary Helen McSweeney-Feld = 3:3:1 (Associate Professor and CAT PBC Director)

Wendy M. Whitner = 4:4:2 (Clinical Associate Professor and Internship Coordinator)

Randy Cochran= 3:3 (Assistant Professor)

Michael Fisher= 3:3 (Assistant Professor)

Cassandra Henson= 4:4:2 (Clinical Assistant Professor)

Andrew Jones= 4:4:3 (Clinical Assistant Professor)

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.

[USMWorkloadPolicyII-1.25.pdf](#)

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.

Listed below is the Towson University 02-01.00 Policy on Appointment, Rank and Tenure of Faculty:

<https://www.towson.edu/about/administration/policies/02-01-00-policy-appointment-rank-tenure-faculty.html>

Please copy and paste the above link to a clean browser to activate it.

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)

Teaching workload guidelines are from the University System of Maryland Bylaws, Policies and Procedures II-1.25 Policy on

Faculty Workload and Responsibilities. Tenured, tenure-track and non-tenure track faculty are instructional faculty; all Department of Health Sciences are instructional faculty.

Workload expectations are as follows:

Teaching: 60 to 75 percent (80 percent non-TT)

Research/Scholarship/Creative Activity 15 to 30 percent (5 percent non-TT)

Service 5 to 20 percent (15 percent non-TT)

New assistant professors have a workload of 3:3 (6 course units) per academic year. Tenured and tenure track faculty may remain on a 6 or 5 load, depending on research activities.

Non-tenure track faculty typically receive a workload of 4:4 (8 course units) per academic year (teaching at 80 percent, research/scholarship/creative activity at 5 percent, and service at 15 percent).

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

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

In the Department of Health Sciences, the faculty have major responsibility for the organization and governance of the Department's constituent programs. The faculty have always been and continue to be responsible for program organization, curriculum revisions, advisement to student organizations and governance in general. They continue to scan the environment, survey interdisciplinary program needs and community partner opportunities to see what improvements they can make to the curriculum to be responsive to their internal and external stakeholders. In this regard, they identify curricular trends to keep abreast with emerging industry trends and changing healthcare regulatory requirements.

Additions or changes to the Department's Undergraduate curricula originate in individual programs, from which they are sent to the Curriculum Committees of their respective colleges. In the Department of Health Sciences, the HCMN Curriculum Committee is chaired by the HCMN Program Director and is comprised of all HCMN faculty members. Once the curriculum changes are approved by the College Committee, they are sent to the University Curriculum Committee (UCC) for final approval. During the self-study year, two courses from the Allied Health (AHLT) program, a sister program in the Health Sciences department that is intended to hone the management skills of clinicians, were integrated as required courses in the HCMN program to fulfill our curricular needs identified in our last AUPHA self-study in 2015. These courses are AHLT 311 Human Resources Management and AHLT 441 Research in Interprofessional Health Studies.

Throughout the self-study year the program curriculum committee has discussed and approved a number of changes to the HCMN program including decisions to:

- Update the Mission, Vision, Values, Goals and Outcomes for the HCMN program;
- Due to COVID-19, revise the HCMN 495 internship syllabus to permit online internships as well as online capstone projects.
- Add population health course content into HCMN 413 Services and Housing for the Long-Term Care Consumer for the HCMN program;
- Update the HCMN program assessment plan to include data for Allied Health 311 Human Resources Management and Allied Health 445 Research in Interprofessional Health Studies courses.

HCMN faculty also participate in monthly department meetings, represent the program in departmental, College and University service committees, participate in meetings of the HCMN Advisory Board, and serve as faculty advisors for HCMN student organizations such as the Health Care Leadership Academy, the IHI Open School Chapter and the ACHCA student chapter. They are also involved in the selection of students for the Upsilon Phi Delta health care management honor society, the Health Care Management Program scholarship and AUPHA's Foster McGaw scholarship opportunities.

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

As one of the 12 universities within the University System of (USM), Towson University and its faculty are subject to all USM

policies regarding faculty recruitment, evaluation and promotion decisions. Faculty search committees are an integral part of the search process for new full-time faculty appointments. A search committee composed of HCMN faculty is responsible for reviewing applications, checking references, and interviewing applicants, and undergoes mandatory diversity, equity and inclusion training prior to conducting the search. Appointees must meet the same standards as those required for promotion to the rank assigned. Final offers of appointment must be made with the approval of the chief executive officer of Towson University or designee.

Criteria for evaluation of faculty for tenure and promotion are (1) teaching effectiveness, including student advising; (2) service to the community, profession and University; and (3) research, scholarship, and in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer. The relative weight of these criteria is determined by the University's mission and reflected in faculty workload assignments, with specific guidelines for productivity in each of the categories to be determined by the department. Faculty at Towson University are involved in the evaluation and promotion decisions at every step of the process.

Evaluation of Teaching and Advising includes information from the following sources: Students, Peers, and Self. Central to this process are the Student Evaluation forms which are electronically distributed at the end of each semester by the Towson University Office of Assessment. Both qualitative and quantitative information are collected for each class with over five students. Classroom visits by peers and self-evaluation of teaching and advising occur pursuant to the Department of Health Sciences PTRM document. The student evaluations are carefully analyzed in the required reflective self-evaluation of teaching effectiveness that is included in the Faculty Annual Report of teaching, scholarship, and service. This annual narrative includes a summative analysis of student and peer evaluations, as applicable, to identify important trends in the information; how these trends interface with the faculty member's teaching philosophy and course objectives; and a plan of action, if any, over the next academic year. Faculty are encouraged to communicate anomalies in the plan of action to improve teaching effectiveness.

In addition, the Chair evaluates new faculty and mentors all faculty on an intermittent basis. The Department of Health Sciences criteria for teaching and advising are delineated in the Department of Health Sciences Promotion, Tenure, Rank, and Merit Policies and Procedures, 2020.

Evaluation of Scholarship is in accordance with specific and objective criteria developed by each Department. Departmental criteria must be approved by the University Promotion/Tenure/Reappointment and Merit Committee and provided to each member at the time of initial employment and/or revision of criteria. The Department of Health Sciences criteria for professional growth and scholarly activities are delineated in the Department of Health Sciences Promotion, Tenure, Rank, and Merit Policies and Procedures, 2020, which are consistent with College and University standards.

Service includes service to the Department, College, University, University of Maryland System, the community, and the profession. The Department of Health Sciences criteria for service are delineated in the Department of Health Sciences Promotion, Tenure, Rank, and Merit Policies and Procedures, 2020.

For all recommendations of reappointment, or promotion and tenure, a faculty member's performance is based upon the Faculty Annual Report, Workload Agreement, peer classroom observations, and student evaluations. The quality of all activities--teaching scholarship and service--is assessed by the Department Rank and/or Tenure Committees and the College Promotion and Tenure Committee in a sequential and independent evaluation process. The chair performs a separate evaluation based on information that may not be available to the PTRM committee. The Department of Health Sciences criteria for reappointment, promotion, and tenure are delineated in the Department of Health Sciences Promotion, Tenure, Rank, and Merit Policies and Procedures, 2020.

Department Summary Recommendations are sent along with the faculty dossier to the College of Health Professions Promotions and Tenure Committee. The College of Health Professions Promotions and Tenure Committee examines candidates for promotion and tenure ensuring that they meet the department and college standards for rank. The review then proceeds to the Dean and then to the Provost for additional review and recommendation to the President, who makes the final determination for a candidate's promotion and tenure.

All promotion recommendations are based upon performance appropriate to the faculty member's rank. Tenure

recommendations are made by the Tenure Committee, which is composed of all tenured faculty members in the Department of Health Sciences. (pp. 3-4). Tenured faculty are also required to have 5 year post-tenure reviews in addition to their annual review.

For additional details about faculty recruitment, evaluation and promotion decisions please see Towson University Policy Statement on Appointment, Rank and Tenure of Faculty, College of Health Professions PTRM policies, and the Department of Health Sciences Policies and Procedures (see Supplemental Information for Self-Study at the end of this document).

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

The Department of Health Sciences meets as a whole on the first Friday of the month during the Academic Year and as needed. Each meeting has updates from individual faculty members and the chair about issues impacting each program and the department. Issues related to the HCMN program are part of the department agenda.

Any changes to the HCMN curriculum or issues concerning administrative support and/or program development are proposed and approved by the HCMN Curriculum sub-committee must be reviewed and approved by the Department Faculty as a whole who:

1. Evaluate and approve proposed HCMN courses;
2. Evaluate for approval changes to existing HCMN courses and programs;
3. Inform, through the chair, the College Dean (informally) and College Curriculum Committee of such action.
4. To forward approved proposals to them in writing through the Curriculum Management System (CIM) to the appropriate oversight committee.

The Department of Health Sciences Faculty are regularly informed of all major issues of HCMN program governance, organization and other administrative issues that may not require a vote of the full faculty. In addition, all Health Sciences Program Coordinators (undergraduate) or Program Directors (graduate) comprise the Health Science leadership council which meets on the third Friday of the month to explore emergent issues in-depth and help the chair problem solve and provide strategic advice. Three Department of Health Sciences faculty are members of the College Council which is comprised of three representatives from each of the College of Health Professions' 5 departments. The College Council is the primary shared governance body of the College of Health Professions. In addition to the faculty representatives, the CHP dean serves as a member of the committee ex officio. The College Council functions through the elected officers, faculty representatives and two prime faculty governance standing committees:

- College Curriculum Committee
- College Promotion and Tenure Committee

Other standing CHP committees include the Community Engagement Committee, the Diversity and Inclusion Committee, and the Faculty Development Committee. All tenured or tenure track HCMN faculty have the option of serving on one or more of these committees. HCMN non-tenure track faculty also serve on select committees.

The Department of Health Sciences Department Chair (who also serves as the interim program director) provides leadership that informs and facilitates the faculty's management of human and material resources to optimize student goals and objectives. The Chair facilitates full faculty participation in the discussion and formulation of departmental and program goals, strategies and all important operational level decisions. Faculty regularly (at least monthly) report on all key standing committee initiatives, and the various program directors/coordinators also report on the status of their programs or seek input on proposed program initiatives as needed. The Department of Health Sciences chair, always a faculty member first, advocates faculty perspectives and positions with the Dean, in the monthly CHP leadership committee meetings, and in the University Council of Chairs, and in all other venues as appropriate. Conversely, the Department of Health Sciences chair shares higher administration initiatives, priorities, and concerns with the Department of Health Sciences faculty.

As noted in 6a, the HCMN Faculty (Cochran, Fisher, McSweeney-Feld, Nelson, Whitner, Henson, Jones and Tighe) meet monthly in regularly scheduled HCMN Curriculum committee meetings. The committee's responsibilities include but are not limited to:

1. review course content, sequencing, and explore curriculum needs;
2. review issues relating to the internship, placements, site availability, and quality etc.;

3. review teaching methods, technology, etc.;
4. discuss adequacy of course offerings--predict enrollment needs;
5. review program goals, objectives;
6. review end of the semester and annual assessment data;
7. assist with self-study;
8. examine advisory committee membership needs and input

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

[Criterion_6_Self_Study_College_University_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.

As noted before, as one of the 12 universities within the University System of Maryland (USM), Towson University and its faculty are subject to all USM policies regarding faculty evaluation of teaching. Criteria for evaluation of faculty for tenure and promotion are (1) teaching effectiveness, including student advising; (2) service to the community, profession and University; and (3) research, scholarship and in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer. Faculty at Towson University are involved in the evaluation and promotion decisions at every step of the process.

Evaluation of teaching and advising includes information from the following sources: Students, Peers, and Self. These take the form of Student Evaluation forms which are electronically distributed by the Office of Assessment at the end of each semester for each class, classroom visits by peers and self-evaluation of teaching and advising. The Chair also performs evaluations as needed, as do peers and on a regularly scheduled basis as organized by the Health Sciences PTRM Committee Chair.

For all recommendations of reappointment, or promotion and tenure, a faculty member's teaching performance is based upon the Faculty Annual Report (AR I), Workload Agreement (AR II), peer classroom observations (Peer Observation Forms), and student evaluations. The quality of all activities—teaching, scholarship and service—is assessed by the Department Promotion, Tenure and Merit Committee, the Department Chair, the College Promotion and Tenure, the Dean and the Provost; all provide recommendations for promotion and tenure to the President.

Policies regarding teaching are described above and in section 6b and elsewhere. As noted previously, evaluation of Scholarship is in accordance with specific and objective criteria developed by the Department of Health Sciences. Although technically Towson University is a doctoral/professional university, the president is exploring pursuit of R2 status based on the excellence of faculty scholarship and research, and university's growing doctoral programs.

Departmental criteria for meeting standards in teaching, scholarship and service must be approved by the University Promotion/Tenure/Reappointment and Merit Committee and provided to each member at the time of initial employment and/or revision of criteria. Appendix 7, Department of Health Sciences, Promotion Tenure and Merit Policies and Procedures, Academic Year 2020-2021.

Department Summary Recommendations on promotion and tenure are sent along with the faculty dossier to the College of Health Professions Promotions and Tenure Committee through the Dean's office as accompanied by separate evaluation letters by the Chair in the case of all tenure and promotion recommendations, or as otherwise warranted.

All faculty members (tenured and tenure-track as well as clinical faculty and lecturers) are subject to an annual evaluation by the Department Rank and/or Tenure Committees for the purposes of making recommendations for merit for all faculty. In addition, recommendations for critical reviews such as promotion, tenure and post-tenure review, as well as recommendations for reappointment are also made, depending on faculty status as a tenure-track, tenured or clinical (non-tenure-track) appointment. Tenure-track and non-tenure track faculty must be evaluated, and recommendations made for reappointment each year. These

reviews are in accordance with the University Faculty Handbook, Chapter 3.

All promotion recommendations are based upon performance appropriate to the faculty member's rank. Tenure recommendations are made by the Tenure Committee, which is composed of all tenured faculty members in the Department of Health Sciences, and additional tenured CHP faculty, if needed.

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

As addressed in sections 5a through 5c, faculty must prepare annual workload agreements that are negotiated between the chair and the faculty member following discussion of their research activity and the teaching and service needs of the unit. For Tenure Track faculty this ratio is typically 60-65% teaching, 25-30% scholarship, and 5-10% service. As part of their workload agreement, faculty members participate in off-campus research and service activities to nurture their intellectual life and professional growth. These efforts are both encouraged and supported.

HCMN faculty are also able to consult and pursue other outside (paid) career-enhancing professional activities through the Towson University 02-03.20 Policy on Outside Employment, Outside Professional Services, Outside Teaching, and Offload/Overload Teaching by Full-Time Faculty. Faculty may engage in outside employment including consulting, private professional practice, or contract work for up to one day per week or its hourly equivalent. Such employment may not interfere with the faculty member's responsibilities on campus, nor can it be used as an excuse to not accept an assigned course schedule, absence from individual classes or other departmental governance and service responsibilities. This policy, as well as buying out of time for research grants, requires release time and approval by both the Department Chair and the Dean of the College.

All faculty are on a 10-month contract and have two months off during the Summer, though as can be seen in 5a, a number of HCMN faculty choose to teach summer courses for which they are compensated additionally. Thus, faculty members are free to consult or work during the 2 months when they are not under contract. Any other consulting obligations during the 10-month contract are subject to review by the Dean of the College of Health Professions. Currently the faculty is allowed to consult up to 1 day per week. Additional teaching at another academic institution requires permission of the President of Towson University as delegated through the university administrative chain of command. In any event, such teaching is limited to two courses a year outside the University of Maryland System, and one course a year within this system. During the self-study year three HCMN faculty had received approval to teach no more than two courses per year at non-state academic institutions.

Absence for other professional and personal reasons may be allowed at the discretion of the department chairperson. Arrangements for class coverage must be made and such absences may not be for more than 5 days unless approved by the Provost and the Dean of the College.

Attendance at professional meetings during the academic year requires approval by the Department Chair and class coverage, i.e., out-of-class assignments or collegial coverage. Absentee forms are required for any classroom absences of any kind. Increasingly, faculty are taking advantage of hybrid and online technology and recording their lectures in the Digital Media Classroom then posting the lectures online.

Faculty who wish to have financial support to attend and present at professional meetings and conferences are encouraged to discuss their conference activities with the Department Chair, or apply for support to the Office of the Dean of the College of Health Professions. Faculty who are presenting a paper, poster, or presentation, or who plays a leadership role in a professional organization requiring attendance are allowed \$1,500 of support for travel when presenting their scholarship. Additional funding maybe equitably negotiated from the department as funding permits.

Faculty in the HCMN program are strongly encouraged to seek external grants in support of their research or their extended teaching and service activities. In some cases, external support has included funding to provide faculty members with blocks of time to advance their projects. The university has established guidelines that address external funding that supports the release of a faculty member from one or more course units of teaching by "buying out" his or her time. Course buy-outs are distinct from other forms of supplemental faculty compensation (example: summer salary, mentioned above).

Towson University calculates the cost of full buy-out of regular semester course units on the basis of an 8-course annual teaching load. A one course (3 credit hour) buy-out is equivalent to 1/8 (12.5%) of a faculty member's academic year salary and benefits. When an externally funded project requires allocation of faculty time and effort that is equivalent to a one course teaching load, the project budget should reflect the 12.5% of academic year salary support and the associated benefits.

In some cases, granting agencies may have specific restrictions that limit the funding available to release faculty from normal responsibilities. In others, the circumstances associated with a specific grants program and a specific project may make it desirable to request a lower level of salary support in order to fund other items in the proposed budget. In these cases, the HS chair and the CHP dean may jointly agree to accept a level for buy-out that is lower than 12.5% for one course unit so long as the funding provided clearly exceeds all costs of replacement. Such agreements for less than full funding of a buy-out at 12.5% will always be considered on a case by case basis.

Funds generated by a buy-out will be distributed as follows.

(A) The first priority is to provide for high-quality replacement of any teaching unit lost through the buy-out, normally through the hiring of an adjunct faculty member. Funds equal to the cost of the replacement unit, inclusive of benefits, will be transferred from the grant funds to the Provost's Budget Office as the first claim on buy-out funding.

(B) Funds not required to cover the costs of replacement will be transferred to the College associated with the faculty member receiving the buy-out as follows:

1. The Dean of the CHP will determine the further distribution of the funds in keeping with the expectation that funds generated through faculty research will be used to promote and support additional faculty research and development.
2. Funds resulting from externally-funded faculty releases shall be deposited in the college's budget and then distributed accordingly based on needs across the college.

A course buy-out is not complete until the required time and effort report, identifying the source of funds and verifying that the grant work was carried out, is submitted to the Office of Sponsored Programs.

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

[Criterion_7_Self_Study_Faculty_Scholarship_Worksheet.xlsx](#)

[Criterion_7_Self_Study_Faculty_Service_Worksheet-1.xlsx](#)

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

N/A

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

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

Procedures for selection of adjunct faculty in the HCMN program are consistent with the USM Policy 02-01.07 Policy on the Employment of Adjunct Faculty. Part-time faculty must have appropriate academic degrees or professional certification and professional experience may be required for appointment as Adjunct Faculty.

A process for verification of credentials, as well as a commitment to equal opportunity and affirmative action policies at Towson University is also part of the selection process. The University and the Department of Health Sciences provides each faculty member with the support it determines to be necessary for execution of the appointee's duties, including information on college and department policies, requirements, learning outcomes and goals for each course that they teach, along with access to examples of past course syllabi and access to a course Blackboard shell for the course if available. The Chair of the Department of Health Sciences (currently the interim Program Director) consults with faculty to identify gaps, needs and potential for adjunct faculty course coverage and program expertise.

