

# Electronic Self-Study (2015 Cycle)

Response ID:28 Data

## 2. Electronic Self-Study Navigation

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## 3. ABOUT THE PROGRAM

### University Name

Clayton State University

### School/College Name

College of Health

### Department Name

Health Care Management

### Program Name

Health Care Management

### Main Campus Address

2000 Clayton State Blvd.  
Morrow, GA 30260

### Name (with suffix and degrees) of Program Leader

Peter Fitzpatrick, Ed.D., R.Ph.

### Additional Contact

Dr. Scott Stegall, PhD

### Program Leader Telephone

678-466-4933

### Additional Contact Telephone

(678) 466-4650

### Program Leader Email

peterfitzpatrick@clayton.edu

### Additional Contact Email

scottstegall@clayton.edu

### Certification Status

Re-Certification

### Start Date of Self-Study Year

August 1, 2013

## 4. ELIGIBILITY CRITERION A

**A. Indicate the name of the regional accrediting agency or other appropriate accrediting body, the date of the last accreditation and the length of accreditation awarded.**

Name of Regional Accrediting or Other Agency : Commission on Colleges of the Southern Association of Colleges and Schools.

Date of last accreditation : April, 2014

Length of last Accreditation : 10 years

## 5. ELIGIBILITY CRITERION B

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### B1. Year Program was Established

1995

### B2. Identify the governing body responsible for approving the degree.

University System of Georgia Board of Regents

### B3. State the name of the bachelor's degree program for which certification is sought. Indicate the name of the degree and the abbreviation used (e.g., Bachelors of Health Administration, BHA).

Bachelors of Science in Health Care Management, BS.

### B4. Specify the campus name and address of any additional sites where your program is delivered other than your primary campus (Campus 1)

Campus 2: : None

Campus 3: : None

Campus 4: : None

Campus 5: : None

Campus 6: : None

### B5. Provide a URL for the online university catalog.

<http://www.clayton.edu/Portals/1/catalog/undergraduate/Fall%202013.pdf>

### B6. Provide a URL for the program webpage.

<http://www.clayton.edu/hcmg>

### B7. If not already addressed in the materials linked above, please provide a general description of your program, its history, and its role in the University and the community. (1500 words max)

The Health Care Management Program at Clayton State University was proposed to the University System of Georgia Board of Regents on December 14, 1994. The proposal called for the granting of a B.S. Degree in Health Care Management and a starting date for the Program at the beginning of the Spring Semester of 1995. The Program was located in the School of Health Sciences and now resides in the College of Health.

The genesis for the program was the recognition of the expansion of the health care delivery system, especially in the Greater Atlanta area. A further impetus was the identification by The Association of University Programs in Health Administration that undergraduate programs will be the fastest growing segment of Health Care Management education.

The Program began with two full-time faculty members and additional faculty teaching courses in the School of Business. In 2001 two additional full-time faculty lines were added and over the years faculty lines were added bringing us to our current total of twelve full-time faculty members and two adjuncts.

The early organization of the Program's curriculum included required 2000 and 3000 level core Health Care Management courses, a practicum and research component, and specialty emphasis courses. This latter component offered students a selection of a seven-course specialty emphasis in one of the following areas: International Healthcare; Management in Public Health; Corporate Health; Primary/Long-term Care; Administration in the Managed Care Environment; or, Health Care Information Systems. As the program evolved it became obvious that this structure was too ambitious for the undergraduate level and needed to be revised. Students who were in the Program were in most cases not ready to commit to a specific track and did not have a strong idea of what their career goals were until they were almost at graduation. Therefore the specialty emphasis areas as originally configured were eliminated. Many of the courses in the previous tracks were subsumed under the general heading of Specialty Courses. This allowed the students to take courses in different areas and to become

exposed to a variety of career options.