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

Adjunct faculty are required to have annual peer observations from full-time faculty who are members of the Department of Health Science Part-Time Faculty committee, as well as student course evaluations for their respective courses. Adjunct faculty student evaluations are monitored closely by the Chair of the Department of Health Sciences, and the Chair may consult with the program director as appropriate regarding any problems or difficulties in the adjunct faculty's performance. More details are available in the Department of Health Sciences Part-Time Faculty Handbook (uploaded under supplemental information).

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

The Provost's Office holds a new part-time faculty orientation in August each academic year which occurred online in the 2020-2021 academic year due to COVID-19. Traditionally, at this orientation, policies are reviewed, and key University administrators introduce their unit roles and assistance opportunities for new adjunct faculty. Our Department also coordinates with the Office of Technology Services to orient adjuncts on how to use the smart classrooms if instruction is needed. As mentioned above, the formal hiring process is also, in essence, an orientation to teaching at Towson University. The College of Health Professions Dean's Office also holds meetings for part-time faculty in the College every semester to provide Blackboard support and updates as well as opportunities for faculty training if needed.

After these orientations, the Chair and or the Part-time Faculty Committee and a course coordinator meet with new adjuncts to orient them to Department policies and teaching resources and offer tips as appropriate. Each adjunct faculty member is assigned a course mentor, where the latter provides the course syllabus and access to the course Blackboard shell if available. See further details below

The faculty mentor will have taught similar courses if at all possible. The mentor contacts and/or meets with adjunct faculty member two weeks prior to the commencement of classes or the as needed. The mentor must maintain regular contact with adjunct faculty (mode of communication, frequency, location and time to be determined by both adjunct and mentor, but the frequency should not be less than once a month in the first semester) to answer questions and provide guidance. The Mentor serves as a campus expert for the mentee and performs the following roles:

- a . Reviews policies and procedures of the University and the College of Health Professions, as well as Department of Health Sciences and advises adjunct on requirements and duties of the position;
- b. Provides instruction on use of classroom technology;
- c. Provides instruction on use of Blackboard, or refers the faculty member to the Faculty Academic Center of Excellence at Towson (FACET);
- d. Provides a list of faculty who are currently teaching similar courses, as well as their contact information
- e. Facilitates acquisition of teaching materials
- f. Provides access to keys, campus locations, etc. through contact with Department of Health Sciences Administrative Staff.

The entire Part-Time Faculty Leadership team, the assigned course mentor, the Department of Health Sciences Chair and the HCMN Program Director work hard to make themselves available for questions and support throughout the year. As also noted above, after being observed by a full-time faculty member, the faculty peer observer and the newly hired adjunct meet as an opportunity for mentoring and to share interactive feedback and insights about teaching. Additionally, the part-time faculty member is provided with recommendations for on-campus resources as additional teaching tools.

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

As noted above, procedures established by the part-time faculty committee (PTFC) for evaluation of teaching will be applied to all adjunct faculty members, bringing them under the umbrella of peer observation and collegial suggestions. Part-time faculty are invited to many department-wide events, including, but not limited to, the Dean's meetings with adjunct faculty in the College of Health Professions, the Annual Awards Event in the Spring, as well as other opportunities as they arise. Additionally, a current HCMN adjunct faculty member provides internship opportunities to HCMN students in his place of employment and has provided several job opportunities to our graduates in the past. He is also a long-standing internship preceptor and is currently the Department representative to the CHP adjunct committee which reports to the Dean. Following are additional details on the processes outlined above:

ADJUNCT FACULTY MENTORING PROGRAM

Upon contract acceptance, the adjunct faculty (AF) is assigned to a mentor by the Department of Health Sciences chairperson.

ADJUNCT CAREER LADDER (to motivate excellence and engagement).

To motivate adjunct commitment and engagement with the University community, Towson University provides opportunities for promotion as an adjunct faculty member through an adjunct career ladder. Depending on years served as adjunct faculty and having three high level peer evaluations over these semesters, promotion to Adjunct II and Adjunct III status can be pursued. The pay increase and other benefits associated with Adjunct II and Adjunct III status are detailed in Towson University 02-01.07 Policy on Employment of Adjunct Faculty <https://www.towson.edu/about/administration/policies/02-01-07-policy-employment-adjunct-faculty.html>

The Department of Health Sciences follows a procedure ensuring a reasonable, fair, and effective evaluation of all adjunct faculty members. Adjunct faculty members are rehired based upon satisfactory evaluations and Departmental needs. Satisfactory evaluations are determined based on peer observations (mandatory in the first two semesters of teaching and at least once a year from the second year), student course evaluations, and appropriate course administration, determined by the items submitted to the Department as per above status.

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 Department of Health Sciences receives its budget from the Provost's Office in July. For the past five years, budget allocations have been relatively stable, growing at 11.9% during the five years since the last AUPHA certification review. This is not inconsistent with the 14.01% growth in HCMN student enrollments during the same period (314 to 338 in the fall of 2020 which grew to 358 by Spring of the self-study year). This is especially true given the significant COVID driven College level budget cuts for 2021.

HCMN operational expenditures represent roughly 25% of the HS department budget with a larger portion going to the HCMN program than the comparably sized Health Education and Promotion program due to higher department support for HCMN faculty to attend AUPHA meetings, AUPHA dues and fees, and more student events and conferences. In fact, the HCMN program's relative share of the department budget is even higher given the fact the HCMN faculty teach only 24 didactic (mostly upper level) units in the HCMN program versus the 62 didactic units taught in the similar sized HEP program which subsequently relies much more heavily on adjuncts than the HCMN program.

Budget Table I

Expenditures (Fiscal Year)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Health Science	\$1,681,989	\$1,514,611	\$3,849,956	\$3,481,738	\$3,621,976
Interprofessional Health Studies	\$1,787,726	\$1,903,044	\$0	\$540	\$0
PAST CHP	\$471,131	\$563,470	\$172,907	\$803,649	\$790,449
TOTAL	\$3,940,846	\$3,981,125	\$4,022,863	\$4,285,927	\$4,412,425

Budget Table II: HCMN Program Expenditures (AY 2020-2021)

Personnel, all costs (6.5 CORE HCMN FTE): \$711,233.27

HCMN Operating Expenses

Actual Expenditures Prior Year*

Expense Category COVID Pre-COVID Comparison

General Office Expenses (HCMN pro rata, less OE below) \$ 25,390.00

Summer HCMN Teaching \$ 23,270.00

HCMN Faculty teaching offloads \$ 14,000.00
 HCMN Self-study coordination summer stipend \$ 4,000.00
 HCMN Adjunct Salary \$ 8,000.00
 HCMN Faculty Release Time (Self Study) \$ 3,500.00
 Faculty Travel/out of state (Dept. share) \$ 300.00 \$ 5,461.00
 Faculty Travel/in state (Dept.) \$ 0.00 \$ 443.00
 HCMN Additional Compensation (coordinators) \$ 13,000.00
 AUPHA Annual Dues \$ 3,047.00
 AUPHA re-certification \$ 3,600.00
 HCMN program Graduate Assistants/student workers \$ 24,000.00
 COVID support for UPD students (cords and dues) \$ 250.00
 Peregrine Global Services (student Assessment) \$ 1,000.00
 Student Events and Conferences \$ 0.00 \$ 4,300.00
 TOTAL \$ 123,357.00

• Annual HCMN expenditures are stable at the growth rate mentioned above except for the reporting year, when faculty travel, and student events and conferences were negated by COVID-19.

Presently there are no non-university financial resources dedicated to the HCMN program other than separately maintained funds for the student-run Leadership Academy and Upsilon Phi Delta, and the funds supporting one HCMN Scholarship program.

HCMN SCHOLARSHIP PROGRAM

The HCMN program has an endowed scholarship as an outright gift of \$1,000.00 to be awarded to students who are in early placement in their course of study, freshman, sophomore or junior standing. Awardees must demonstrate academic excellence and be recommended in writing by two faculty members.

FACULTY SALARIES AND SUPPORT

Towson University's faculty salaries, in general, are competitive within the benchmark of other disciplines and other universities and colleges.

Our department's out-of-state travel budget was frozen by the President's Office for AY 2020-21 due to COVID-19. Faculty who want to travel out of state to meetings and conferences (and who qualify) must apply to the Dean of the College of Health Professions for assistance. Attendance at virtual conferences was paid for by the College during this time.

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

[2020-2021_Towson_AUPHA_budget_narrative_.docx](#)

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

Faculty offices as well as the classroom spaces are located in Linthicum Hall, constructed in 1968 which is located in the center of the academic precinct of Towson University. The building (96,006 GSF, 57,000 NASF) has 15 lecture classrooms, 14 laboratory and simulations classrooms, 120 offices, and other academic support spaces.

Each faculty member has a private office, with a personal phone and a desktop and/or laptop computer with docking station, with, at a minimum, Microsoft Office Suite, a printer/fax/scanner, with high-speed Internet access. All of the classrooms are "smart" classrooms with computers, ELMO, document cameras, overhead projectors; Symposium Interactive Smart Pens, SMART Podiums and other electronic amenities, in addition to white boards or chalk boards.

A student computer lab and a student resource library/lounge are also located in Linthicum Hall. The HS department has five fully dedicated classrooms with seating for up to 40, and draws heavily from another 13 classrooms, including a computer classroom that is commonly shared by CHP departments. In addition, the Department of Health Sciences has its own conference room with additional access to the Dean's large conference room. A new building for the College of Health Professions (CHP) started construction in Fall of 2021.

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.

OVERVIEW:

The Albert S. Cook Library of Towson is an open stack library with a seating capacity of 645. The library is currently open 45 hours per week and designated study spaces are open 24 hours a day. Open hours will increase during the fall and spring semesters. The physical collection includes approximately 461,000 books and bound periodicals, 162,000 government documents, and 121,000 print and electronic journal subscriptions. In addition to the printed text available has access to 970,000 electronic books. Librarians provide individualized and group research instruction in the use of all library resources, including electronic resources. Group instruction occurs in the library's 3 technology-equipped classrooms, in addition to virtual synchronous and asynchronous instruction. The library employs 21 professional librarians, including the Dean of University Libraries, 3 technology professionals, 6 library associates, and 18 classified staff members.

FACILITIES

The library facility opened in 1969 and has been upgraded to incorporate technology over the years. The library contains 322 public computers, including 295 PCs and 27 Macs. Cook Library services, collections, and offices are located on four floors, the 2nd through the 5th. The building also houses three departments that are administered separately but complement the library's mission. Within Cook Library are offices for the Faculty Academic Center of Excellence at Towson (FACET) which was created by and for Towson University faculty to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. Also within the building is the Office of Technology Services (OTS) provides technology information, training, resources and support to the students, faculty and staff of Towson University, as well as the Tutoring and Learning Center which is a full-service learning center that assists students with achieving their academic goals.

The Alfred S. Cook Library materials can be identified through the University System of Maryland's online library catalog which provides a catalog of Cook Library's holdings as well as a union catalog for all the libraries of the University System of Maryland and Affiliated Institutions (USMAI). Approximately 7,000 print books and 18,000 electronic books in Cook Library are specifically related to health care management, supervision, human resource development, finance, strategic planning and marketing.

Students, faculty, and staff may borrow books owned by other USMAI libraries through an online request function in the catalog. The requested books can be delivered directly to Cook Library or to another USMAI library of choice, usually within five days. In addition, students, faculty and staff may borrow books from USMAI libraries in person by presenting a Towson University ID Card. Cook Library's membership in the Baltimore Area Library Consortium (BALC) provides Towson University students, faculty and staff with borrowing privileges at Goucher College, Loyola/Notre Dame College, McDaniel College, the Maryland Institute College of Art, and Stevenson University. Local academic libraries with strong business collections include the University of Baltimore, Loyola/Notre Dame College, and the University of Maryland at College Park. The Health Sciences and Human Services Library at the University of Maryland Baltimore have an exceptional medical collection. In addition, Towson University students may borrow books from all 16 institutions in the University System of Maryland.

SELECT HEALTHCARE MANAGEMENT PERIODICALS

The rapidly changing nature of the Health Care Management field requires access to very current information found in the journal literature. Students, faculty and staff have off-campus access to online databases, electronic journals and electronic books from the library's website. Cook Library subscribes to core journals needed to support this program: Health Affairs, Healthcare Executive, Health Care Management Review, The Gerontologist, Health Care Manager, Health Progress, Health Services Research, Journal of Applied Gerontology, Journal of Health Care Finance, Journal of Health Care Management,

Journal of Health Politics, Policy and Law, HR Focus, HR Magazine, Marketing Health Services, and Medical Economics.

The library provides access to over 376 electronic databases which contain full-text journal articles. More than 50 of these databases support research in healthcare management and related fields. For example, the business database, Business Source Complete, offers full-text articles from journals such as Academy of Health Care Management Journal, Health Care Strategic Management, Health Care Management Science, Journal of Healthcare Management, Frontiers of Health Services Management, Health Management Technology, Health Care Executive, and Healthcare Financial Management. Other databases that provide access to relevant articles are Nexis Uni which emphasizes news, legal, business and medical information and Academic Search Premier, a multidisciplinary database which also has a large number of full-text journal articles relevant to Health Care Management. Cook Library also offers the health-focused databases, Health Source, Nursing Reference Center, Medline, Scopus, and CINAHL Plus with Full Text, which provide indexing in and access to many full-text articles in the healthcare field. Many of the databases provide alerting services to which faculty and students can subscribe and receive current contents of journal titles.

INTERLIBRARY LOAN

Journal articles not available at Cook Library can be requested via the library's interlibrary loan system (ILLIAD). Desktop delivery is provided for many articles and the library can usually obtain print articles within 72 hours and as much experience shows usually in a couple of hours. Books not owned by Towson or USMAI libraries may be borrowed through the interlibrary loan as well. Interlibrary loan service is free of charge to faculty, graduate students, and undergraduate students.

AUDIO-VISUAL MATERIALS

Cook Library offers an extensive audio-visual collection with over 20,000 audio-visual materials. The library also houses a Media Resource Center, located on the 3rd floor. This provides students with support staff and media equipment, as well as space to view DVDs, videos, use multimedia computers, and listen to music files.

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

Towson University has developed an extensive array of state-of-the-art technology services for students and faculty. The following provides an overview of these technologies.

TECHNOLOGY SERVICES FOR STUDENTS

Student Systems and Accounts:

Towson University provides computer accounts for all matriculated students and encourages them to correspond with advisors and establish an electronic presence on campus prior to attending classes. Student accounts remain active until approximately eleven months after graduation.

Webmail powered by Google Login supports student email, Web pages, and file storage. Towson's student e-mail service includes 50MB of email quota and may be accessed with POP/IMAP clients such as Outlook Express or through any Web browser with Open Webmail. Open Webmail is an easy-to-use, web-based application for sending, receiving, and managing e-mail messages.

The University provides each student with a temporary home page and 100MB of disk quota on the student server. Students edit and add to this personal Web site using a variety of software tools, including Notepad/text editors and Adobe Dreamweaver. In addition to saving their Web sites, students can use their accounts to save files of any type (up to the 100 MB limit) and can retrieve those files via any Web browser.

Towson Online Services is the Web-based student information system through which Towson students conduct their university business. Built on the PeopleSoft platform, Online Services presents a user-friendly interface and convenient access to essential operations, such as:

- Lookup registration appointments each term
- Register for classes and make schedule changes
- Search for classes available on certain weekdays or during specific hour
- View grades and financial aid information

- Review degree and general education progress • Request official transcripts
- Pay bills

Blackboard is the campus system that supports Towson University's online and hybrid (partially-online) courses, as well as the online elements of traditional courses. Through Blackboard, students access course documents and assignments, participate in class discussions, submit papers and projects, and take quizzes. Additionally, students can view grades for individual assignments and read faculty commentary regarding the assignment, providing greater opportunities to track progress and connect with faculty. Students also have online access to the University Bookstore and Parking Services.

Towson University provides two ways for students to get connected to the web. The University provides free high speed internet access to resident students through a partnership with Comcast.

Another option for students across campus is Towson Wireless Networking, the University's campus wireless internet environment. Users are able to access the internet from anywhere on our 328 acres.

Student Computing Services (SCS)

SCS is a part of the Office of Technology Services (OTS) and is a compilation of integrated support services available to students Cook Library.

- The SCS Computer Lab provides up-to-date Windows and Macintosh hardware and software applications on a walk-in basis. These elbow-friendly work spaces are available to all students, regardless of major. The lab also includes a wēpa cloud-based printing kiosk and a Service Desk for assistance.
- The SCS Service Desk provides technical support and troubleshooting assistance to students experiencing problems with their accounts or to students who otherwise seek advice on how to best accomplish particular computing tasks.
- The three SCS Studios & Multimedia Support Services provide an environment for students to work on audio/video productions of all kinds. OTS Student Computing Services offers three studios to help TU students of all disciplines and skill levels grow their video and audio production skills. Studios A and B, as well as the adjacent Media Production Den, are equipped with a full range of software titles and dual-boot (MacOS X/Windows 10) iMac computers optimized for media production work. Studio C is a larger space with changeable backgrounds and lights well suited to video recording and group work.
- SCS Circulating Resources offers equipment booking (cameras, tripods, microphones, etc.), collection, and return at our Cook Library location. Current students, faculty and staff may use our online resource booking system—ORBS—to reserve the circulating and lab-based equipment summarized below and to sign-up for workshops and demos. CirculatED resources may be used anywhere, on or off campus, for up to four days at a time.
- Student Laptop Services assists students with their laptop troubleshooting and repair. For a detailed look at all the SCS has to offer, visit <https://www.towson.edu/technology/studentservices/>

TECHNOLOGY SERVICES FOR FACULTY

OFFICE OF TECHNOLOGY SERVICES: FOR FACULTY AND STAFF

The Faculty Technology Orientation provides a quick reference guide of services and resources for new faculty The New Employee Technology Orientation offers staff and faculty an overview of TU's important and frequently used technologies.

Faculty Systems and Accounts: Faculty account creation is an automated process which takes place when the faculty department contacts Enrollment Services to add the new faculty member to the Instructor table in Towson Online Services (TOS). The Office of Technology Services Operations Center then creates both email and TOS accounts and then mails the account information directly to the faculty member's department.

Microsoft Outlook is the default e-mail application used on campus by faculty to manage e-mail, shared calendars and public folders. Training sessions for using Outlook's many features are available through OTS Training.

Faculty are asked to read the University Guidelines for Responsible Computing and the Certification of Security for Towson University Information Systems. These two documents outline the responsibilities as a computer user at Towson University, examples of inappropriate behavior, how to report a violation and the consequences of violating these guidelines, as well as the responsibilities in accessing and using the information systems of the university. New faculty members receive an orientation to campus technology. The format is a fast-paced, part informational and part hands-on introduction to the computer systems and standard applications used by faculty at Towson University.

TowsonU is Towson University's main computer network (specifically, a Windows "domain"). Virtually all Windows-based faculty machines on the campus network are set up to log onto the TowsonU network. There are also options available for Macintosh computers to take advantage of many of the benefits of the domain:

- **Single Username/Password for Multiple Services**

Many of the university's computing services use the faculty member's TowsonU username and password. For example, faculty Outlook e-mail, personal and shared network filespace, Towson Online Services (PeopleSoft), and access to timesheets and other applications all use the TowsonU username and password.

- **Outlook E-mail and Shared Calendar**

Faculty logging into TowsonU can easily access their Exchange e-mail with Microsoft Outlook. Outlook provides easy-to-use e-mail, shared calendaring, public folders, reminders and a variety of other features.