Our Program serves not only the needs of the community in terms of needed health care managers, but also serves the needs of the students from the Southern Crescent – our major feeding area in the Greater Atlanta market. Most of our students are non-traditional minority females who are working in the health care field and need the B.S. degree to progress in their careers. Many of our students are heads of households and as such require flexible scheduling. We accomplish this by providing a majority of our offerings during evening hours. We further serve the needs of the students in the College of Health by offering Double Majors with the Nursing and Dental Hygiene Programs. The need for these partnerships came about with the realization that BS/RNs are primarily being tasked to be managers and therefore need management skills, and that within the Dental Hygiene Profession there exists a high burnout rate and many Dental Hygienists look for other career options in health care delivery.

The Health Care Management Program at Clayton State University became a member of AUPHA in 2001. We are very aware of the need to teach our students about the organizations in both health care management education and practice. We also strive to get the students engaged in the health concerns of our surrounding communities. Recently faculty members have lead student research projects concerning distracted driving, food deserts, and the selection of healthier food choices. Health Care Management is one of the largest majors at Clayton State and thereby provides the University a major source of revenue and selected courses for the student population.

## 6. ELIGIBILITY CRITERION C

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### C1. Year the first cohort graduated.

1996

### C2. Number of students in first cohort.

4

### C3. Total number of students graduated to date.

1035

## 7. ELIGIBILITY CRITERION D

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### D1. Number of students pursuing a major enrolled in your program during the self-study year

Full Time : 642

Part Time : 466

### D2. Number of students pursuing a minor in your program during the self-study year. If not applicable, please enter N/A.

Full Time : NA

Part Time : NA

### 1. D3a. Upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teach in the program for required and elective courses.

### 2. D3b. If more space is needed, upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teach in the program for required and elective courses.

### 3. D3c. If more space is needed, upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teach in the program for required and elective courses.

## 8. ELIGIBILITY CRITERION E

**E. The data provided in the Faculty Teaching tab in the AUPHA Self Study Tables will satisfy the response to this criterion. If you wish to make any commentary on the number of employed vs. adjunct faculty teaching in your program, or plans for future hires, you may do so in the space below, but a response is not required. (max 1500 words)**

The Program employs eleven full-time faculty members all of whom work full-time in the Program. Additionally, we use two adjunct faculty members each of whom teaches one or two courses depending upon the semester.

## 9. ELIGIBILITY CRITERION F

**F1. Length of internship (in hours)**

225

**F2. Is the internship required of all students? (If you indicate that it is required for some but not all, you will be asked to describe the conditions under which you allow a student to waive this requirement in Criterion 24)**

Required for All

**F3. Describe how the internship requirement is communicated to potential students and provide URLs of where this appears in the catalog or program website. (300 word max)**

All students are notified of the internship requirement when they receive their initial advisement. In addition the requirement is contained in the University's catalog, the program description, and the dedicated URL below.

<http://www.clayton.edu/hcmg/internship>

**F4. Upload the course syllabus for the internship.**

[HCMG4970Summer2014Syllabus.pdf](#)

**F5. Describe how the experience is supervised.**

A faculty member is assigned the Internship course as part of his/her teaching load. They receive periodic reports from both the interns and preceptors, as well as a summative evaluation from the preceptors. Site visits are also performed on a random basis and when requested by either the intern or preceptor.

## 10. ELIGIBILITY CRITERION G

**G1A. Provide a link to the University's EEO statement (if available online) or upload the statement.**

<https://clayton.peopleadmin.com/>

**G1B. If a link to the University's EEO statement is not available, upload the statement.**

## 11. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 1)

**1a. Please enter below the program's Mission Statement**

The mission of the Health Care Management Program (HCHG) at Clayton State University is to prepare students, especially non-traditional minority students for entry and mid-level management positions in a variety of health service organizations. This mission of the Program is consistent with the University's mission of meeting the needs of the community. The community is typically identified as the Southern Crescent area that consists of South Fulton, South DeKalb, Clayton, Fayette, and Henry Counties. These counties serve the general area of South Atlanta and the contiguous localities. Located within the Southern

Crescent are a great number and variety of health care delivery systems that are growing and expanding as the population of this part of Georgia keeps increasing. The need to educate and provide managers for these institutions also is increasing and thus serves as impetus for us to complete our mission.