- **Flexible Log-on**

Faculty can log into the TowsonU network from any computer on campus and have access to personal e-mail and personal (H: drive) and shared (O: drive) network file space. When they log off, their personal H: and O: drives disconnect and the next person who accesses the computer will not be able to see them. This allows faculty to store data and files for secure access anywhere on the network.

- **Software Installations and Upgrades**

Remote installs and updates of software using Microsoft's Systems Management Server (SMS) allows for hardware tracking, checking hardware requirements for installs and inventory, and more importantly, allows remote software installation. For example, McAfee AntiVirus SDAT files are automatically sent to and installed on faculty computers without involvement on their part.

- **Remote Control/Assistance**

With permission of the faculty account holder, OTS staff can remote control and diagnose/install software on faculty computers on the TowsonU domain.

Facilities, Resources, and Support for Faculty

The Faculty/Staff Help Center provides assistance with all computing and communications needs on campus, including registration for faculty/staff computing accounts, software/hardware recommendations and upgrades, educational discounts and licensing considerations, training, service requests, data port installations, and status request information. Problems that can't be resolved over the phone or through remote access by the Faculty/Staff Help Center are assigned within an hour to a Field Support staff specialist, who promptly contacts the faculty/staff member for follow-up work. Field Support staff is distributed throughout the TU campus based on three geographic regions. A campus map showing the three regions (east, central, and west) can be viewed below.

- **Campus Map**

A team of Field Support staff members is assigned to providing face-to-face service and support for specific technology issues and problems. Field Support utilizes a "triage" system whereby technology issues are sorted and resolved based on their level of severity and other priorities.

The Help Center resolves simple issues over the telephone or through remote access services. More in-depth problems will be handled through a field visit or, depending on its nature, by another OTS unit. Clients will be informed of a plan of action, including who will visit them within a matter of hours.

The Field Support model includes senior management liaisons to the university's seven colleges, who will regularly meet with deans, department heads, directors, lab managers, departmental IT support staff and administrative assistants to provide increased communication, needs analysis and planning assistance.

Commonly requested Field Support services include new computer installations and upgrades, installation of specialty software, general troubleshooting and diagnosing of problems, setting up computers and printers on the campus network, Personal Digital Assistant (PDA) installation, and resolving other problems that can't be handled easily by telephone or remote access. Support is provided for both PCs and Macs. For departments that have their own dedicated support professionals, OTS services are available to complement these efforts.

OTS Resources and Training

OTS Training offers free workshops to faculty, staff and students on a variety of topics as well as customized and one-on-one trainings. OTS Training provides self-help training and offers an extensive online library of video tutorials. Services include:

- Free Workshops are available on a variety of topics. The workshops calendar lists the description, location and the different times that a workshop is offered.

- Self-Help and Video Tutorials guide you through the different features of various software applications and Towson University systems.

- Customized and one on one sessions are available. We will bring the training to your department or offer one-hour, one-on-one training sessions on a specific topic.

- LinkedIn Learning is an extensive online software training tutorial video library. This video collection is available 24/7 and offers thousands of videos on software, business and creative skills.

See the OTS website for further details <https://www.towson.edu/technology/facultystaff/>

FACULTY ACADEMIC CENTER OF EXCELLENCE AT TOWSON (FACET)

The Faculty Academic Center of Excellence at Towson (FACET) was created by and for Towson University faculty to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching.

Priorities of FACET include:

- supporting research, scholarship, creative activity, and grant writing
- promoting effective pedagogical approaches to enrich student learning
- partnering with faculty experts to develop campus-wide programming and communities of practice
- strengthening and supporting interdisciplinary partnerships
- promoting the use of cutting-edge technologies in service of teaching and scholarship
- assessing center activities for ongoing improvement
- assessing in faculty mentoring needs and offer guidance for best practices

FACET hosts events and maintains partnerships for a community of practice in emerging technologies at Towson University.

Supported technologies include 3D printing, virtual and augmented reality, and aerial vehicle (drone) technology.

See 11f for further details.

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

As seen in the brief descriptions below, Towson University has additional academic resources available to students and faculty include support for writing, library research, communication, academic achievement, tutoring, advising, career opportunities, counseling, and accessibility and disability support.

- Online Writing Support: <https://webapps.towson.edu/ows/index.asp>

Online Writing Support provides students with an easy reference guide for concepts in parts of speech, sentence structure, punctuation, and usage. There is also a list of useful links on the topic of plagiarism. Additionally, students can email Writing Support directly with questions using the Grammar Hotline.

- Library online tools: <https://libraries.towson.edu/get-help/ask>

Cook Library provides a variety of internet-based resources for faculty and students. In addition, Cook provides online access to teaching librarians through online chats, a librarian text message number, and emails. Students are also encouraged to visit the Research Help Desk, contact the Library Liaison designated for each academic department, or schedule a one-on-one meeting through the Individual Research Consultation service.

- The Writing Center: https://www.towson.edu/cla/centers/writing/?utm_source=redirect&utm_content=writingcenter

The Writing Center is a multidisciplinary tutoring service that helps students at every level of university work, from first-year writing to graduate theses. The Writing Center provides individual writing help to all members of the Towson community—undergraduates, graduates, faculty, and staff. They work with writers at any stage of the writing process—from thinking through a topic to polishing a draft. Writing tutors help writers meet their assignment guidelines, develop ideas, organize responses, sharpen focus, and improve clarity.

- Tutoring and Learning Center: <https://www.towson.edu/tutoring-learning/>

Services of this center include tutoring, academic coaching, study groups, learning and study inventory, and reading placement testing. Workshops are also offered in areas such as time management, study strategies, stress management, and even specific courses in science and other academic fields.

- The University Academic Advising Center (UAAC): <https://www.towson.edu/advising/>

UAAC advises freshman, transfer, and open major students about their progress toward completing General Education (GenEd) requirements (now called "core" requirements).

- Career Center: <https://www.towson.edu/careercenter/>

The Career Center assists with resume writing, leads mock interviews, and supports students with job searches. Other services include: assessment, counseling, fairs and special events, a personal life and career planning course, on campus recruiting, resource library, and workshops.

- The Health Center: <https://www.towson.edu/healthcenter/>

The Health Center provides health and wellness services for registered Towson University students. The Health Center is conveniently located in the Health and Counseling Centers at Ward & West Hall, near the College of Liberal Arts and Residence Tower.

- The Counseling Center: <https://www.towson.edu/counseling/>

The Counseling Center supports the primary mission of the University, to develop the intellectual potential of every student. To succeed academically as well as in life, students need a variety of personal and social skills. Counseling services are provided to students and the Center is a resource to the university as a whole, providing programs, training, teaching and consultation to students, faculty and staff.

- Accessibility and Disability Services (ADS) <https://www.towson.edu/accessibility-disability-services/>

ADS is a unit within the Office of Inclusion and Institutional Equity. ADS is dedicated to ensuring access and inclusion for students with disabilities enrolled in our undergraduate and graduate programs at Towson University. ADS currently serves more than 2,200 students with various disabilities and some temporary impairments that substantially limit one or more major life activities. Services include: testing accommodations, note-taking assistance, captioned electronic media, sign language interpretation, modified attendance policy, and other accommodations.

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 Department of Health Sciences and the HCMN program enjoy excellent relationships with all academic units on campus. The built-in minor in Business Administration affords us direct linkages and good relationships with the College of Business and Economics which offers a comprehensive, applied and AACSB-accredited business education program that is firmly grounded in the liberal arts. This is true for all TU programs which rely on a common core of liberal arts studies that are designed to develop the students' critical capacity for broadly independent inquiry and informed rationale discourse supporting their active and ethical

participation as informed citizens of the nation and the broader world.

Since the HCMN and GERO programs (who share the LTC track) are both in the Department of Health Sciences, it is not surprising that relationships between the HCMN and GERO programs remain particularly strong. Clearly, both have a mutual fundamental concern for health promotion, disease prevention, and health advocacy, but for the HCMN program, this is in the context of a whole community approach to efficient and effective organizational health service delivery and stakeholder wellness. Many GERO majors and minors take the LTC track.

The HCMN program's strong student outcomes and internal marketing has resulted in prospective student referrals from Academic Advising, the College of Liberal Arts (especially with Psychology majors), the Departments of Audiology, Speech Language Pathology, Kinesiology, the Department of Occupational Sciences, and Nursing.

At Towson University, many students in the College of Health Professions arrive as pre-majors and examine options before they select their major during their second year. The HCMN program has a wealth of diversity among its majors, and many include pre-nursing students who switch to the HCMN track before their junior year.

The HCMN program has also benefited from the interim HCMN Program Director being the Chair of the Department of Health Sciences. This has given the Department of Health Sciences higher visibility, including formal membership in the CHP Leadership Group; participation on the Council of Chairs, and with other governance venues that have strengthened the Department of Health Sciences' meaningful representation in the College and the University.

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?

At this point in time, it should be noted that hybrid online courses are regularly offered by HCMN faculty, but due to COVID-19, all HCMN required classes are available in a fully online format. However, the President and Provost of Towson University have stated that Towson's identity is as a face-to-face university campus, so for the AY 2021-2022, we are back to offering a mix of hybrid, face-to-face and fully online courses, but with an emphasis on quality on-ground education at the undergraduate and especially higher course levels.

There is no plan to markedly increase the ratio of fully online courses because Towson University is averse to competing with its fully online sister institution, University of Maryland Global College (UMGC). <http://www.umuc.edu/index.html>. In addition, it is the intent of the Towson University Administration to rebuild and sustain a face-to-face work and teaching environment.

Many of our face-to-face courses are generously web-enhanced with up to 50% of the content being taught online in a blended format. The Internship academic component requires that interns respond to a weekly Blackboard-based discussion questions and submit learning log updates for Faculty Supervisor review.

Fully online, hybrid and web-enhanced courses are made available through Blackboard and faculty are provided Blackboard support through Towson University's "Blackboard Support" page or by phone (410-704-5151) (<http://www.towson.edu/blackboard/index.asp>), as well as Blackboard workshops facilitated by staff from the Office of Technology Services (OTS).

In addition to those faculty mentioned above who teach fully online or Hybrid courses, it should be noted that all faculty are familiar with BlackBoard and use it to differing extents. For example, all HCMN faculty use the Blackboard grading option and other features to extend the lines of communication to their face-to-face students.

In conjunction with Blackboard, some of our faculty also utilize WebEx and Zoom to enhance the online learning experience. OTS assists faculty in communicating with students through various voice, video, and chat options. This advanced technology provides the capability for faculty to: deliver lectures, host large-scale webinars, hold advisor/advisee sessions, conduct office hours, collaborate with other departments and university services, offer break-out sessions, and post polls or Q&A sessions.

Panopto is designed for both faculty and student presentations by offering manageable options in recording video lectures, delivering video and audio presentations via PowerPoint, and recording screen shots of the computer. This service is accessible

via computers, tablets, and mobile devices, allowing students and faculty to connect with greater ease and flexibility than ever.

Online asynchronous courses are peer-reviewed in the same manner as face-to-face courses with the peer reviewers entering the "virtual" classroom to examine previously posted patterns of faculty participation, the quality of substantive instructor responses, the course design, the clarity of preparatory assignments, unit overviews and directions as well as the frequency of student involvement. In some instances, peer-reviewers have been invited to observe synchronous sessions.

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?

The Faculty Academic Center of Excellence at Towson (FACET) was created by and for Towson University faculty. They support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET enables HCMN faculty to take advantage of the versatility and flexibility of web-enhanced and hybrid courses through their wide range of services. FACET staff work with HCMN faculty to design curriculum and courses (when approved), develop course materials, implement teaching and learning strategies and identify and use appropriate technology applications that apply to teaching and learning. Topics of their online resources to help enhance student learning include strategies for student engagement, online and hybrid learning, facilitating group work, etc.

During COVID-19, FACET developed mandatory faculty training in online learning facilitation, including numerous workshops on our Blackboard learning management system, WEBEX and Zoom meeting technology, and other specialized workshops to help faculty pivot to an entirely online teaching environment. 100 percent of the HCMN faculty took the FACET online training in Summer of 2020.

FACET's programs include an inaugural Faculty Fellows program, partnerships to promote research, workshops and resources, mentorship for career growth and to refine skills, and emerging technology support. The FACET Research and Teaching Fellowships programs provide full-time faculty members with opportunities to lead campus-wide initiatives in their respective areas of expertise and help to shape faculty professional development programs throughout TU.

FACET supports technological initiatives and partnerships to foster innovative instruction through its emerging technology support. It also hosts events and maintains partnerships for a community of practice in emerging technologies at Towson University. Supported technologies include 3D printing, virtual and augmented reality, and aerial vehicle (drone) technology.

FACET Priorities:

- supporting research, scholarship, creative activity, and grant writing. FACET provides tools and opportunities to expand faculty grant-funded research, scholarship, and creative activity.
- promoting effective pedagogical approaches to enrich student learning
- partnering with faculty experts to develop campus-wide programming and communities of practice
- strengthening and supporting interdisciplinary partnerships
- promoting the use of cutting-edge technologies in service of teaching and scholarship
- assessing center activities for ongoing improvement

FACET is open virtually and physically. They can be contacted via the chat option, FACET@towson.edu, or by phone (410-704-2005)

<https://www.towson.edu/provost/initiatives/faculty-center/>

As discussed in section 11e, many of our HCMN upper-level courses are web-enhanced (100% class time with assignments and other resources online) and hybrid (50% class time, 50% work online, including lectures). Faculty and students in HCMN seem to prefer having face-to-face time in class. Group work and interaction with the professor are highly valued by the students, as indicated on end-of-the-course evaluations. Further, as noted above, the University allows shifting to online education in programs where it makes sense to do so, but an on-campus undergraduate education and college experience is a strength of the university, and plans are to continue this emphasis. Nevertheless, all faculty are open to online enhancements, and the department supports teaching preferences to the extent that it can based on faculty course request submissions and consistent with the Provost's policy on online teaching.

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

N/A; As fully detailed above, the HCMN Program does not offer an exclusive online program, concentration, or track. Historically, only a small percentage of HCMN courses have ever been offered fully online, although blended courses to varying degrees are common as explained elsewhere. Due to COVID-19, Towson University was forced to pivot to entirely online classes for AY 2020-2021, but will be returning to its traditional mix of face to face, hybrid and online classes for AY 2021-2022 per the College President and Provost of the University.

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?

Each year, Towson University's admissions office accepts 60% of applicants into over 100 bachelor's, master's, or doctoral degree programs. The Fall 2020 enrollment was comprised of 22,449 students, with over 18,000 undergraduate students and over 3,500 graduate students. Admission for freshmen requires high school transcripts and SAT I scores, which must be provided in an official form. ACT scores may be substituted for the SAT I. Priority is given to freshman applicants with B level work and SAT I scores of at least 1650.

Although the overall quality of students coming into Towson University is competitive, the HCMN program does not screen declared majors. Once a student is admitted to Towson University, he or she is eligible to declare a major in HCMN with a business minor online as soon as he or she desires, even as Freshmen. They must declare their major by their Junior year. One-hundred percent of the students who want to declare a major in HCMN are allowed to do so.

The College of Health Professions includes screened nursing, occupational therapy, speech and audiology degrees as well as other highly regarded programs. The Provost has encouraged the Health Education and Promotion (HEP) and Health Care Management programs to work the nursing and other screened programs to promote their academic and career options and to encourage nursing and other CHP pre-majors to actively plan for HCMN or HEP as excellent career backup choices should they not be accepted into screened health-related majors. Pre-nursing majors, for example, are encouraged to sign up for classes required for the HCMN minor that will fit the alternative HCMN major if they are not accepted into the nursing program. If they are accepted into the nursing major, they frequently continue to earn the HCMN Minor. It is estimated that roughly 20% of HCMN majors move to the HCMN major from nursing and other screened majors. Evidence from the CHP career planning efforts suggest that these students generally transition easily; do not appreciably extend their time towards degree completion, and are often stellar candidates for the HCMN degree.

Policies regarding transfer students, International students, mature adult and veteran students vary by category. Students interested in majoring in Health Care Management (HCMN) are invited to meet first with the Health Sciences Department Chair, or the HCMN Program Director (PD). The Chairperson and interim program director advises these students regarding the HCMN program curriculum requirements, including the mandatory 12 credit 640 hour full-time internship experience. After these one-on-one sessions these students are required to attend a mandatory program orientation session where they review and sign key HCMN documents and are assigned a permanent advisor. Students must declare their major by their Junior year. All students must have a minimum of a 2.0 GPA in the HCMN major and an overall 2.0 GPA to graduate.

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.

As of Fall 2020 (the official reporting period for University Institutional Research data), there were 338 HCMN majors in the Department of Health Sciences. Full-time students (n = 312) represent the majority (93%) of the 338 HCMN majors while 26 students, or 8%, were part-time enrollees.

During this same period, there were 54 HCMN minors, 51 of whom were full time with 3 attending school on a part-time basis.

Of these students, 103 students earned their BS in Health Care Management during the self-study year.

GENDER RACE/ETHNICITY

Reflecting national collegiate trends, of the 338 majors, 248 (or 73%) were female and 90 (or 27%) were male. These rates were closely reflected in the minor where 45 students were women (74%) and 16 were men (26%).

During this same reporting period, 36% of the majors were white (n = 121); 40% were Black or African American (n = 134); 10% were Asian (n = 35) and 5% were Hispanic (n = 18). Another 30 students were of mixed-race, foreign-born, or were of unreported ethnic/racial origin. These same percentages were almost exactly similar for the 61 minors attending school in spring 2021. This level of program race and ethnic diversity is much higher than overall undergraduate student diversity for Towson University, which was 25 percent Black or African-American, and 43 percent total students of color for the same measurement period.

The HCMN program is proud of this record of diversity. In 2021, TU was ranked by the Education Trust, as the third in the nation for black/African American student graduation rates. Evidence shows that the HCMN program's record proudly mirrors the extremely low race-based opportunity gaps reflected in the TU institutional degree completion rates. Furthermore, average GPA for HCMN majors upon graduation is 3.14, and the graduation rates are the same by differences in genetic and ethnic ancestry.

The curriculum for HCMN was designed so that all HCMN majors graduate with an AACSB- accredited Business Administration (BUAD) minor and are required to declare a minor on the academic requirements report and maintain a minimum 2.0 GPA in their Business Administration courses.

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.

Towson University has a Division of University Marketing and Communication (DUMC), which advances the university's goals by elevating awareness, affinity and prestige to position all University programs. Recruitment efforts are largely targeted at the University and College levels. To help with marketing, the program is able to use DUMC resources to help provide the best service possible for the HCMN program's most visible external marketing tool, its website. This includes the use of talented graphic designers, photographers, videographers, and digital content strategists. The DUMC also provides public relations help to the college and the university. This is provided by sharing information and story ideas about the college with local and national media outlets. Towson also has a newsroom on its homepage where it can post compelling stories that helps broaden the university's reach.

The Marketing Division reaches out to high school students in an ongoing basis with mailed and emailed materials. As the time to decide on a school approaches for a high school junior and senior, the marketing efforts are stepped up. In addition, there are ongoing open-houses routinely staffed by HCMN faculty in the student union throughout the academic year. Students who have been accepted to the university but have not returned signed contracts are invited to attend these "Destination Towson" events.

These Destination Towson events are marketing opportunities to share the unique educational brand of curricular and co-curricular opportunities afforded to students when they accept admission to Towson University. Faculty of each department are front-and-center in this marketing effort because students and parents want to know details about programs such as who are the teachers and how big are the classes, along with what is the focus of the program. HCMN brochures, such as the one uploaded in 12d below, are given to families as a takeaway along with contact information for follow-up questions.