**1b. Please enter below the program's Vision Statement:**

The vision of the Health Care Management Department is to serve the unique needs of the student population of the Southern Crescent area of Atlanta by providing these students with the didactic and experiential components necessary for them to enter management positions within the health care delivery system . It is focused on adult students and as such schedules most of the seated classes at night. Clayton State University has been identified by, U.S. News and World Report as the one of the most wired campuses in the Southeast and as having the most diverse student population. The majority of our students are minority females many of whom are heads of households. Almost all students have full-time jobs and the program schedules courses to accommodate the needs of this special population. The program also serves to provide the Nursing and Dental Hygiene students with the opportunity to study Health Care Management and thus expand their career options.

**1c. Please enter below the program's Values Statement:**

The values of the program are found in our actions.

OPPORTUNITY: First, we value outcomes, not inputs. The undergraduate program is an open admission program requiring students to only meet the minimum requirements of the university and the program. Secondary education is weak in our service area and, as teachers, our job is to work with the inputs to produce the highest quality output possible. Not all students will have the ability and/or the determination to complete a rigorous program of study, but they will have the opportunity. Our objective, for those that complete the program, is that their education is the best that it can be in health care management.

LOVE OF TEACHING: Second, we value colleagues that can and love to teach. We are a faculty of teachers that hire teachers. Our second highest value for selecting a faculty member is for their abilities in the classroom. Faculty applicants must have both the ability and the desire to do research, but not at the expense of our primary objective of instruction. Research and service should be conducted and performed that enhances but does not replace instruction as the primary faculty role.

CAMARADERIE: The challenges are great and the work is hard...we must have colleagues that can actively work with each other, respect each other, and who value our mission of instruction of health care management to those in our market area. This is our highest value for selecting new faculty members into our program.

## 12. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 2)

**2a. List below the Program Goals (provide as much narrative description as you would like):**

Program goals are:

**TEACHING**

An AUPHA certified Bachelor of Science Degree with a major in Health Care Management with a curriculum that prepares students for a variety of entry and mid-level management positions in health services organizations.

**SERVICE**

A program whose faculty members visibly provide service at the community, university, and professional levels.

**RESEARCH**

A program whose faculty individual tenure-track and tenured faculty members are producing research appropriate for members of a teaching university.

**2b. List below the Program Objectives (as distinct from student learning objectives) (provide as much narrative description**

**as you would like):**

Program objectives are:

**TEACHING**

1. Maintain AUPHA programmatic certification.
2. Maintain sufficient number of graduates (25 or more per semester).
3. Instruction provided predominately (80% or more sections) by qualified fulltime faculty members.
4. Instruction well received by students with faculty/course evaluations reflecting 4.0 or greater on a 5 point scale.

**SERVICE**

1. Individual members of the faculty are successfully performing committee and service work as rated 5 or greater (8 point scale) on annual performance evaluations.
2. Pre-tenure, tenure, and post-tenure, reviews positive in terms of service.

**RESEARCH**

1. Individual members of the faculty are successfully performing research work as rated 5 or greater (8 point scale) annual performance evaluations. This translates to two published articles every five years and averaging two conference presentations each year.
2. Pre-tenure, tenure, and post-tenure, reviews positive in terms of research.

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**2c. List below the Program Outcomes (as distinct from student learning outcomes) (provide as much narrative description as you would like):**

Program outcomes are:

**TEACHING**

1. The program is fully certified by AUPHA.
2. In FY 2013 the program graduated 115 students.
3. During the fall and spring semesters (2013-2014), 64 of 71 sections (90%) were taught by fulltime faculty members.
4. Spring 2014 course evaluations reported all adjunct and 7 of 9 fulltime faculty members averaged 4.0 or greater. Area of improvement is to work with new junior faculty.

**SERVICE**

1. All faculty members have received between 6 and 8 on the 8 point scale indicating they are performing successful service.
2. All candidates since last self-study promoted and/or tenured.