Catalogs are also provided online see: <http://www.towson.edu/main/academics/ugrad/undergraduatecatalog.asp>

The HCMN Interim director and Department of Health Sciences chair with one of the HCMN dedicated GAs, have updated the HCMN landing page, and also created LinkedIn and Instagram accounts to get information about our students and our major disseminated online.

The HCMN website <https://www.towson.edu/chp/departments/health-sciences/undergrad/health-care/> is the first place students, parents, and grandparents go when shopping for healthcare management career opportunities and education. Word of mouth from relatives and friends is also a strong referral base as well. It's not uncommon for three generations of Towson University graduates to be in the same family.

In addition to face-to-face marketing efforts with open houses and Destination Towson, articles are also written for the HCMN program, University and professional organization's newsletters telling them about the program's and graduates' success stories.

A good proportion of HCMN majors are transfer students from Maryland community colleges. To raise awareness of the major, there are dedicated days for transfer students to give them more information about the HCMN major, and to assist them in registration for classes.

Finally, during the HCMN internship, students are asked what they think the BEST things are about the major and whether they would recommend the program to other students. Their words are then used to promote the program. The Internship Preceptors are asked what the program could do better and conduct satisfaction surveys of graduates. Marketing efforts are assessed by asking each new major how they discovered the program. These informal marketing efforts conducted on behalf of the HCMN program are resoundingly successful. These marketing efforts have been effective even throughout the COVID-19 pandemic, where declines in our majors are negligible when compared to other departments and University programs.

The program also sends an electronic copy of its newsletter out to all students, faculty, alumni (who have maintained contact). A limited number of hard copies are handed out to students who are asked to "take-one-and-leave-one in strategic settings.

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

[HCMNNewsletter_2020.pdf](#)

[QRBrochureHealth_Care_Management_Major.pdf](#)

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://www.towson.edu/chp/departments/health-sciences/undergrad/health-care/>

URL2 : <http://tunews.towson.edu>

URL3 : https://www.towson.edu/universitymarketing/brand/?utm_source=redirect&utm_content=creativeservices

URL4 : <https://www.towson.edu/chp/departments/health-sciences/vle.html>

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.

The Towson University "Intentional Advising Program" addresses the importance of academic advising across all four years in a strategic and progressive manner. During height of COVID-19, advisement continued but was changed to specific landmark advising moments, and resumed to its normal mode with the return to the Towson University campus and face-to-face teaching in Fall 2021. The program is designed to meet students' needs at different stages of their Towson experience. From the first year through graduation, each year has a different focal point: transition, focus, engagement and commencement. At TU, once the student declares the HCMN major, their journey through these stages will be jointly guided by a dedicated HCMN academic advisor who will get to know the student on a personal basis--not just through, e-mails or by phone. HCMN majors are required to meet with their advisor either virtually or face-to-face at least once each semester to map out each semester's course

schedule and to develop available two or four year plans as well as explore the student's driving career and life goals. The College of Health Professions also maintains a Professional Advisor for students in the College and at the University seeking more information about health-related majors, information about changing majors, and other health major related information as well as career opportunities.

Upon declaring their major, new HCMN students must attend one pre-major orientation session offered by Professor Andrew Jones, HCMN faculty who also serves as an advisor in Towson University's First Year Experience Program for Freshman (which aides in retention and support of new students). These orientation sessions are offered to new HCMN majors on a continuous basis to ensure that they have ample opportunities to receive the information so they can meet with their advisor with a completed Plan of Study. In these sessions, students review the following:

- The American College of Healthcare Executives Code of Ethics
- HCMN Professional Behavior Policy
- (Students sign the Professional Behavior Policy Student Acknowledgment Form)
- HCMN Program Advising Form
- HCMN Internship Policies Form
- Criminal Background Check guidelines
- Release for use of Recorded Image or Sound on Videotape, Film Photograph, Audiotape or Live Transmission • Healthcare Management Assessment Portfolio
- Degree Completion Plan for the HCMN B.S. Degree (transfer)
- Degree Completion Plan for the HCMN B.S. Degree (non-transfer)

At the conclusion of this session the orientation faculty member assigns the students to a dedicated HCMN advisor who meets individually with each new student, reviews their transcript (also known as, "Academic Requirements Report"), reviews their Degree Completion Plan document with the student, and recommends any changes that might seem necessary.

Now more than ever, advising focuses on these degree completion plans, due to the recent passage of Senate Bill 740. This legislation requires that each undergraduate student at a four-year public college or university in the state of Maryland must file a degree plan approved by an academic advisor no later than the point in his/her academic career when he/she has earned 45 units. Pursuant to the law, HCMN advisors are working hard to assure that each of their targeted transfer students files a degree plan by the end of Fall Semester. The HCMN program is fully involved with the full implementation of this requirement and, in fact, is working hard to assure that this document is filled out and signed by all advisees not just transfers The HCMN advisors see this as an opportunity to help HCMN students meet their academic goals in a timely manner and avoid some of the course scheduling pitfalls and problems that arise with some patterns of regularity.

Frequent emails to majors by the department and by the HCMN advisors have assured that HCMN students have their degree completion plan forms ready when they attend their mandatory advising sessions. Students must show up to these to have their advising holds removed before they can enroll next semester's classes. The degree completion plan process is a shared advisor-student responsibility. Both are accountable and responsible for reviewing the form, confirming that all requirements are met, and for signing and dating the form and uploading it to the individual faculty advisor's personal Sharepoint storage file.

HCMN advisors use Student Success Collaborative Software which will augment the Academic Requirement Report (ARR) report to help identify student risk factors, predictors of success, to help identify students who are off path, or need some additional guidance, or intervention.

When students are considering where they want to do their HCMN internship, after being cleared by their dedicated academic advisors, they must arrange advisement by consulting with the HCMN program Internship coordinator, as well as their assigned internship Faculty Supervisor. These faculty members make themselves available to discuss internship site dynamics to help the student select a good match for the professional goals. Students are also encouraged to review the internship site profiles and read the reflective site summaries written by previous interns that are kept on file for each internship site.

Students may also consult with the Career Center at Towson University seeking one-on-one career counseling, self-assessment tests and online resources to discover career paths. The Career Center utilizes Handshake to connect students with resources

for launching their career, as well as a Tiger Mentor Network to connect TU alumni who can offer relevant career advice while helping the student explore career options and building their professional network. See the Career Center web page for more details: <https://www.towson.edu/careercenter/>

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.

There are a number of student associations or clubs that HCMN students can join to network with peers, build relationships and pursue professional continuous learning and growth opportunities. Following are summaries of currently existing HCMN program networking activities:

HEALTH CARE LEADERSHIP ACADEMY

The premier HCMN sponsored student networking group is the Healthcare Leadership Academy (HCLA), which is advised by HCMN faculty member Professor Andrew Jones, who has significant years of work experience in the healthcare field. The HCLA exposes students to Health Care Management career opportunities, by providing them meaningful real-world ways to hone leadership skills by modeling good leadership/followership behaviors through working with peers, and by building encouraging bonds of supportive friendships in a challenging, fun and inspirational network. The sole criterion for joining this broadly inclusive group is to have at least a 2.0 GPA and to be a full-time undergraduate. All members have the right to vote, attend meetings, hold elected office, and participate in all of the HCLA's many activities. All members must review and sign annually the Membership Expectations and Obligations Contract, which binds them to stipulated activity participation requirements. The HCLA holds regular bi-monthly meetings, invite guest speakers in leadership roles under the guidance of their faculty advisor Professor Jones. During the self-study year, the HCLA had 6 student officers, and 73 registered members; student participation in events was estimated to be 30 percent of registered members. Details can be found on the HLA's webpage at: <http://www.towson.edu/healthcare/academy.asp>

UPSILON PHI DELTA

Upsilon Phi Delta is AUPHA's premier honor society, and allows students to receive recognition for their academic efforts in the HCMN program at an induction ceremony open to all HCMN majors. Members of the Upsilon Phi Delta are selected on the basis of their academic achievements (a graduating GPA of 3.25 or greater and a GPA of 3.5 in the major), as well as outstanding contributions to the healthcare management profession. The criterion for the award consists of evidence of the following:

1. Growth in understanding of the professional role;
2. Leadership within the department in classes and undergraduate student's activities;
3. Exemplification of ideals of a professional in the field of study;
4. Adherence to ethical principles in the practice of the profession; and,
5. Demonstration of a spirit of civility and cooperative learning.

Each spring, students who are accepted into Upsilon Phi Delta attend an official induction ceremony where they are recognized for their achievement by receiving the blue and red honor cords that mark their managerial excellence and that they will wear with their graduation gowns, as well as pins, roses, and a certificate of recognition. In the 2019-2020 academic year, 7 students were initiated into Upsilon Phi Delta, via a virtual ceremony.

AMERICAN COLLEGE OF HEALTH CARE ADMINISTRATORS (ACHCA)

Under the guidance of HCMN faculty member Dr. Mary Helen McSweeney-Feld, who is a licensed nursing home administrator, TU HCMN long-term care students have access to student membership in the American College of Healthcare Administrators (ACHCA) through a student chapter supported by the ACHCA's national office. The chapter is also a recognized student organization of Towson University, and all HCMN and GERO students interested in long-term care administration are invited to join by student officers in the chapter. ACHCA was founded in 1962 and is a non-profit professional membership association that provides superior educational programming, networking, and career development opportunities for its members,

including student chapters. ACHCA identifies, recognizes, and supports post-acute and aging services leaders, advocating for their mission and promoting excellence in their profession. Student officers organize monthly virtual events where leaders in the long-term care field come to share their knowledge and expertise; the CEO of ACHCA spoke to students in Fall 2020 with close to 75 students in attendance. ACHCA National has also provided an opportunity for student members to complete continuing education training seminars online for no charge as well as attend their national Convocation to present research posters at a deeply discounted attendance fee for students. During the self-study year, the ACHCA chapter had 38 active members, and an estimated 40 percent of those members regularly attended online chapter monthly meetings.

The American College of Healthcare Executives (ACHE) OUTREACH

As mentioned above, a good number of our HCMN students are encouraged by HCMN faculty through classroom discussions and HCMN newsletter articles to become student members of ACHE and take advantage of the opportunities that the ACHE makes available to its student associates. These opportunities are designed to help students kick-start their managerial careers by linking up with the ACHE's well-established network and Maryland chapter that offers powerful education, and career development opportunities open to ACHE professional members as well as interested students.

The HCMN program has particularly close relationships with several ACHE leaders including the ACHE Regent who gave a virtual presentation on our campus to HCMN students in the Spring of 2020; Dr. McSweeney-Feld is a faculty member of ACHE. HCMN students have also attended Maryland ACHE chapter meetings, which pivoted to online meetings during COVID-19 but continued to be open to any interested health care management students.

HEALTHCARE FINANCIAL MANAGEMENT ASSOCIATION OUTREACH

The TU HCMN program has a supportive relationship with the Maryland Chapter of Healthcare Financial Management Association. HCMN students are encouraged to become student HFMA members, and participate in local chapter events; some of our HCMN 495 Internship preceptors are active members of our HFMA local Maryland chapter.

OTHER PROFESSIONAL ASSOCIATION OUTREACH

In addition to the ACHE, HCMN students are encouraged to participate in professional associations both nationally and locally. The student handbook provides information and contact links to the following associations:
Maryland Medical Group Management Association, Maryland chapter of AHIMA

SOCIAL NETWORKING AND SOCIAL MEDIA SITES

Online communication platforms have been very useful over the past couple years, and especially during the COVID-19 Pandemic, in order to communicate with various individuals. A LinkedIn page as well as an Instagram account for the Health Care Management program was created prior to COVID-19, and posts copies of the HCMN Newsletter, and announces opportunities for students to apply for scholarships and other awards as they become available. Likes and comments from students as well as alumnae of the HCMN program on site content are frequently seen, showing the importance of social media as a tool for student and alumnae engagement.

-LinkedIn is the world's largest professional network on the internet. The Towson University Health Care Management, B.S. LinkedIn page (<https://www.linkedin.com/in/tu-hcmn/>) is used to communicate with students, alumni, and other professionals. Posts topics include event information, scholarship details, program announcements, student accomplishments, program newsletters, job openings, etc.

-Instagram is one of the most popular photo-sharing applications and is predominantly used by young adults. The HCMN Instagram account (@tuhcmn) allows the program to further connect to students, along with alumni and other professionals. Post content is very similar to the LinkedIn page and the topics include event information, scholarship details, program announcements, student accomplishments, program newsletters, job openings, etc.

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.

In the event of student concerns and complaints regarding academic or other issues, or alleged student misconduct generally, there are University, stepped, due-process delineated protocols that must be equitably and consistently followed by all departments and programs. These procedures are detailed in the Towson University undergraduate catalog at this link: <https://catalog.towson.edu/graduate/appendices/appendix-f-student-responsibilities-rights/>

The Health Sciences department and the HCMN program are fully dedicated to fostering an open, helpful, trusting, and fair work climate that optimizes the personal and professional growth of all HCMN majors. For basic routine level grade disputes, informal resolution is always pursued as a just first step. For example, the basic rule is that students who feel an earned grade is unjust must address their disagreements first to their instructor, who is primarily responsible for assigning grades. If the matter is not satisfactorily resolved at this level, and the issue warrants further consideration, students may then direct an appeal to the department chair.

As a basic principle, the Chair does not take cases based purely on faculty grading judgment. At all times, student voices, concerns and adherence to academic standards and course expectations stipulated in course syllabi are examined. Students will generally be seen to have a potentially valid concern if they are able to make a credible allegation that an instructor did not follow syllabus or university guidelines; if the student was treated unfairly compared to their peers; or if some other procedural guideline was violated, or a grade calculation error was made by the instruction of record.

When the department Chair meets with the student as part of the appeal process, the student is asked to document his or her concerns. After the meeting, the Chair follows up with the faculty member and requests his or her input including paper documents and course access if an online component is in question. The Chair then contacts the student with his decision. If the student is unhappy with the decision, he or she is advised to follow the chain of command and the case goes next to the college dean, then to the Division for Student Affairs. The process is utilized for students concerns and complaints.

If a faculty has evidence that a student's class-related behavior constitutes a violation of the Academic Integrity Policy, the faculty member may determine the course-related sanction to be imposed against the student, up to and including failure for the course. A letter must be sent to the student stating the imposed sanction and informing the student of his/her right to appeal. A copy must be sent to the Office of Student Conduct & Civility Education. A student who is found responsible for two or more violations of the academic integrity policy is subject to suspension from the university. For information regarding the Academic Integrity Policy or appeals process please click access the following link: <http://www.towson.edu/studentaffairs/judicialaffairs/>

The above narrative primarily involves issues of academic integrity and faculty grading fairness. Allegations involving sexual misconduct, hate/bias or equity events are handled pursuant to University established reporting requirements and procedures. The University Division of Inclusion and Institutional Equity examines all reports and investigates and adjudicates these issues as necessary. These Federal guidelines are designed to assure that students thrive in a safe, open, and trusting environment. All TU Faculty members and staff are required to complete annual training regarding Title IX and Sexual Misconduct which covers these various reporting behavioral standards.

Also note that Dr. Nelson, the Health Science Chair and interim HCMN program director, was appointed as a Deputy TITLE IX coordinator, making him a responsible employee as well as a mandated reporter with an obligation to report any TITLE IX incident to the University Title IX coordinator in the Towson University Office of Inclusion and Institutional Equity (OIIE).

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 purpose, function, and responsibilities of the HCMN Advisory Board are as follows.

ADVISORY BOARD PURPOSE

The Health Care Management (HCMN) Advisory Board consists of a broad and diverse spectrum of area health care managers, alumni, faculty, and current students. This multi-level blend of leaders serves as an important open discussion and advice

mechanism that is dedicated to empowering the HCMN program to be more responsive to the Baltimore metropolitan areas' employment and professional needs by providing advice and recommendations to the Department of Health Sciences on curricula issues related to the Health Care Management major. Two other key functions of the board include providing information and feedback on the ability of the Health Care Management curriculum to meet the current training needs of entry-level health care management professionals; and to assure graduates possess the right knowledge, skills and attitudes to function effectively in the workplace. HCMN Advisory Board members are appointed on an annual basis. Please see the list of current HCMN Advisory Board members in the Supplemental Information section of this self-study.

KEY RESPONSIBILITIES

The Advisory Board reviews program plans of studies, assessment data and reports that are provided by the HCMN program leadership and offers feedback accordingly. The following represent some of the topics that the HCMN Advisory Board has deliberated in the last two years based on program priorities and new leadership:

- Employment needs and trends
- New developments and changes in the workplace
- Program certification by the Association of University Programs in Health Administration (AUPHA)
- Student recruitment and retention and rapid program growth
- Curricular program changes/enhancements
- Establishment of new internship opportunities
- Meaningful ways that students can serve health service organizations during their 12-credit internship experience • Resource and faculty development
- On-going assessment of the Health Care Management Program

HCMN Advisory Board Practitioners are selected on the basis of the type of health care organization they represent, internship opportunities for HCMN majors that they offer and interest and willingness to serve. The HCMN Advisory Board meets at least once annually.

ACTIVITY DURING THE SELF-STUDY YEAR

The Advisory board has met twice virtually during the 2020-2021 self-study year. Faculty and advisory board new members for the Board were recruited during this time, including representatives from local hospitals, behavioral health providers, HCMN program alumnae and 2 student HCMN members representing our student associations. Members were present at the meetings and detailed minutes were taken. During these meetings, program data and survey data (from students/clinical preceptors) were presented to discuss general trends. Further programs enhancements were also discussed and reviewed. Members reviewed and provided feedback regarding the revised HCMN mission, vision, values, goals, and objectives, along with the HCMN program handbook.

21. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

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

Major linkages with professional communities, associations and practitioners include (but are not limited to) the Healthcare Financial Management Association (HFMA-Maryland Chapter) <http://www.hfmamd.org/>; the Healthcare Information & Management Systems Society (HIMSS) the Institute for Healthcare Improvement (www.ihl.org);<http://www.mdhimss.org/>; the American College of Healthcare Executives (ACHE) <http://www.ache.org>, and the American College of Health Care Administrators (www.achca.org).

Our HCMN internship program with 24 established health care organization sites has also helped us to create linkages with local hospitals systems, managed care organizations, medical group practices, not-for-profit health related organizations, and long-term care providers. Many of our internship preceptors have served as adjunct faculty or HCMN Advisory Board members, or are alums of our HCMN program.

HCMN students have interacted with representatives and practitioners of ACHE and HFMA through several hands-on collaborative meetings and seminars. Additionally, our longstanding relationship with the Greater Baltimore Medical Center

(GBMC) has allowed our students to engage in conversations about the real world of healthcare, and partake in numerous internship opportunities at this site.

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

A College of Health Care Professions association that HCMN students participate in is the Institute for Healthcare Improvement (IHI) Open School at TU. This organization was established in 2018, and with faculty advisors, this is a student-led organization. It promotes the concepts of quality improvement and patient safety by providing opportunities for students to enhance their knowledge in healthcare through certifications, online modules, and experiential learning.

The members are able to network with students from other majors (e.g., Allied Health Professions, Health Care Administration, Nursing, Physician Assistant) to help educate the next leaders of healthcare. Dr. Wendy Whitner, the Health Sciences Department Internship Coordinator, is the faculty advisor for this chapter, and many HCMN undergraduate students have served as the President and other officers of this organization.

In AY 2020-2021, the IHI Open School Chapter hosted various webinar events: mental health and COVID-19, quality counseling services, and improving health care service delivery. They also elected a new Executive Board to represent the chapter in the Spring of 2021. Please see the Towson University IHI Open School website for more information:

<https://involved.towson.edu/organization/ihi>

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.

Throughout the typical academic year, students are able to interact with health care practitioners and community leaders in a variety of ad-hoc venues open to students who are routinely notified when these venues arise.

For example, Mercy Medical Center in Baltimore, MD has specifically reached out to our program to recruit Towson University healthcare management students to act as paid summer interns (which is outside the 12 credit hour bearing HCMN 495 Internship experience). Carefirst Blue Cross Blue Shield, our local Blue Cross/Blue Shield organization, has also offered paid summer internships for our students, and LeadingAge, a major senior living industry association, took two students during the Summer of our self-study year for paid internships at senior living organizations in Maryland.

Many other opportunities, are pursued by students individually. These chances for growth abound and are promoted on a routine basis by representative visitors from the American College of Healthcare Executives, the Healthcare Financial Management Association, Maryland Chapter, and the CEO of the American College of Health Care Administrators.

Students were also able to attend a presentation by Maryland's Regent for the American College of Healthcare Executives, who addressed them on the mission, vision and values of the international professional services organization. He indicated the college was committed to excellence in healthcare management, life-long learning and networking opportunities for its members with a special focus on the benefits to student affiliates and encouraged them to explore joining the groups.

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.

Towson University officially tasks the Office of Alumni Relations (AR) with the responsibility for Alumni tracking as managed by a dedicated Student Alumni Outreach Coordinator. The HCMN program thus depends on the University's outreach activities to maintain contact with its alumni. However data is only as good as the updates provided by alumni as garnered from their self-initiated updates, and by their attendance at various events, receptions, volunteer recognition celebrations and so forth.

The TU HCMN program has a large number of local alumni, many of whom serve as members of the HCMN Advisory Board, as

HCMN internship preceptors and HCMN program faculty, including part-time faculty members. HCMN alumni also serve as guest speakers in HCMN classes, and are routinely interviewed for articles in the HCMN newsletter that are published twice during each academic year. Our alumni have been extremely supportive of our students, often helping them to obtain internship and/or employment at their organizations. By having HCMN alumni participate in these roles, the HCMN program shows current students the accomplishments and professional success of its alumni, and in turn, alumni serve as role models and informal mentors for students seeking career path guidance.

Another important way that HCMN Alumni are linked to current and graduating students is through the Towson University HCMN LinkedIn page which posts alumni information and encourages recent alums to keep in touch with the program and to showcase alumnae, job experiences, and potential employment opportunities. Students find this alumni LinkedIn page very helpful because it displays trends in the early career tracks of graduates over time, showing where recent graduates completed their internship and usually shows their first professional job title.

Other very active alumni are HCMN clinical assistant professor Andrew Jones who was the HR Director for Edenwald Retirement Community, and internship preceptor Russell Weber who is the Chief Executive Officer for Key Point Health Services Inc. and is an active member of the HCMN program Advisory Board. Vicky Le Usik, Process Improvement Coach for the University of Maryland St. Joseph's Medical Center, is also an Advisory Board member and adjunct faculty in the HCMN program.

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.

Towson University prides itself on its long and strong history of teaching excellence. HCMN faculty are consistently rated as excellent (> 4.0) on a scale of 1 (poor) to 5 outstanding. Peer observations are also confirmatory and include assessments of knowledge, classroom methodologies, class participation, and rapport with students.

Our HCMN faculty employ the full range of developmentally appropriate active learning methods for teaching the face-to-face, hybrid and fully online courses offered by the program. This analysis below focuses on key effective teaching practices mapped to courses where they are a dominant strategy in the following courses that are taught by HCMN core faculty (as opposed to BUAD faculty who teach the required minor): HLTH 207 (Healthcare in the US), HCMN 305 (Health Administration), AHLT 311 (Human Resource Management), HCMN 413 (Services and Housing for the Long-Term Care Consumer), HCMN 415 (Financing and Organization of Health Care Services), HCMN 417 (Long-Term Care Ethical Problems), HCMN 435 (Health Information and Quality Management.), HCMN 441 (Legal and Ethical Issues in Health Administration), AHLT 445 (Research Methods in Interprofessional Health Studies). Teaching methodologies include:

- short lectures broken up by small group activities (all courses)
- guest lectures by local experts and HCMN advisory board members (HCMN 413, 419, 435)
- student-led classes and team based presentations (all courses including HCMN 495, and except AHLT 445)
- debates of controversial issues, with assigned sides (HLTH 207, HCMN 305, HCMN 441, HCMN 417)
- resume writing and mock interviews (HCMN 305, AHLT 311, HCMN 417)
- real time simulation exercises (HCMN 435, HCMN 417)
- data collection and analysis exercises (HCMN 413, HCMN 415, HCMN 435).
- self-assessment instrument reflections (HCMN 305, HCMN 417),
- structured field trips to different health care settings, mock reviews of care plans (HCMN 413 & 419)
- team work and collaborative learning (all courses),
- team learning games, including Friday Night at the ER (Interprofessional and extra-curricular HCMN student activities)
- case studies, both individually and in teams (all courses)

Diversity and Cultural Competence Didactic Content in HCMN courses.

Although the TU Healthcare Management B.S. program has no course solely dedicated to DEI and cultural competence, this

content is a priority and an AUPHA program requirement. An audit of this content in the HCMN curriculum yields the following substantive elements in required major courses.

- HCMN 305: Health Administration

Lectures and lessons and case studies entail DEI related themes. Lectures, a full text-book chapter reading, and other material describe cultural competency; health equity; and the importance of developing cultural sensitivity as essential to effective health care management. Course projects include a health disparities case study as an action assignment for class discussion and as an introduction to the Purnell model for cultural competence

- HLTH 207: Healthcare in the U.S.

Disparities is a recurring theme (e.g., high morbidity and mortality rates in multiple among African Americans) mental health and health literacy disparities are also addressed by multiple methods.

- HCMN 441: Legal and Ethical Issues in Healthcare Administration

This course includes a cultural Competency Self-Assessment Assignment where students must write a three page article review relating to cultural competency research or a substantive professional article on a DEI related theme. Recent lecture content has included: a review of Baltimore Healthcare DEI related Ethics cases such as the Henrietta Lacks HELA cells case, the Kennedy Krieger lead paint study and the Tuskegee Syphilis Study.

- HCMN 413 Services and Housing for the Long-Term Care Consumer

Students have 4 diversity assignments:

1. View and discuss the Lives Worth Living video about the disabilities movement in the U.S that led to the passage of the 1990 Americans with Disabilities Act.
2. Complete a Home fit exercise by interviewing either an individual over age 18 living in the community with disabilities or an older community dwelling adult to assess the interviewee's capacity to live in their homes "independently for life."
3. Complete a set of readings on "Who is the Long-Term Care Consumer?" focusing on the increasing cultural diversity in U.S. long-term care settings.
4. Conduct a Walk Audit exercise that requires students to review the physical environment of their neighborhood and ride a free, local circulator bus to report on how this mode of transportation addresses social determinants of health (healthy food access, medical care and pharmacy access in particular) for older adults and people with disabilities.

- HCMN 417 Long Term Care Ethical Problems: Two week-long discussion units with recorded lecture dealing with cultural competence and diversity/disparity issues in LTC: Unit 9: LBGTI rights to sexual expression in heteronormative environments; Unit 10, Culturally Mindful Care

- HCMN 419 Long-Term Care Administration: students cover Federal Survey F-tags with diversity requirements (within the context of elder abuse, neglect and exploitation, person-centered care for residents, resident preferences and rights) such as F-679 Activities, F-684 Quality of Care, F-800 Dietary Services, etc.

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).

Towson University does not have a distance education priority. This is to avoid undue competition with its sister institution the University of Maryland Global Campus (a completely online Maryland state system university).

In response to feedback from our 2015 AUPHA self-study, the HCMN curriculum committee voted to integrate more management coursework from the Health Sciences department's (and university's only) completely online undergraduate program: the Bachelor of Technical and Professional Studies in Allied Health (AHLT). This program focuses on honing the management skills of clinicians. AHLT 311 Human Resource Management for Allied Health Professionals focuses on recruitment, staff development, performance feedback, conflict resolution, and benefits management. In addition, the AHLT course AHLT 445 Research Methods in Interprofessional Studies was integrated into the HCMN curriculum with dedicated course sections for HCMN students. AHLT 445 hones HCMN students' critical capacity to make decisions based on the best quantitative and qualitative evidence.

Due to COVID, all HCMN faculty have taught fully online versions of required HCMN courses, although even before the pandemic, HCMN 305, Health Administration, HCMN 441, Legal & Ethical Issues in Health; and HCMN 435 Health Information and Quality Management have been offered in online or hybrid formats through Blackboard for both HCMN and Allied Health students.

Almost all (n = 7) HCMN upper-level courses taught by HCMN faculty are web-enhanced (100% class time with assignments and other resources online) with three courses being fully hybrid (50% class time, 50% work online, including lectures). Consistently web-enhanced, or "blended" courses are: HCMN 413 Services and Housing for the Long- Term Care Consumer (Hybrid sections; HCMN 415 Financing & Organization of Health Care Services in the U.S. ; HCMN 435 Health Information and Quality Management (Hybrid and Fully Online once a year), HCMN 441, Legal & Ethical Issues in Health (Hybrid and Fully Online no more than once a year); HCMN 419 Long-Term Care Administration (Hybrid once a year); HCMN 495 Internship (100% in Field work, Web-Enhanced with discussion questions and learning log submission). While COVID-19 required our campus to pivot to entirely online learning during the self-study year, Towson University is now in a "return to campus" mode where class formats have returned to a mix of face-to-face, hybrid and fully online coursework across all majors and departments.

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?

During the self-study year (2020-2021) 100% of all HCMN courses (including those in the BUAD minor) were taught online. Since the return to campus, and the need to rebuild a face-to-face campus culture, only 3 out of 14 HCMN course sections (21%) were entirely online. Two courses were Hybrid (HCMN 305 and HCMN 413) but all other HCMN were web-enhanced. Going forth, plans are teach at least one section of each major course face-to-face with at least one online or hybrid option.

Transfer and newly matriculating students are fully aware (via multiple means and messages) that they cannot plan to finish a Towson HCMN degree on time by exclusively taking evening, weekend, or online only courses.

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?

All HCMN courses taught by all HCMN core faculty over the last three years have been blended or web-enhanced (100%). During the COVID-19 self-study year 100% of HCMN courses were fully online, either synchronous (about 70%) or asynchronous (about 30%). Prior to COVID, 100% of all courses were web enhanced with an average of 30% being blended at more than 50% online, with an average of 2 or three HCMN courses taught fully online, the rest face-to-face. Much experience shows that only about 20% of the HCMN majors have historically preferred online learning (approximately 60 to 100 students). However, COVID-19 may well have set a different trajectory. Several faculty members strongly prefer face-to-face teaching, but have taught online based on circumstances and student needs.

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

Prior to COVID, the majority of our students were transfer students who had already been exposed to online instruction prior to taking upper level courses that are taught by HCMN faculty (HCMN 305, 413, 415, 417, 419, 435, 441, AHLT 311 and 445). As a rule, aside from HLTH 207 (Healthcare in the U.S.), it was rare to encounter a newly declared HCMN major who had not already taken an online course. Required orientations for new HCMN majors address the availability and related effects of online instruction, and transfer students are typically advised not to take online courses their first semester at Towson unless they are already familiar with online instruction. However, the HCMN program offers enough online courses for the minority who have historically preferred it to continue this mode of learning.

During the COVID 19 self-study year, all students either pursued online coursework or delayed their education. To meet the

pandemic teaching exigency, Towson University provided a wide range of just-in-time student Blackboard familiarity training sessions (recorded or asynchronous) to both students and faculty. These were designed to help students adjust to an all online format. In addition, faculty were strongly encouraged to be lenient and help students adjust without abandoning essential success criteria. The university even provided computers to students who were financially unable to secure the necessary equipment.

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

Given the HCMN program's historic focus on face-to-face instruction and the fact that only a minority of HCMN students actively pursued online instruction in the past, no difference in learning outcomes had been formally calculated. However, no grade outcomes, student evaluation trends, or differing grade distribution patterns were apparent. There was, however, substantial HCMN faculty concurrence (if not full consensus) that virtual learning was somehow less effective for our student population, but was not formally analyzed. Online courses were offered as a convenience to students and to expand course coverage options.

COVID-19's all-online instruction during the self-study year raised faculty concerns about the efficacy of virtual learning, at least for a certain segment of our majors. Consistent with national trends and evidence presented in the academic and gray literature, student engagement seemed to fall off commensurate with increased student withdrawals and incompletes.

At this writing, the University and the HCMN program are committed to rebuilding a face-to-face instructional and work culture. Online options, will continue, but not as a major shift in instructional focus.

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.

As noted, despite the HCMN Program's commitment to its traditional face-to-face nature, many efforts are dedicated to assuring online instructional quality. We have extensively documented elsewhere in this study the extensive resources that the university makes available to remotely online engaged students and faculty. The Faculty Academic Center of Excellence at Towson (FACET) provides a plethora of self-paced or scheduled trainings, instructional aides, and tools as well as one-on-one guidance to assure faculty and student success in an online environment. As noted, all HCMN faculty have taken required FACET online instruction on how to use streaming video, record lectures on Panopto, design engaging discussion questions, manage remote group work engagement, and online testing, and so forth.

We have also noted that Cook library's online services are vast, comprehensive, and state-of-the art. On the library website, for example, students can easily and quickly search through enormous holdings of online and physical books, and articles, both peer-reviewed and in the gray literature. They can easily browse the very accessible online subject gateways to learn more about the specialized web-based (and face-to-face) resources relevant to the HCMN major. They have ready access to electronic self-help guides to help them navigate the library's cyber space offerings and to tap into the many and varied library resources (human and technical) that will engage them and support their learning. They will also find ready e-help from librarians via text or instant messaging, e-mail, or telephone.

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.

While the program itself does not "own" or directly provide distance technical support, these resources are abundant and easily available. As noted in previous sections that deal with university resources and facilities, the HCMN program has access to extensive Computer and Technology support services that are available to both students and faculty.

These include a plethora of online self-help documents, e-tutorials, workshops, web-supports, on-call technicians, instant message querying portals, Blackboard and Student-Support Center (SSC) personnel among other human and technical resources that are designed to help students with their distance learning and related online service, navigational, or know-how needs.

Students are encouraged to work with Student Computing Services (SCS), which is a network of support services offered at the Cook Library and Towson Run. These resources include the SCS Computer Lab, SCS Service Desk, SCS Learning Center, and the SCS Studio & Multimedia Support Services, each of which has a specific function in either hardware/software offerings or technical support and training.

The Office of Technology Services (OTS) offers training to faculty and students in the form of self-help documents, movie tutorials, and in-person workshops. Towson University also offers resources to assist with learning technologies specifically for faculty. Staff at the Help Center provide over the phone and remote access support to faculty for general trouble-shooting while more complex technology concerns are addressed by in-person visits from the Help Center staff or a member of the OTS office.

As previously noted, a major support system for the development of courses, creation of resources, and review of new technologies is the Faculty Academic Center of Excellence at Towson, or FACET. Faculty can use one of four labs equipped with highly trained staff and a variety of hardware and software options to enhance the use of learning technology. The FACET Faculty Lab offers high-end Windows and Macintosh workstations, non-standard software applications, and one-on-one assistance to faculty. FACET supports faculty with a wide range of teaching resources. These help faculty plan and design effective courses, select and use appropriate technology, assess student success, build vibrant virtual communities, and provide meaningful feedback among other pedagogical areas of excellence that are critical to faculty development..

Multimedia Services assist with the development of graphic and illustration design that enhance faculty course work and research endeavors. FACET also offers the use of digital cameras and camcorders through their loan program.

Instructional Support is also offered via face-to-face meetings with faculty to develop courses with an online component.

As indicated previously, Student Computing Services (SCS) is a triad of integrated support services available to students in a single, convenient location within Cook Library. The SCS Computer Lab offers computer hardware software and workspace to all students, regardless of major, on a walk-in basis. Although configured to support independent work, the Lab is staffed by a friendly team of students capable of orienting users to lab operations and answering general questions. The SCS Computer Lab is just one of approximately seventy labs located throughout campus. Student computer access is provided throughout Cook Library and in dozens of college and departmental facilities across campus.

The SCS Service Desk provides technical support and troubleshooting assistance to students experiencing problems with their accounts or to students who otherwise seek advice on how to best accomplish particular computing tasks. The Service Desk offers three modes of direct support (e-mail, telephone and walk-up) and additional assistance through its website (www.towson.edu/scs).

STUDENT SUPPORT

The SCS Learning Center and Studio complement the Lab and Service Desk by offering training and consulting services, as well as special equipment and software for poster printing, scanning, digital photography, digital videography, graphics and multimedia production, and presentation rehearsal. As an integral part of the OTS Technology Training team, SCS offers workshops on campus standard applications and systems for all members of the TU community. For students whose needs exceed the workshops solution, SCS offers individualized consulting.

FACULTY SUPPORT

The Faculty/Staff Help Center provides assistance with all computing and communications needs on campus, including registration for faculty/staff computing accounts, software/hardware recommendations and upgrades, educational discounts and licensing considerations, training, service requests, data port installations, and status request information.

Problems that can't be resolved over the phone or through remote access by the Faculty/Staff Help Center are assigned within an hour to a Field Support staff specialist, who promptly contacts the faculty/staff member for follow-up work.

A team of Field Support staff members is assigned to and based in each of the three campus-defined "regions," in order to

provide quick face-to-face service and support for specific technical issues and problems. These teams utilize a "triage" system whereby technology issues are sorted and resolved based on their level of severity and other priorities.

The Help Center resolves simple issues over the telephone or through remote access services. More in-depth problems will be handled through a field visit or, depending on its nature, by another OTS unit. Clients will be informed of a plan of action, including who will visit them, within a matter of hours.

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.

As addressed earlier, the university offers training on all lab, classroom, and distance education technologies. With the use of Blackboard as our learning management system in all courses, faculty have expertise in using technology for teaching. As needed, faculty self-identify and participate in professional and continuing education and training that support teaching success. All HCMN program faculty have engaged in various online instructional opportunities to improve their online instructional skills primarily through FACET.

In addition, Dr. Nelson, the department Chair and interim HCMN Program Director was the former director the University's fully online master's program in Integrated Homeland Security Management and continues to teach fully-online courses in this program. Dr. Whitner has successfully completed instruction as a "Quality Matters" TU Gold standard online course format reviewer and acts as an internal HCMN program consultant in online education. Due to COVID-19, FACET developed mandatory online, week long distance learning training for all faculty members with a completion certificate in order to accommodate the campus pivot to full online learning. When full/or hybrid courses contain synchronous elements this is clearly noted and explained in the course syllabus and course schedule.

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 five higher level priority competency domains that guide the HCMN program help to build foundational skills and abilities that are essential to effective healthcare management are listed below:

1. BUSINESS SKILLS AND KNOWLEDGE

Ability to apply business principles, including systems thinking, to the healthcare environment, including the capacity to:

D-1.1 Know, apply and integrate the business content of the major;

D-1.2 Analyze and evaluate information to support a decision or recommendation aka evidence-based thinking;

D-1.3 Promote and apply problem-solving strategies.

2. KNOWLEDGE OF THE HEALTHCARE ENVIRONMENT

Ability to discuss and apply knowledge of the healthcare system and the environment in which healthcare managers function and be able to:

D-2.1 Demonstrate and understand the interrelationships among cost, quality, access, resource allocation, accountability and community;

D-2.2 Incorporate a patient perspective and knowledge of patients' rights and responsibilities in evaluating a management/service provision issue;

D-2.3 Apply basic problem-solving skills along with knowledge of healthcare funding and payment mechanisms;

D-2.4 Demonstrate an understanding of the complexity associated with interacting and integrating among health care sectors to improve service efficiency and quality.