**RESEARCH**

1. Both tenured and non-tenured faculty member have either met the two publications in 5 years standard or are successfully working on it.
2. All candidates since last self-study promoted and/or tenured.

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**13. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 3)**

**3a. Describe the authority and responsibility of the Program Director.**

The Department Chair is the primary executive for the Program. He is responsible for the budget, hiring and evaluating faculty members, hiring any needed adjuncts, dealing with student issues, and interacting with and promoting the Program to internal and external constituencies.

Additionally, he acts as the ex-officio chair of the Program's curriculum committee and chairs all meetings of the Advisory Board. Through these various activities, the Head is responsible for program review and the ongoing planning and development of the program.

The Department Chair is allocated a 50% release time structure to accomplish his administrative duties.

**3b. Describe release time or other support for administrative duties granted to the Program Director.**

As mentioned above the Chair is given a 50% release time for administrative duties. Additionally, he has a full-time administrative assistant to help him with all tasks affiliated with the operations of the Program.

## 14. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 4)

**4. Describe how the Program Director pursues continuing professional development and how these endeavors relate to his/her role and responsibilities as Program Director, as well as to the profession of healthcare management.**

Dr. Fitzpatrick, the Department Head of Health Care Management at Clayton State has recently completed a six year term on the Board of Trustees of AUPHA. He also served for a year and a half as Board Chair. He is also past Program Chair and President of the Business and Health Administration Association. In these roles he was acutely aware of the changes in health care management education and was able to bring these insights back to his Program.

Additionally, the Department Head stays active in consulting different health care delivery organizations and maintains licensure as a pharmacist in Georgia, South Caroline, and New York.

## 15. 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**

**Instructor**

Bloom, Fred 1:2:0

Butler, Marcia 4:4:2

Dalmat, Michael 3:3:2

Fang, Qiu 1:1:1

Fitzpatrick, Peter 2:2:2

Fuqua, Ron 4:5:2

Gritzmacher, Deborah 4:4:4

Mcllwain, Thomas 4:4:4

Neumeier, Harold NA:3:2

Smith, Kendolyn 4:4:1

Stegall, Meri Beth 3:4:1

Stegall, Scott 5:4:2

Steward, Jocelyn 4:4:2

Swayzer, Robert 2:2:2

Walden, Latrina 4:4:1

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

[PT Sections 205-206 with suggested changes by faculty Aug-Nov 2012 Approved by Faculty Senate 12 03 12.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.**

Fulltime faculty members at Clayton State University are hired with a 4:4 expectation that represents four three hour undergraduate classes both spring and fall semesters. This represents a ten month contract. Summer courses are optional but most faculty members in the health care management program teach one to three classes each summer.

The faculty handbook is available at <http://www.clayton.edu/provost/Faculty> and is included in the "Supplemental Information."

**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)**

No differences exist relating to tenure and promotion.

## **16. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 6)**

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

Almost all decisions relative to organization and governance are made based upon a majority vote of all full-time faculty members of the Department.

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

Departmental faculty members serve as chairs and members of faculty search committees. To fill faculty positions a variety of methods are used including recommendations from existing faculty members. All faculty are involved in the hiring process. Candidates brought to campus meet with all Department faculty members and each faculty member is asked to provide feedback on their impressions of all candidates. This feedback is given to the Search Committee and the Department Head. We use a peer evaluation process for purposes of evaluation and promotion.

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

Department meetings occur at least once a month where all curricular, governance, and administrative issues are discussed. Meetings are scheduled so that all faculty members can attend and participate.

## **17. 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.**

The Department of Health Care Management requires that all full-time faculty members to be in compliance with Department expectations of excellence in teaching be achieving at a minimum of 4.0 average out of a possible 5.0 on both course and faculty evaluations by students. All courses are evaluated in all semesters. Starting in the Fall of 2014 the Department will resume the practice of intra-department peer review. Assignments will be made by the Department Head. The expectations for scholarly activities are for each faculty member to have published at least two peer reviewed articles within every five year period.

There is also the expectation that faculty members are engaged in yearly scholarly activities. These activities can include peer reviewed presentations, chapters in books, presentations at scholarly meetings or professional associations, or community service projects that have been approved by the Department Head.

There is the expectation of service consistent with the requirements for promotion and tenure as described previously. Again, at minimum faculty members are required to belong and be active in at least one Department area, one College committee, and one University committee. They must also be able to demonstrate a record of service to the profession and community. These records can be established by membership in professional societies and organizations, community service projects, and affiliated activities approved by the Department Head.

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

Since Clayton State University is primarily a teaching institution there are no formal procedures for relief from duties for research and consulting activities. However, faculty have been granted release course time by the Department Head when they have demonstrated that they are actively engaged in research and consulting that will be of value to their students and the Program. Attendance at meetings and conferences is formally approved by the Department Head and the Dean of the College. Typically faculty members are permitted and given a stipend for the attendance at a least one meeting for an academic year.

**7c. If there is additional narrative that you would like to provide for greater detail to this information, please provide that below.**

Not needed.

## **18. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 8)**

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

Potential adjunct faculty apply through the University web-site. Their applications are then forwarded to the Department Head who then will forward qualified candidates to the Department Search Committee. Telephone interviews are conducted by the committee with face to face meetings with the committee and Department Head to follow for the most qualified candidates. Selection is made jointly the committee and Department Head.

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

All adjunct faculty members are evaluated by their students using both course and faculty evaluations for all semesters. Further evaluations are done by the Department Head doing both classrooms reviews and annual evaluations.

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

Adjuncts are given a formal annual orientation by the College. They are also assigned mentors from among the Department faculty members by the Department Head.

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

They are invited to attend all program activities. These include monthly Department meetings, Advisory Board meetings, and the annual student achievement awards ceremony.

## **19. 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 budgets for the undergraduate and graduate programs are separate and both are administered by the Department Head. Allocations for the undergraduate program go into two separate budgets. One is salaries and the second is OS&E (operations, supplies and expenses). The salaries budget is jointly determined by the Dean and Department Head as informed by the annual contracts that each faculty member signs. Pay for summer teaching is a separate line based upon a University formula.

The same is true for all part-time instructors. The OS&E budget is also determined by the Dean and Department Head and submitted to the University Planning and Budget Council. The Provost's office must approve the OS&E budget before it becomes effective for the financial year.

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

## 20. 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

All faculty members have individual offices with one exception. Hal Neumeier and Deborah Gritzmacher currently share an office. This situation will be changed next year when additional office space becomes available to the Department. Most of our faculty offices are in Clayton Hall. Our program does not have dedicated classrooms, but rather are assigned classrooms by the University based upon the time and size of the class. All faculty members are issued University laptops for their personal and classroom usage. All class are fully wired for all technology applications. The University maintains a Center of Instructional Development (CID) which is available to all faculty members for technology assistance, and the HUB which is available for all faculty and students for computer and hardware assistance.

## 21. PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 11)

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

The library on campus is open 7 days a week. Hours will vary depending upon the time of year. All faculty and students have access to approximately 100 books or texts which are held in the library and the periodicals listed below. Additionally, all faculty and students have access to the Galileo search system which accesses multiple search engines in a great variety of fields.

#### Library Holdings Related to Health Administration

American Demographics  
American Journal of Public Health: JPH  
Business and Health  
Canadian Journal of Public Health  
Data Base for Advances Information Systems  
Family and Community Health  
Government Finance Review  
Harvard Business Review  
Harvard Health Letter  
Health  
Health Services Research: HSR  
Health Care Management Review  
Healthcare Manager  
Hospital Practice  
Hospitals and Health Networks  
Hospitals and Health Services Administration  
HR Focus  
HR Magazine  
Job Training and Placement Report  
JONA'S Healthcare Law, Ethics & Reg.  
Journal of Business Communication

Journal of Community Health  
Journal of Healthcare Finance  
Journal of Healthcare Management  
Journal of Law, Medicine & Ethics  
Management Accounting  
Modern Healthcare  
Monthly Bulletin of Statistics  
Public Health Reports  
Records Management Quarterly  
Research and Development  
Strategic Finance  
Training & Development  
Workforce

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

Clayton State has a variety of technological resources to support students and faculty, summarized at The Hub's website at <http://www.clayton.edu/hub/About-Us>.