3. COMMUNICATION AND RELATIONSHIP MANAGEMENT

Ability to communicate clearly and concisely, establish and maintain relationships, and facilitate constructive interactions with individuals and groups by:

- D-3.1 Demonstrating effective written, oral and presentation skills;
- D-3.2 Preparing and delivering business communications including meeting agendas, presentations and business reports;
- D-3.3 Providing and receiving constructive feedback;
- D-3.4 Demonstrating effective interpersonal relations.

4. PROFESSIONALISM

Ability to align personal conduct with ethical and professional standards that include a service orientation and a commitment to lifelong learning and readiness to:

- D-4.1 Be attentive, proactive and ready to learn;
- D-4.2 Meet commitments and complete tasks according to assigned requirements;
- D-4.3 Treat others with respect; show sensitivity to their views, values and customs;
- D-4.4 Demonstrate ethical behavior consistent with professional codes of ethics;
- D-4.5 Assume responsibility for one's own career management and goal-setting;
- D-4.6 Demonstrate effective resume and interview skills;
- D-4.7 Prepare for lifelong learning and career planning.

5. LEADERSHIP AND TEAMWORK

Ability to inspire individual and group excellence in order to:

- D-5.1 Participate in and lead teams;
- D-5.2 Focus on goal achievement;
- D-5.3 Guide team toward achievement of common goals;
- D-5.4 Maintain group cohesion, follower satisfaction and productivity;
- D-5.5 Incorporate and apply management techniques and theories.

Note: Since our last AUPHA self-study, the Towson University HCMN program curricula has been guided by an adaptation of the American College of Healthcare Executives (ACHE) Executive Competencies; ACHE is the leading professional association for health care management executives in the US. These ACHE competencies are based on a list of competencies proposed by the Healthcare Leadership Alliance. See the Healthcare Leadership Alliance competency directory for more details: www.healthcareleadershipalliance.org

These Five Competency Domains are aligned with our HCMN program's mission which is to prepare students for entry-level career and management positions in a diverse range of complex and fast-changing healthcare, long-term care, and health service organizations.

Extensive course and integrated fieldwork are built around these five competencies to prepare our students for successful careers and entry-level jobs in health care management. Recently, these include positions such as: Assistant Practice Manager, Human Resource Generalist, Human Resource Recruiter, Patient Account Clerk, Billing Clerk, Development Coordinator, Long Term Care Admissions Coordinator, Physician Practice Coordinator among many other management track positions. Assessments, faculty intern comportment evaluations and internship preceptor evaluations show that graduates have a firm foundation in all domain content areas including ethical and legal precepts, technical and analytical skills, and leadership abilities that empower them to grow in their profession as they actively address organizational problems to enhance access, quality and health service cost-effectiveness.

These five ACHE derived competencies were successfully adopted with an eye to building realistic and achievable undergraduate level, workforce relevant, skills and proficiencies. They are a firm foundation for the newly employed graduate to quickly expand and adapt as they strive to meet organizational needs in a rapidly changing health service environment.

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

A custom competency model was arrived at by adapting five Healthcare Leadership Alliance (HLA) competency domains, which

are also used by the American College of Health Care Executives (ACHE). These outcome elements had to be customized because our program was at the undergraduate level and most available models like the HLA were at the graduate level and needed to align with our program's vision, mission and goals to prepare early careerists for a wide and diverse range of entry-level health management track jobs. Input from our advisory committee, faculty and preceptors combined with an area/discipline workforce needs assessment was analyzed to come up with this initial set of important, developmentally appropriate competencies.

Competency reviews are conducted periodically through multiple means including a structured preceptor summative evaluation. The preceptor evaluations of our students have shown that our students have met or exceeded desired competencies for early careers in health care management, and are part of our HCMN University Assessment Plan.

Since our 2015 Self-Study, the Towson University Office of Assessment also mandated a change in how programs would be assessed, and a new assessment model for the program was developed and approved which is comprised of five Student Learning Outcomes (SLOs mapped to selected ACHE competencies). Each of these is measured by at least two direct measures (e.g., case study analyses, issues papers, written exams, research papers, internship preceptor and faculty supervisor evaluations, and a portfolio review of internship case study). In addition, one indirect measure of the students' perceived readiness to perform entry-level healthcare management work is collected at the end of their internship-tested field experience.

A university-required common assessment template is used and results are posted on an annual basis for the Dean's review after review at the program and department level. The process is designed to benefit the HCMN program allowing for identification of outcomes and measures that are most useful to the student and also to identify any gaps in student learning outcomes. Data are collected and reviewed by the HCMN program assessment coordinator and shared with the HCMN faculty (in the HCMN curriculum committee) and with the HCMN advisory board. This multi-level process assures the relevance of the curriculum in light of the competencies and informs the development of strategies to improve student learning outcomes in the five competency domains.

The assessment cycle is linked to the HCMN program's strategic assessment (internal) planning process and is currently set as a seven-year cycle. The process includes five key elements that are included in the assessment template for each unit:

- 1) Review the HCMN program mission;
- 2) Establish/refine primary student learning objectives (at a minimum of two) with a view to assessing key ACHE competencies through at least two direct measures, although indirect (e.g. student self-assessments; grades) measures may supplement the direct measures;
- 3) Identify how data will be collected and assessed; collect and assess data;
- 4) Report assessment results or areas for improvement based on data;
- 5) Develop improvement strategies based on analyses of data.

A CQI approach is utilized to refine and revise competencies to ensure a continued good fit. The changing health care environment including health care reform and legislation, the state of Maryland's move to a Total Cost of Care model for reimbursement of hospital providers, and the impact of COVID-19 have forced us to look at our competencies closely and identify new tracks and courses that would strengthen the program and prepare our students better for placement and successful careers in health administration.

The monthly curriculum meetings are a platform for these discussions. The ACA's population health perspective and the unique payment and reimbursement system in Maryland (HSCRC) have forced us to modify and adapt our content to meet the needs of our rapidly changing market. Ongoing planning is further elaborated in Section 28b & c and in the program's improvement action plan (section 28c).

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

[Criterion_20_Self_Study_Course_Competencies_Worksheet20202021.xlsx](#)

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.

[ACCT_201_Syllabus_Spring_2019.docx](#)
[ACCT_202_Syllabus.docx](#)
[AHLT_311002_SyllabusFall2020R\(1\).doc](#)
[Allied_Health_445_Course_Syllabus__Spring_2020\(3\).docx](#)
[COSC_111_Course_Syllabus_Fall_2019.docx](#)
[Econ_201_Syllabus.docx](#)
[ECON_202_Syllabus_Fall_2019_Revised\(3\).docx](#)
[Econ_205_Syllabus_Revised.docx](#)
[ENGL_317_F20_MW_Syllabus_Revised\(2\).docx](#)
[FIN_330_Syllabus.docx](#)

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.

[GERO_101_Course_Syllabus_2020\(2\).docx](#)
[GERO_350_Course_Syllabus_Spring_2020\(1\).docx](#)
[HCMN_305_Course_Syllabus_Spring_2020\(3\).docx](#)
[HCMN_415_Course_Syllabus_Fall_2020\(2\).docx](#)
[HCMN_417_\(online\)_syllabus_fall_20.docx](#)
[HCMN_435_Course_Syllabus_Spring_2020\(1\).docx](#)
[HCMN_441_Course_Syllabus__Fall_2020\(2\).docx](#)
[HCMN_495_Fall_2020.docx](#)
[HCMN_495_Spring_2020_Syllabus_COVID-19\(1\)\(2\).docx](#)
[HCMN413SyllabusSP21_copy.docx](#)

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.

[HCMN419SyllabusSpring2021.doc](#)
[HLTH207_Course_Syllabus_Fall_2020\(2\).docx](#)
[LEGL_225_Syllabus_Fall_2020.docx](#)
[MKTG_341_Syllabus_Fall_2019.docx](#)
[MNGT_361_Syllabus_Revised.docx](#)
[SOCI_101_Course_Syllabus_Spring_2018.docx](#)

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_Self_Study_Course_Content_Worksheet_20202021.xlsx](#)

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

As noted in multiple sections, the HCMN Program Director, Curriculum Committee, Advisory Board, and, to varying extents, preceptors and other stakeholders, continuously review the curriculum to assure that it is responding to emerging changes in workforce needs. Data is collected via multiple means and methods, including the post-graduation alumni survey, and through formal and informal ongoing environmental scans. In addition to reviewing for curricular currency, clarity, breadth, depth, and logical integration, and to assure that recent changes are effectively sustained or improved, gap analyses have revealed areas needing additional curricular buttressing.

The explosive pace of change brought on by the ACA, changes in CMS requirements for health care providers that participate in the federal Medicare and Medicaid programs, and the state of Maryland move to a Total Cost of Care model for reimbursement of hospital providers demand that this curricular review be an almost continuous process.

The HCMN Faculty in the Curriculum Committee meet monthly to assure program relevance. In addition to assessing content, the HCMN faculty also examine the effectiveness of learning materials and teaching methodologies that optimally support the program's didactic mission.

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 Health Care Management Internship (HCMN 495) is a web-supported (Black Board), supervised, educational experience undertaken by students in a Health Service organization. This serves as the culmination of the student's study of Health Care Management. This 12-unit HCMN 495 course package is a major requirement where students commit to a full-time (approximately 40 hour) work week, for a total 620 hours, under the direction of a preceptor and an assigned faculty supervisor, with oversight provided by the internship coordinator and the HCMN Program Director.

Multiple course-content components from the program's 60 credit didactic curriculum hone intern skills and abilities to apply course learned knowledge across a spectrum of multifaceted and highly individualized internship experiences that occur within a wide range of supportive health care cultures.

These capstone experiences vary widely in content and context and are measured in multiple ways. They are the focal goal of a required major internship project (or several projects) that are designed to reflect the intern's competencies to take on significant responsibility and develop, initiate, lead and evaluate a real-world project approved by and of use to their internship site.

LIST OF COURSES IN THE HCMN MAJOR (INCLUDES BUAD BUSINESS MINOR):

- AHLT 311: Human Resource Management for Allied Health Professionals
- AHLT 445: Research Methods in Interprofessional Health Studies
- COSC 111: Information and Technology for Business
- FIN 330: Essentials of Financial Management
- GERO 101: Introduction to Gerontology
- HCMN 305: Health Administration
- HCMN 413: Services and Housing for the Long-Term Care Consumer
- HCMN 415: Financing and Organization of Health Care Services in the U.S.
- HCMN 417: Long-Term Care Ethical Problems
- HCMN 419: Long-Term Care Administration
- HCMN 435: Health Information and Quality Management
- HCMN 441: Legal and Ethical Issues in Health Administration
- HCMN 495: Health Care Management Internship
- HLTH 207: Health Care in the U.S.
- MNGT 361: Leadership and Management
- MKTG 341: Principles of Marketing

Project categories are informed by coursework and address driving organizational questions and may include but are not limited to: market research (MKTG 341) quality assessment (HCMN 435), financial analysis (HCMN 415, FIN 330), satisfaction measurement (HCMN 305, HCMN 435), strategic planning (HCMN 305, MNGT 361), new product designs (MKTG 341), pay equity issues (AHLT 311), recruitment and retention problems (AHLT 311), promoting patient/residents rights and autonomy (HCMN 441; HCMN 413, HCMN 417), determining return on investments (HCMN 415, FIN 330), data collection and analysis (AHLT 445, HCMN 415), process improvements and resolving operational problems difficulties in a range of domains (HCMN

435, HLTH 305, MNGT 361, AHLT 445; HCMN 417, HCMN 419) .

Recent HCMN Internship project titles include:

- Lean daily management, the graduation and initiation of a new metric (draws from HCMN 435; HCMN 415)
- Development of a weight bearing CT scan database (draws from HCMN 435, HCMN 415, COSC 111)
- Streamlining patient discharge transportation using rapid process improvement methodologies (draws from HCMN 435, MNGT 361)
- Medicaid managed care (MMC) v. Patient care cost (HCMN 415, FIN 330, HCMN 413, HLTH 207)
- A manager's guide to improved retention and recruitment (AHLT 311, HCMN 305, MNGT 361)
- Healthcare management Trello (collaborative project board; HCMN 435)
- Minimizing patient no-shows/cancellations in a group practice setting (HCMN 435)
- Investigating & mitigating fall risk in an assisted living facility (HCMN 417, HCMN 419, HCMN 441, HCMN 435)
- Improving patient satisfaction (HCMN 305, HCMN 435)

The internship is offered in the fall and spring semesters. It provides students with an in-depth learning experience where they can apply health care management theories and principles in a health care setting of their choice. In addition to easing role transitions from school to professional work settings, the internship provides students with a range of opportunities to further enhance their understanding of the unique aspects of health care management.

The internship allows the students to:

- observe professionals in the field;
- participate in decision-making processes;
- demonstrate leadership, followership, emotional intelligence, and organizational skills;
- develop professional contacts and build networks;
- hone teamwork skills;
- explore and test a selected healthcare work setting for a good match with personal career goals;
- apply management theory to concrete organizational needs (learning that there is nothing more practical than a good theory);
- gain practical experiences that will assist in future job searches;
- apply learned experience to the identification and solution of an important organizational problem through an integrative case study that maps out the problem's antecedent conditions, resulting in adverse effects/threats, and requiring credible solutions;
- build new experiential knowledge;
- build a heightened sense of responsibility and accountability;
- test their personality based aptitude for, and attitudes about, life-long management career work;
- apply, test, and hone technical business skills in an actual work environment;
- pursue other opportunities to integrate formally academic training to understand and meet real-world needs;
- provide a launching platform to launch life-long learning and professional development;
- become another successful ambassador of the TU HCMN program.

The Internship is the culminating integrative academic and experiential learning opportunity. It is designed to strengthen and extend the interns' formally learned management principles into a real-world work environment giving them a chance to gain insights, test and strengthen their management skills, sharpen problem-solving abilities, and boost their interpersonal confidence and competence.

It effectively launches early careerists into the field of health care management. The internship capstone process is directly linked to a number of the HCMN program's program goals and objectives.

The internship key elements are also found at this link:

<https://www.towson.edu/chp/departments/health-sciences/undergrad/health-care/internship/>

A copy of the HCMN Internship Handbook has been uploaded into the Supplemental Information section of this self-study for

review.

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

HCMN faculty have discussed different scaffolding scenarios involving two six-credit hour internships, the first in year three, and the second in the final semester. The current macro scaffolding is two-tiered. Tier 1 comprises the curriculum's sequenced didactic coursework. Tier 2 constitutes the integrative, applied capstone internship experience. This broad sequence assures that the student will have a complete didactic experience to better prepare them for the fuller integrated experiential learning and hands-on skill-building that they will obtain during their culminating internship work. In this sense, the internship is a semester-long integrated capstone macro-project that allows students to demonstrate their ability to apply learned skills and knowledge to help meet sponsoring agency's organizational goals in several competency areas.

A deeper look at the curriculum shows a more nuanced yet intentional scaffolding that roughly parallels upper and lower level courses within the major. Enforced prerequisites guide the students up the scaffold sequentially. For example, HLTH 207 is a basic gateway course that introduces students to core components of the U.S healthcare system including its organization and financing among other broad policy themes. This, in turn, readies the students for their first upper level "major" program course, HCMN 305 (Healthcare Management) which itself a survey of healthcare managerial competencies, theories and practices. This course opens the door to the curriculum's more complex 400 level courses that address more highly specialized areas of how to manage human and material resource to achieve organizational objectives.

Another loosely sequenced knowledge support network is the BUAD minor. Its mostly 200 to 300 mid-level courses are broadly preparatory to the higher 400 HCMN coded courses taught by HS department HCMN faculty. Again lower level courses are often pre-requisites that pave the way for student success in higher-level courses. For example, ACCT 201 and 202 and ECON 201 and 202, as well as ECON 205 (statistics) introduce the student to concepts and skills needed to succeed in FIN 330, financial management, which we encourage students to take before HCMN 415.

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 HCMN Internship is never waived for Towson University health care management students. However, due to COVID-19, the HCMN internship was forced to pivot to an online learning format with students completing either a virtual internship placement with health providers able to support this opportunity, or a capstone experience where students analyzed health care organizations' key components in a case study format (the Middleboro case study was used as the basis for these activities). Outside of COVID-19 changes, the most common form of accommodation (made in cases of student needs-based hardship) is to allow a student to complete the internship over two semesters at twenty hours a week instead of 40. None of the academic component is waived and all academic elements of the internship must be completed in the first of the two semesters. Students wishing to be granted this extension must meet with the Program Director to determine their eligibility. If the Program Director determines that the student is academically qualified and otherwise eligible, then the student must submit the following documentation:

- Letter detailing the need for the extension;
- Letter of support from student's preceptor;
- Plan of hours to be worked over two semesters and how they will be documented;
- Cover letter, resume and the student's transcript.

In certain circumstances, students wish to undertake an internship at their current workplace. Students can petition the Program Director by justifying how their worksite will meet the intended internship goals by providing new, integrated learning experiences under a different chain of command than their paid work. They must provide the following documents:

- A proposed internship position description;
- Their current employee position description;
- An organizational structure chart identifying current and proposed position within the worksite (the internship experience must be performed in a completely different department than the student's current job);

- A written description of how the intern preceptor is in a different line of authority than the student's current supervisor;
- A signed written statement from new preceptor that the internship position and job duties are at least 95% different than the student's paid position.

28. EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

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

The Program Director and faculty who supervise internships have well-established relationships with 24 local health care systems and organizations where they are often known to potential preceptors who frequently have some understanding of the University's internship program. These internship sites are vetted by the Internship Coordinator, Dr. Wendy Whitner, and are required to have articulation agreements in place that are reviewed by our Towson University legal counsel's office, and then approved and signed by the Dean of the College of Health Professions. Due to the impact of COVID-19, not all approved internship sites were able to accommodate virtual internships, and students needing an internship experience were offered an alternate capstone experience using case study information modified from the Middleboro case study.

Two of our premier internship sites are the Greater Baltimore Medical Center (GBMC) and Mercy Medical Center. They have a long and strong history of providing richly rewarding and highly student-rated internship placements. Carefirst Blue Cross Blue Shield, a major managed care organization in the state of Maryland, as well as Brightview Senior Living and Erickson Senior Living (long-term care providers) have also been sponsors of our HCMN interns for many years.

New site requests also often originate from students and faculty. These suggestions/requests are evaluated by the internship coordinator in consultation with the PD as needed. Preferred sites include those that are able to provide students broad exposure to management functions and meaningful, work-based skill-building challenges that could potentially result in job opportunities.

Sites interested in our students are required to provide organizational overview and details about the preceptor role, scope and level of responsibility as well as a list potential internship projects and opportunities. Once a "fit" is jointly determined an institutional affiliation agreement is sought which lays out the rights, mutual obligations, risk-assumption, protection and responsibilities of the participating site, the program and the student. Organizations that enter into this agreement are then eligible to precept our students.

A list and description of HCMN internship sites, as well as our HCMN Internship Handbook, can be found in an attachment posted in the Supplemental Information section of this Self-Study document.

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

Internship Preceptors that have been selected by the HCMN Faculty are given copies of the Internship Handbook which details their duties and responsibilities. Many preceptors are alums of the HCMN program who are very familiar with the HCMN internship experience. They are invited to refer questions to the Internship Coordinator, the assigned Faculty Supervisor, the HCMN Program Director, or the Department Chair as appropriate. Refer to the HCMN Internship Handbook for further details.

The HCMN Internship Coordinator reaches out to all Internship Preceptors, provides them with a copy of the HCMN Internship Handbook, and explains the forms and procedures used to evaluate the Intern's performance. In addition, she is available for face-to-face discussions, phone and/or email conversations as needed to ensure that preceptors have a good understanding of their role and obligations to the intern.

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

Students and Faculty Supervisors provide feedback every semester concerning internship sites and preceptors. At the culmination of the internship experience, students are asked to write a recommendation letter as well as a reflective letter describing their overall experience with their particular preceptor. In some cases, whether due to mergers, bankruptcy, poor supervision or limited opportunities/duties, a site will be removed from the list of available sites. The internship coordinator and

faculty supervisors monitor site performance closely through explicit and implicit measures such as site attrition rate, intern acceptance rate, quality of preceptor attention and supervision, site flexibility, site stipulated internship roles vs. actual internship experience, and site potential to offer jobs post-internship. Additionally, interns report assessments and opinions of their internship site and preceptor to their fellow peers at the required on- campus midterm and final seminar. An internship committee comprised of the internship coordinator and faculty supervisors meet periodically to plan placements and evaluate sites each term during the academic year.

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

Students are evaluated in multiple ways during their internship. Some will be more fully addressed in section 27b dealing with student outcomes which have, been, or are being assessed by two different rubric-based models. The first of these, the portfolio assessment, is also partly addressed here. It consists of a faculty portfolio review of (a) the internship project management paper; (b) the student's reflective evaluation essay of the internship experience, and (c), the internship site organizational case analysis.

Student performance is additionally assessed by the field Faculty Supervisor's (a) review of the student's weekly learning logs that are based on the learning goals that are jointly developed by the faculty supervisor, the preceptor, and the student and (b) by the field Faculty Supervisor's review of weekly online discussion board reflective essays where students connect their internship experiences to coursework, related current political, technological, social, and other business-related principles and trends.

Also included in the portfolio and addressed here, are the Faculty Supervisor and Preceptor student evaluations of the intern and the intern's self-evaluations. These are:

1. Internship Professional Comportment Rubric (completed by Faculty Supervisor at the midterm and final meeting) in which performance ratings are selected (i.e. exceeds expectations, meets expectations, does not meet expectations) for the following:

- Managing Time, Attendance, Tardiness, Promptness, Organization
- Motivation
- Emotional Intelligence
- Communication
- General Supervisory Perception of Student Professionalism

2. Preceptor Evaluation of the Intern (completed by Preceptor at midterm and final meeting) in which a typical 5-level Likert scale is used to evaluate the following:

- Business Skills and Knowledge
- Knowledge of Health Care Environment
- Communication and Relationship Management
- Professionalism
- Leadership and Teamwork
- Emotional Intelligence

3. Self-Evaluation (same form preceptor is used to evaluate; completed by intern at midterm and final meeting) in which a typical 5- level Likert scale is used to evaluate the following:

- Business Skills and Knowledge
- Knowledge of Health Care Environment
- Communication and Relationship Management
- Professionalism
- Leadership and Teamwork
- Emotional Intelligence

4. The integrative nature of the internship experience is augmented by the students' oral presentations of their internship

organizational case studies at a culminating integrating symposium at the end of the internship. The students are evaluated by the HCMN Program Director, Faculty Supervisors and select invited Preceptors on the effectiveness of their description, analysis, and recommendations about a workplace challenge/problem.

A description of the HCMN 495 Internship process, including copies of all required portfolio documents and portfolio requirements can be found here: <https://www.towson.edu/chp/departments/health-sciences/undergrad/health-care/internship/course-description.html>

24e. Describe the faculty role in internship supervision.

Designated faculty supervisors are responsible to ensure that students placed at internship sites are monitored and meet the program expectations as laid out in the internship syllabus (HCMN 495). These faculty members are clinical faculty in the HCMN program that are selected for their real-life work experience in the health care management field. The faculty supervisor works with the student intern in the development of a set of learning goals at the start of the internship which are determined in an interactive and iterative process between the student intern, faculty supervisor and the internship preceptor. Faculty supervisors review weekly student intern learning logs of their time at the internship and their accomplishments during each week. They also conduct site visits to the internship (on-site or virtual depending on the needs of the internship site and preceptor) and facilitate meetings with the student intern and preceptor to ensure that the intern is progressing and meeting specified learning goals and milestones during their placement (such as completion of a major internship site project). Faculty supervisors also evaluate student intern performance at the midpoint and end of their internship via multiple means and assessment instruments.

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

Course credit for the 40 hour a week, 15-week internship experience is based on a number of factors. The full-time nature of the internship experience is deemed to be broadly equivalent to a full-time student course load of 12 credit hours. Internship site remuneration for student work is discouraged but not absolutely forbidden, and one or two sites regularly pay students a stipend for their work. Debate continues among faculty regarding the policy of remuneration.

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.

N/A

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 addition to the 12-credit HCMN Internship (described immediately above) the HCMN curriculum has a major emphasis on applications of health care concepts to experiential learning assignments and problem-based learning (PBL) exercises. Experiential learning assignments require students to go out into the field and interview health care consumers, participate in community-level population health activities, or visit health care facilities, and then complete a set of guided reflective questions on the exercise. Problem-based exercises and scenarios are widely used as learning devices in the education of health professionals and health care managers and administrators. Scenarios are taken from experiences in the real world and are written for students to analyze and resolve. They require the student to think, reason, and further develop critical thinking skills and analytic skills, and draw upon knowledge acquired from the BUAD minor classes, HLTH 207 Health Care in the US and GERO 101 Introduction to Gerontology classes, as well as selected CORE general education courses.

The courses that make most use of experiential learning are HCMN 413 Services and Housing for the Long-Term Care Consumer and HCMN 419 Long-Term Care Administration. In the HCMN 413 class, students are asked to ride on the Towson community circulator bus and evaluate whether it improves social determinants of health and complete a walk audit exercise (the latter developed by AARP to assess whether a community is livable or not). In addition, students complete a HomeFit Assignment (inspired by AARP's HomeFit assessment workbook) and interview a long-term care consumer to see if they are

able to stay in their home for the rest of their life. In the HCMN 419 class, students are asked to visit a long-term care community of their choice, and evaluate the services provided to residents, as well as the effectiveness of the administrative operations of the community. These assignments draw upon knowledge acquired in the HLTH 207 class that is required for the major as well as the GERO 101 which is completed by most HCMN majors.

The courses that make most use of problem-based learning are the following courses:

HCMN 305 Health Administration is a survey of current approaches to the theories, practices and organization of health services administration. A team-based project with report and team presentation is one exercise. In addition, a strategic planning case analysis employing SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) and/or PEST Analysis (Political, Economic, Social and Technological factors) is used to examine a health care organization as it plans to improve its adaption to macro-environmental contingencies. This class complements other business management course content derived from the MNGT 341 course that is part of the BUAD business minor.

HCMN 413 Services & Housing for LTC Consumer requires students to complete an organizational case study where the student utilizes population health and organizational knowledge to analyze how a specific population receives access to long-term services and supports and engages in care transitions to and from health care providers. This assignment draws upon information covered in HLTH 207 Health Systems in the US, HCMN 305 Health Administration as well as GERO 101 Introduction to Gerontology.

HCMN 435 Health Information & Quality Management covers the principles and practices of health information and quality management to manage information and business operations, and assess and improve quality of services and patient safety. Group work includes teams that develop and present a plan for a quality management intervention in the healthcare field, and a process for evaluating the effectiveness of that intervention. Completion of the Institute for Healthcare Improvement (IHI) Basic Certificate in Quality and Safety is also a requirement of this course. To complete these assignments, students must have prior information acquired from the COSC 111 Information and Technology for Business course, as well as HLTH 207 and HCMN 305 that cover introductory concepts in quality management and patient safety.

HCMN 415 Financing and Organization of Health Care Services in the U.S. covers financing and organization of health care services, emphasizing healthcare reimbursement strategies and economic theories. Teaching methods include case studies focused on healthcare settings and extensive teamwork and group financial management projects; a multi-level Excel spreadsheet project is also required for this course. The case study assignments draw upon knowledge acquired from the BUAD minor courses, as well as the HLTH 207 and HCMN 305 Health Care Management courses.

HCMN 441 Legal and Ethical Issues in Health Care covers ethical principles as well as legal case study analyses. This course draws upon knowledge covered in the HLTH 207, HCMN 305 as well as the LEGL 225 Legal Environment of Business course offered by Towson's Business School.

HCMN 417 Long-Term Ethical Problems applies long-term care law, rules, theory, and clinical and administrative best practice to the solution of practical ethical problems common in long-term care, as well as legal rights-based principles that are generalizable to all health care settings. Teaching methods include group case discussions and exercises, as well as ethical issues case study presentations, real time complaint investigation role play and records analysis stimulation. Course content here draws upon a foundation received from GERO 101 Introduction to Gerontology, HCMN 413 Services and Housing for the Long-Term Care Consumer, and HCMN 419 Long-Term Care Administration.

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

N/A

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 HCMN Program systematically evaluates student progress through a range of multiyear methods and measures at the individual student and program levels to evaluate any critical curricular course content or sequencing gaps, student knowledge and abilities, as well as their healthcare management-oriented frame of mind about their overall program experience. This is done with a constant eye on fast changing health work force needs, as well as national (including AUPHA) health care management standards. The Healthcare Management faculty and HCMN Advisory Board regularly meet to evaluate this information for purposes of curriculum improvement.

The program uses both direct and indirect measures to assess student learning status/progress at both the formative and summative levels. For example, annual University assessments (detailed below) rely on various direct measures including assignment grades and test scores that are drawn from important course level performance indicators that progress through the sequenced HCMN program student life-cycle from foundational course work (from HLTH 207 and HCMN 305) to more specialized advanced course work (HCMN 415 and HCMN 435).

The HCMN program also collects and reports on indirect measures of student outcomes, including student surveys in the form of exit interviews and self-evaluations that are also addressed in this section.

Collectively, these evaluation data are analyzed in the context of important support criteria that confirm student success in meeting programmatic goals and help guide the refinement of the healthcare management program's assessment methodologies and needs. Important supporting criteria include average student graduation GPA, student graduation rates, average time to completion for transfer and four-year students, Internship pass rates, and key course pass rates such as the Financial Management course that is part of the Business (BUAD) minor for the major.

This section starts with an analysis of a self-study year re-pilot of a national standardized exam, which the program has since formally adopted as an objective, confirmatory measure of successful student outputs. This will help the program remain accountable to assuring that its students have learned what they should know and are successfully prepared for entry level healthcare management practice.

PEREGRINE ASSESSMENT OF HCMN PROGRAM FROM PEREGRINE GLOBAL SERVICES

The HCMN Program evaluates student progress through several individual student assessments as well as programmatically. Peregrine Assessment is used by the HCMN program as an assessment of our students' performance in the aggregate, and as an unbiased objective assessment to evaluate student's retained knowledge on certain management topics pertinent to the healthcare field.

The online assessments allows the program to select the assessment topics that apply to their program's goals and intended learning outcomes. 10-12 topics are recommended for the bachelor level, and the exam generates ten questions per topic. The topics the HCMN program selected include:

- communicating vision
- communication skills
- financial management
- general management
- health care personnel
- healthcare systems and organizations
- human resource management
- information management
- leadership skills and behavior
- personal and professional accountability
- quality improvement
- strategic planning and marketing
- the legal environment of healthcare administration
- the patient's perspective

Results for the Peregrine Assessment are reported in Section 26b of the Self-Study.

TOWSON UNIVERSITY OFFICE OF INSTITUTIONAL RESEARCH DATA

The Office of Institutional Research at Towson University provides valuable data on HCMN student enrollments, student demographics, degrees awarded, exit GPAs and average years to complete the HCMN degree. In addition to this data, Institutional Research also reports on D, F and W grades for all courses at Towson University. The HCMN program monitors these grades for its 400 level, upper division HCMN courses as well as for FIN 330 Financial Management in the required Business (BUAD) minor. Results from the Office of Institutional Research data are reported in Section 26b of this self-study.

UNIVERSITY ASSESSMENT PLAN FOR THE HCMN PROGRAM

The Towson University Health Care Management Program University Assessment Plan is used by the program to assess students based on five learning outcomes (presented below). Data was collected for the university for each semester according to established grading rubrics using three to five assessment criteria per measure. These were assessed by three judgment standards – "meets expectations, does not meet expectations and exceeds expectations."

Targeted performance levels were set for each measure at 85%. Results for the University Assessment Plan for the HCMN Program are reported in Section 26b of this self-study.

STUDENT COURSE EVALUATIONS

Course evaluation data are collected via the Towson Course Evaluation Online System (TCEO) towards the end of each Semester for each class section with more than five enrolled students. Courses are analyzed by two dimensions, which are (1) overall course experience; and (2) quality of instructor and course content. Results are reported in Section 26b of this self-study.

HCMN 495 INTERNSHIP COMPLETION AND INTERN JOB OFFERS FROM INTERNSHIP SITE DATA

Information on student completion rates for the HCMN 495 internship as well as job offers received by student interns from their internship site have been collected for a 3 year period. Results are reported in Section 26b of this Self-Study.

EVALUATIONS OF HCMN 495 INTERNSHIP EXPERIENCE

Students evaluated their internship experience in a Student Exit Survey that uses a 5 point Likert like model from 1 (strongly disagree) to 5 (strongly agree) and measures student perceptions of (a) business skill knowledge, (b) health care environment knowledge, (c) good management communication skills, (d) professionalism, (e) leadership and teamwork, and (f) emotional intelligence. All evaluations of the HCMN 495 Internship and results are reported in Section 26b of this Self-Study.

STUDENT EVALUATIONS OF HCMN 495 FACULTY INTERNSHIP SUPERVISORS

Students submit an evaluation of their Faculty Supervisors to the program director. This model utilizes a Likert scale of 1 (strongly disagree) to 4 (strongly agree) and measures student perceptions of Faculty Supervisor communication and supervision throughout the Internship.

HCMN 495 PRECEPTOR EVALUATIONS OF STUDENT INTERNS

HCMN 495 Internship Preceptors also evaluate the performance of their student interns. Preceptor Evaluation of the Student Intern Survey data is available for a 3 year period. The preceptor rates the internship student's knowledge of health care management competencies using a 5-point Likert scale.

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

PEREGRINE ASSESSMENT OF TOWSON UNIVERSITY HCMN PROGRAM

As mentioned above, administration of Peregrine Global Services' Assessment Tool to HCMN students in Spring of 2019 and Spring of 2021 showed significant improvement in students' outcomes in the 2021 assessment. The average overall percent score for TU HCMN students in Spring 2019 was 58.25 while the average overall percent score for HCMN students in 2021 was 65.89; this score exceeded the national average for all health care management (HCM) programs completing the assessment of

61.65. In addition, individual assessment category average scores for TU HCMN students exceeded the national average scores for all HCM programs in all categories with the exception of human resources management and quality improvement. Please see Criterion 26B Tables 3 and 4 for Peregrine Global Services data for the HCMN Program in the Supplemental Information section of this self-study for more details.

TOWSON UNIVERSITY OFFICE OF INSTITUTIONAL RESEARCH DATA

The Office of Institutional Research at Towson University provides valuable data on HCMN student enrollments, student demographics, degrees awarded, exit GPAs, Grades of D, F and W for classes, and average years to complete the HCMN degree. Listed below are GPA and Years To Degree data for AY2018-2019, AY2019-2020, and AY2020-2021 (COVID Year).

Criteria 2018-2019 2019-2020 2020-2021

Average Cumulative HCMN Student Exit GPA 3.09 3.14 3.16

Average Years To Degree for HCMN Students 3.6 3.3 3.7

Average Years to Degree 1st Time Students 4.1 4.1 4.3

Average Years to Degree Transfer Students 3.2 2.7 3.2

The above data indicate that overall HCMN Student Exit GPA has risen over a 3 year period from 3.09 to 3.16, which reinforces many of the positive curricular outcomes from our program. In addition, average years to complete the HCMN degree has remained stable, rising slightly from 3.6 to 3.7 years over a 3 year period, despite the last measurement year being a COVID year period. However, when degree completion data is reviewed by student characteristics such as years to degree for students starting at Towson University in their Freshman year, it appears that degree completion is slightly longer than the traditional length of degree completion of 4 years. Similarly, for transfer students, degree completion rates trend higher than 2 additional years of college to complete their degree, which may be due to varying levels of coursework that can be transferred in to Towson University and credited towards the HCMN major as well as the required BUAD business minor imbedded in the degree.

STUDENT GRADES in 400 LEVEL HCMN MAJOR CLASSES

The University Office of Institutional Research also collects data on D, F and W grades for all classes at Towson University. As an unscreened major, the HCMN Program monitors grades of D, F and W in its upper level HCMN major classes to ensure that students are academically prepared and meet timely degree completion requirements. Listed below are D, F and W grades for selected HCMN 400 upper level courses required in the major, as well as the FIN 330 Financial Management class in the business BUAD minor:

Criteria 2018-2019 2019-2020 2020-2021

DFW Grades in HCMN 415 HC Financial Mgmt 11% 1% 20%

DFW Grades in HCMN 435 HC Info & Quality Mgmt. 8% 4% 11%

DFW Grades in HCMN 441 HC Law & Ethics 13% 12% 9%

DFW Grades in FIN 330 Financial Mgmt (BUAD Minor) 16% 17% 3%

The above data show declining DFW rates for the FIN 300 Financial Management course, but increasing DFW grades for HCMN 415 HC Financial Management as well as HCMN 435 HC Information and Quality Management. Both HCMN 415 and HCMN 435 have had increasing levels of data analysis and higher level project work within these classes over the 3 year assessment period to better prepare students for the job market in local healthcare organizations.

HCMN PROGRAM HCMN 495 INTERNSHIP DATA

The HCMN Program HCMN 495 Internship in Health Administration provides valuable data on HCMN student enrollments, student demographics, degrees awarded, exit GPAs and average years to complete the HCMN degree. Listed below are Internship Completion Rates and HCMN Student Job Offers From Internship data for AY2018-2019, AY2019-2020, and AY2020-2021 (COVID Year).

Criteria 2018-2019 2019-2020 2020-2021

HCMN 495 Internship Completion Rates 99.9% 99.9% 99.9%

HCMN 495 Student Job Offers From Internship 58.0% 50.0% 45.0%

The above data indicate that HCMN 495 Internship Completion Rate is maintained at nearly 100 percent, with one student per academic year receiving an unsuccessful grade. In addition, HCMN student job offers from the HCMN 495 Internship have trended downwards over the three year measurement period but remain close to half of the internship population, a strong result considering the impact of COVID-19 during two of the three academic years over the period.

UNIVERSITY ASSESSMENT PLAN FOR THE HCMN PROGRAM

The Towson University Health Care Management Program University Assessment Plan is used by the program to assess students based on five learning outcomes (presented below). Data was collected for the University for each semester according to established grading rubrics using three to five assessment criteria per measure. Each student learning outcome measure is evaluated as follows: (1) scores of less than 70 percent on a measure for a student are assessed as "Does Not Meet Expectations" for that item; (2) scores between 70 and 84 percent on a measure for a student are assessed as "Meets Expectations" for that item, and (3) scores above 85 percent on a measure for a student are assessed as "Exceeds Expectations" for that item. The number of students falling into the "Meets Expectations" and "Exceeds Expectations" categories for each measure are recorded separately and compared to the total number of students completing the measure. A percentage of students "Meeting and Exceeding Expectations" relative to all students completing the assessment item is then calculated. This percentage is then compared to an assessment plan benchmark of 85 percent or above for plan outcomes. Assessment measures that are at 85 percent have met the University assessment plan standard for satisfactory outcomes, while assessment measures that exceed the 85 percent benchmark are considered to be exceeding the University assessment plan standard for satisfactory outcomes.

THE FIVE STUDENT LEARNING OUTCOMES AND TREND ANALYSIS

1. Students identify, analyze, and evaluate, major macro influences (e.g., political, social, demographic, economic, technological, and bio-medical) and using technological search strategies, assess how these affect setting-specific health care organizations (i.e., hospitals, outpatient services, long-term care facilities, health maintenance organizations, group practices, etc.). These student learning outcomes have an 85% or above performance benchmark (i.e., student outcomes are considered satisfactory if student scores meet or exceed the 85 percent level).

- a. Measure One – HCMN 305 Strategic Planning Case Study Employing SWOT Analysis: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that on the SWOT analysis, all student scores exceeded the assessment measurement goal of 85%;
- b. Measure Two –HCMN 413 Organizational Case Study: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%;
- c. Measure Three – AHLT 311 Organizational Case Study: this is a new assessment variable. Data for Academic Year 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%.

2. Students utilize problem solving skills and apply, in an ethically and in a socially responsible way, management theory and principles to the administration of a health care organization's increasingly diverse workforce and consumer populations. These student learning outcomes have an 85% or above performance benchmark (i.e., student outcomes are considered satisfactory if student scores meet or exceed the 85 percent level).

- a. Measure One – HCMN 305 Research Paper: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%;
- b. Measure Two –HCMN 441 Issue Paper: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%;
- c. Measure Three – AHLT 445 Data Analysis assignment: this is a new assessment variable. Data for Academic Year 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%.

3. Students identify, describe and apply health information systems technology and decision support mechanisms and draw on relevant management theory and assumptions to solve organizational financial, material, problems with human resource implications to improve quality care. These student learning outcomes have an 85% or above performance benchmark (i.e., student outcomes are considered satisfactory if student scores meet or exceed the 85 percent level).

- a. Measure One – HCMN 435 Case Study Analysis: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%.
- b. Measure Two –HCMN 415 Written Final Test: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%.
- c. Measure Three – AHLT 311 Analysis Assignment: this is a new assessment variable. Data for Academic Year 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%.

4. Students exhibit professional behaviors in healthcare environments including the ability to read and adapt to organizational cultures by exhibiting appropriate intrapersonal and interpersonal social skills; by communicating to management, staff, and clients (individually and in group) in ways that build/maintain open, trusting, and effective work relationships. These student learning outcomes have an 85% or above performance benchmark (i.e., student outcomes are considered satisfactory if student scores meet or exceed the 85 percent level).

- a. Measure One – HCMN 495 Internship- the preceptor's final evaluation of the student intern at the end of the internship: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%;
- b. Measure Two – HCMN 495 Internship - faculty field supervisor's final evaluation of student intern: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%.

5. Students write clearly, logically and succinctly in standard business prose with well referenced developmental detail appropriately cited according to APA standards. These student learning outcomes have an 85% or above performance benchmark (i.e., student outcomes are considered satisfactory if student scores meet or exceed the 85 percent level).

- a. Measure One – HCMN 441 Proposal: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%;
- b. Measure Two –HCMN 435 Case Analysis: data for Academic Years 2017-2018, 2018-2019, 2019-2020 and 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%;
- c. Measure Three – AHLT 311 Job Description and Writing Skills: this is a new assessment variable. Data for Academic Year 2020-2021 show that all student scores exceeded the assessment measurement goal of 85%.

Reflection on Assessment

The program has consistently exceeded student learning outcomes benchmarks of 85% or above for AY 2017-2018, 2018-2019, 2019-2020 and 2020-2021. In AY 2020-2021, new assessment variables were created, and data was collected from two Allied Health courses, AHLT 311 and AHLT 445, in response to suggestions for program improvement from the AUPHA certification self-study review. Student scores for these new variables exceeded the assessment measurement goal of 85 percent.

STUDENT COURSE EVALUATIONS

Course evaluation data are collected via the Towson Course Evaluation Online System (TCEO) towards the end of each Semester for each class section with more than five enrolled students. Courses are analyzed by two dimensions, which are (1) overall course experience; and (2) quality of instructor and course content.

Course evaluations suggest a consistently highly positive review of (1) the overall student course experience, and (2) quality of instructor and course content. The self-study year average scores for each of the HCMN Faculty reveal that on a scale of one (poor) to 5 (outstanding) individual aggregate faculty average scores for the self-study year range from a low of 3.32 to a high of 4.87 with an average for all faculty all classes being 4.44 which is evaluated at Towson University as excellent. Please see Table 5, HCMN Student Course Evaluations for 2018-2021 in the Supplemental Data Section of the Self-Study document for more details.

An important limitation of these student evaluations is the relatively low response rates. In moving to a fully online course evaluation system where students are sent a link to their Towson email addresses for each course with more than five students,

Response rates have dropped considerably campus wide, sometimes as low as 15%.

HCMN PROGRAM HCMN 495 INTERNSHIP DATA

The HCMN Program HCMN 495 Internship in Health Administration provides valuable data on HCMN student enrollments, student demographics, degrees awarded, exit GPAs and average years to complete the HCMN degree .Listed below are Internship Completion Rates and HCMN Student Job Offers from Internship data for AY2018-2019, AY2019-2020, and AY2020-2021 (COVID Year).

Criteria 2018-2019 2019-2020 2020-2021

HCMN 495 Internship Completion Rates 99.9% 99.9% 99.9%

HCMN 495 Student Job Offers From Internship 58.0% 50.0% 45.0%

The above data indicate that HCMN 495 Internship Completion Rate is maintained at nearly 100 percent, with one student per academic year receiving an unsuccessful grade. In addition, HCMN student job offers from the HCMN 495 Internship have trended downwards over the three year measurement period but remain close to half of the internship population, a strong result considering the impact of COVID-19 during two of the three academic years over the period.

STUDENT EVALUATIONS OF FACULTY INTERNSHIP SUPERVISORS

Students submit an evaluation of their Faculty Supervisors directly to the HCMN program director (also the Department Chair currently). This model is based on a scale of 1 (strongly disagree) to 4 (strongly agree) and this information (consistently in the excellent range (90 percent and above).

Scores by question were also assessed and are presented below for AY 2018-2019, AY 2019-2020, and AY2020-2021 (COVID-19 year scores):

1. The Faculty Supervisor (FS) was easily accessible to me during my internship: 93%, 89%, 91%;
2. The FS made clear the standards by which I would be evaluated during my internship: 93%, 95%, 88%;
3. The FS gave me constructive advice: 96%, 92%, 90%;
4. The FS encouraged me to show initiative: 98%, 96%, 94%;
5. The FS demonstrated an interest in my progress: 95%, 92%, 90%;
6. The FS was a strong advocate for me during my internship: 93%, 89%, 86%;
7. The FS criticism of my performance was always constructive and beneficial to me: 96%, 95%, 93%;
8. The FS maintained adequate contact with me during my internship: 95%, 87%, 89%;
9. The FS responded to my requests in a timely manner: 95%, 94%, 93%;
10. The FS was highly professional when interacting with me: 96%, 98%, 93%;

Given that the HCMN 495 Internship had to do a pivot to a fully online format during the self-study year, student evaluations of faculty supervisors remained strong and above the 85% benchmark for the HCMN University Assessment Plan.

PRECEPTOR EVALUATIONS OF STUDENT INTERNS

Below is the data for the Preceptor's Evaluation of the Student Intern Survey for a 3 year period. The preceptor rates the internship student's knowledge of health care management competencies using a 5-point Likert scale. The percentages listed below indicate the total answers for "strongly agree" and "agree." The first percentage represents AY2018-19 results, the second percentage represents AY2019-2020 results, and the third percentage represents AY2020-2021 results (last year is COVID year scores).

Information Technology: 87%, 87%, 80%;

*Healthcare finance and reimbursement: 36%, 43%, 59%;

*Healthcare law: 23%, 29%, 39%;

*Human resource management: 48%, 45%, 54%;

Leadership: 75%, 79%, 79%;

Quality management: 65%, 63%, 70%;

Healthcare environment: 90%, 80%, 76%;
Ethics: 90%, 85%, 82%;
Professional business writing: 81%, 88%, 90%;
Ethical decision making: 85%, 91%, 86%;
Analytical thinking: 85%, 83%, 88%;
Professional development: 83%, 89%, 92%;
Working collaboratively in teams: 96%, 96%, 100%.

* Topics with low response rates because they were not applicable to some internship sites.

In most categories, preceptor evaluations of student performance increased over time, with 7 out of 13 categories consistently rated as 80 percent or better. The HCMN program monitors areas of performance where students ratings are weaker, such as ethics and ethical decision-making, leadership, quality management and the healthcare environment with course interventions where appropriate. While data is harder to interpret because of low response rates, the trends in student performance for healthcare financial management, health law and human resources management have improved continuously over the assessment period. However, the perceptions of internship preceptors on necessary knowledge in some areas may not be consistent with competencies assessed in other parts of the curriculum and may need to be examined as opportunities for improvement for the HCMN program.

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

Student achievement across key learning indicators derived from the HLA model is tracked on a continuous basis and at multiple levels from the time students matriculate into the major. Key student success metrics are tracked for enrollment, cumulative exit GPA, average years to degree, student teaching evaluations and internship data (student exit survey, student evaluations of faculty supervisors, preceptor evaluations of interns, internship completion rates and student job offers from internship sites). Please see data provided in Criterion 26b above for data specifics.

The HCMN faculty review data in monthly HCMN curriculum committee meetings, and assess, discuss, discontinue, revise, and/or propose new course content, alter course sequencing, set or modify course pre-requisites and recommend changes to program policies and program management. They evaluate the efficacy of the University program assessment process itself, and the Assessment Coordinator (Dr. McSweeney-Feld) shares these reports and key information with HCMN faculty. These data and reports are also shared with the HCMN program's Advisory Board of external stakeholders who provide feedback on faculty curricular initiatives to increase program accountability and help the program meet emergent healthcare management workforce needs. The Program Director also seeks active inputs from the external environment via the HCMN advisory board and HCMN internship preceptors. Records of these discussions and decisions are made via minutes taken at the monthly HCMN curriculum committee meetings as well as the HCMN Advisory Board meetings.

The mandatory student advisement process also provides HCMN students with feedback on their degree completion progress. Upon orientation to the major, each student is assigned an Academic Advisor, who is an HCMN full-time faculty member. Student achievement is tracked through this mandatory student advising process. Each student has an approved plan of study for completion of the HCMN major. Progress on the plan is reviewed each semester by the student's primary Academic Advisor. All students must see their advisor each semester before signing up for courses. The academic requirement report/transcript is reviewed, and suitable modifications are suggested based on the review.

On a programmatic level, the program director, in consultation with the Chair (temporarily the same person), the HCMN Curriculum Committee and Advisory Board, reviews student outcomes. Decisions are made jointly when corrective and/or preventive action is required. A few examples of problems that affected student achievement and outcomes and how information was used to drive program improvement are provided below:

Course content analysis by the HCMN faculty and feedback from our 2015 AUPHA self-study revealed a need for new course content in the areas of human resources management and research skills. In Fall of 2020, two classes from our Allied Health major, AHLT 311 and AHLT 445, were added as requirements to the major and selected course content from both classes has been added to our assessment plan.

Corrective and Preventive measures are part of the review process within the curriculum and internship review committee and the HCMN faculty addresses curricular needs and major course changes. Student achievement including enablers and barriers are discussed at these meetings and action is taken when consensus is reached.

Student outcomes including performance and assessment are reviewed by the Dean, the Chair and the Office of University Assessment at least annually. Faculty teaching evaluations (quantitative and qualitative) are systematically reviewed in the annual faculty review process. Grade distribution profiles and faculty teaching reflective statements further provide information on trends and improvement opportunities.

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 HCMN Program Director is the chief facilitator of the review process aided by the data collection and analysis efforts of the HCMN Assessment Coordinator. Program goals and objectives were developed and approved by the HCMN Curriculum Committee. Targets and results are tabled in the Curriculum Committee annually and thereafter to the Chair of the department by the Program Director. Action plans are sought by the Chair in instances where program goals and/or objectives are not completely met.

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

The Logical Framework Approach (LFA) is based on a set of hierarchical, if-then assumptions that, if correct, predict what program resource inputs and activities will logically result in a desired set of outputs/outcomes/goals. The LFA is widely used by managerial program planners especially in the non-profit and multilateral sector.

Given the program's ultimate goal of preparing early careerists in health care management, select measures of program inputs (activities) and processes are developed and evaluated. HCMN program inputs include faculty, curriculum, and other human and material resources such as student classroom, technology, internship and program-related extracurricular activities, to determine to what extent they meet the program objectives.

Instead of the snap-shot, disconnected individual analysis of various programmatic human and material resources collected in isolation around specific due dates and events (e.g., annual program assessment, end of semester course evaluations, student internship portfolio reviews), the LFA goal is to be more integrative in analyzing these different inputs and outputs in order to assess, refine, or affirm which ones need to be changed or dropped and what new ones would better measure short and long-term measures of programmatic success.

The Department Chair (also the interim program director) does this involving people detailed in section 28a, and using the evaluation tools addressed in 28c.

Steps below outline the process deployed to assess the program's goals and objectives.

INPUTS

Inputs include measures of faculty time, staff graduate assistant help (funded by the Health Sciences department budget) and other student support, funding, trained student advisors, administrative support staff, internship sites, active internship preceptors, technology, alumni involvement and so forth.

OUTPUTS (ACTIVITIES/STUDENT PARTICIPANTS)

(a) Activities

Upsilon Phi Delta membership; Health Care Leadership Academy participation, ACHCA student affiliation membership and involvement, up-to-date website, LinkedIn site and program newsletters, exit surveys collected, students placed at desired

internship sites, internship surveys collected, portfolios collected and assessed, internship projects assessed, teaching evaluations collected and assessed; Student Learning Outcome rubric-based assessment data collected and assessed, regular curricular reviews, student meetings with advisors, AUPHA certification maintained, career development goals mapped for each student through internship learning objectives, monthly HCMN curricular meetings with all HCMN faculty, faculty service outputs, professional presentations and scholarship dissemination.

(b) Student Participants

Student enrollment, number of students attending in extracurricular events, number of students in internships by gender/ethnicity/age, number of students in the minors, number of students completing the long-term care track.

OUTCOMES

(a) Short term outcomes include student exit GPA, internship completion rates, time to graduation rates, number of job offers from internship sites, students meeting or exceeding University assessments targets, self-and-other assessment measures of student interpersonal, communication and professional skills etc.

(b) Long Term Outcomes include employment by internship sites, employment by other organizations, and measures of career growth assessed in Internship activities.

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.

The LFA is a planning, monitoring and evaluation tool that is all encompassing and provides for real time formative and process evaluation and an annual summative evaluation. Several tools are embedded within the LFA to identify program strengths and weaknesses. Tools include student course evaluations, University Assessment and Institutional Research program data, internship surveys, student exit surveys, and program planning and assessment data shared with various constituencies as described in 28a and 28b.

Output from these tools is shared with HCMN faculty in monthly HCMN curriculum committee meetings, and minutes are taken to record suggestions for feedback. Similarly, output from these tools is shared with the HCMN Advisory Board members (which include adjunct faculty and program alumni), and minutes are taken to record their suggestions for feedback. The minutes from these meetings are then reviewed by the Department Chair (also the interim HCMN Program Director) and suggested changes are implemented with notice to program faculty and students (if applicable).

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.

[2020-21 HCMN Assessment Plan.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.

The Towson University HCMN program uses a variety of data to demonstrate its accomplishment of student learning outcomes and conduct. These include programmatic data from courses, the HCMN 495 Internship Preceptor and Faculty Supervisor assessments used in the University Assessment Plan for the program, HCMN student self-assessment and job offer data, Institutional Research data, and external assessment of HCMN student knowledge from Peregrine Global Services. A gap analysis of the data by the HCMN Program Director and HCMN faculty, as well as HCMN Advisory Board members, was used to develop a set of six Opportunities for Improvement (OFIs) for the program that are specific, measurable and actionable. Listed below are the 2022 Opportunities for Improvement for the HCMN Program:

OFI #1: A competency analysis drawn mainly from data presented in 26b, including Preceptor evaluations of student interns and the Peregrine Academic Assessment survey outcomes, revealed the need to examine student knowledge of health care finance, human resources management and quality management.

OFI #2: An analysis of student intern evaluations of faculty Supervisor data (26 b) showed opportunities to improve student understanding of the internship experience. These include improving faculty explanations of internship course requirements in the course syllabus, providing better instructions generally, improving advice to student interns, as well as increasing the amount of faculty contact with student interns to promote a more productive internship experience.

OFI #3: Filling open, tenure-track faculty positions warranted by historic HMCN enrollment growth will increase supportive faculty attention to student needs by nurturing student growth, confidence, and competence through more regular contact, to offer guidance and encouragement and to reduce student (COVID-borne) stress.

OFI #4: Due to COVID-19, student in-school and out-of-school extracurricular activity participation including student professional association memberships appeared to decline during the self-study year through the suspension of extracurricular involvement in student led activities. This limits them from gaining a competitive edge in pursuing employment through development of interpersonal communication skills and career- enhancing leadership and followership skills.

OFI #5: The successful pilot testing and analysis of summative Peregrine Academic Assessment data collected at the conclusion of the student internship experience (26b, first paragraph), presents an opportunity to better integrate this metric into the HMCN program University assessment plan that will help gauge the program's understanding of student learning needs and success.

OFI #6: Faculty assigned grades of D, F and W (withdrawal) in 400 upper level HCMN courses as well as the FIN 330 Financial Management class in the required Business (BUAD) minor have not demonstrated significant improvement in the past 3 years. This presents an opportunity to improve student outcomes in these required courses to support on time student progression.

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 AUPHA Self-Study, there have been a number of improvements made to the program. In response to comments in our 2015 AUPHA Self-Study, a dedicated section of a course in the Allied Health major, AHLT 311, was created for health care management students to integrate human resources content into the curriculum. The assessment plan revealed that the set standards are being exceeded for AHLT 311 as well. In addition, a dedicated section of a course in the Allied Health major, AHLT 445, was created for health care management students to integrate health research knowledge and skills into the curriculum. This course is also assessed in our HCMN assessment plan, and set standards are also being exceeded. Finally, the program integrated post-acute care and population health management course content into the HCMN 413 course in order to comply with changing AUPHA certification standards. The HCMN University assessment plan revealed that the set standards are being exceeded for HCMN 413 in these areas as well. These changes not only helped improve the program, but they also allowed the program to comply with AUPHA's evolving certification standards.

The program also intends to refine the assessment plan in the future to meet the evolving needs of the health care management profession by adding information from the Peregrine Academic Assessment to Student Learning Outcome 4 in its University Assessment Plan.

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

[Criterion28HCMNActionPlan2.docx](#)

33. Supplemental Information for Electronic Self-Study

Upload supplemental information here:

[Criterion_8a_Part-time_Faculty_Handbook_2021-2022.docx](#)

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[Criterion_24a_HCMN_Internship_Handbook_2020.docx](#)

[Criterion_24a_Internship_Sites_for_Towson_University_Health_Care_Management_Program.pdf](#)

[Criterion6B_chp_approved_PTRM20201103.pdf](#)

[Criterion6Bhealthscience6112019.pdf](#)

[Criterion26BTable3TUHCMNProgramOutcomesvNationalHCMProgramOutcomesPeregrineGlobalServices.docx](#)

[Criterion26BTable4TUHCMNProgram2019to2021PeregrineGlobalServices.docx](#)

[Criterion26BHCMNStudentExitSurveyData20182021.xlsx](#)

35. Congratulations

Thank you for submitting your 2020 Self-Study

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