All faculty members are issued DELL Latitude laptop computers, the latest versions being the E6540 and E6320 equipped with webcams and DVD/RW. All laptops have modems for remote access. All classrooms and lecture halls are wired as electronic classrooms to support the use of faculty and student computers as part of instruction. Many have Ethernet connections for both the faculty member and students.

The University also maintains MARUT, the university's wireless system. "Each CSU student is required to have notebook computer access. Each CSU student is required to have ready access throughout the semester to a notebook computer that meets the ITP Choice requirements for the student's academic program. Students will click "I agree" when first logging into the DUCK attesting to such access" (see: <http://www.clayton.edu/hub/ITP-Choice/Notebook-Computer-Policy>).

Instructional software is loaded onto faculty and student computers so that students may complete assignments or enhance their own learning. The software is loaded for faculty and students at the HUB walkup center downstairs in the library. Software includes a variety of course-specific packages, propriety packages, supplements to texts, reference materials, and materials designed to provide review and/or remediation for students in need of such services.

All students are required to set up e-mail accounts. Electronic mail that is sent for campus-wide distribution is routinely sent to existing student accounts. Faculty members use the e-mail system to set up student discussion groups and list-serves. Phone lines are available for remote dial-in to the campus for students and faculty.

Clayton State also maintains an institutional web site at [www.clayton.edu](http://www.clayton.edu). The web site is updated on a daily basis and contains the schedule of classes, information about all of the resources at CSU, access to each of the Colleges and Offices on campus, and links to other web resources. Both faculty members and students in the Department of Health Care can create their own homepages and websites. Faculty also post instructional resources for students through the web, including course syllabi, links to other sites, and background information.

All courses are enrolled in Desire to Learn (D2L) enabling faculty members to use this web based platform for their seated classes. Many faculty members take advantage of D2L to post additional course information and learning methods for students.

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

Academic resources for students are outlined in the "Guide to Campus Services" found in the "Supplemental Information" section of this report or directly at <http://www.clayton.edu/em/Guide-To-Campus-Services>.

The primary instructional resource for a faculty member is The Center for Instructional Development (CID) whose mission is to "to support teaching, learning, and assessment at Clayton State University. The Center's consultants provide support to faculty, administrators, and staff in the areas of professional development, course and curricular development, student learning outcomes assessment, and instructional technology." This department is described more fully under criterion 19i.

The library also provides significant resources both for research and instruction. The Galileo system provides book and article availability across the University of Georgia System. Of note is the ability to work with librarians to create LibGuides specific to courses. These web based resources allow faculty to place at the student's fingertips key library resources. Please see <http://www.clayton.edu/library> and click "Services" and "Services for Faculty" for details.

**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.).**

Students in the Health Care Management Program take their introductory Accounting and Economics courses in the College of Business. The students are also required, if they have not already completed it elsewhere, to take an Introductory Statistics course in the College of Information and Mathematical Sciences. The Department also offers a second degree in Health Care Management to the Departments of Nursing and Dental Hygiene.

**11e. If the program offers courses on-line or in a distance education format, describe the technologies involved in delivering these courses. Are additional resources provided for the creation and regular revision of online courses?**

We do not have any on-line courses or deal in distance education. We do, however, as mentioned above have access to D2L to assist with seated courses.

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

Same as above. Faculty are provided extensive training opportunities by the CID discussed previously in this self-study.

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

Does not apply.

**22. Supplemental Information for Program Structure, Faculty, and Resources**

Upload supplemental information here:

**23. 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?**

Admission to the program is consistent with the general admission policy of the institution. Freshman and transfer students must meet the current admission standards deemed by the University System of Georgia for general admission to the college. First-time freshmen as well as those who have not earned the equivalent of 30 semester hours of transferable college credit must meet the University System of Georgia's College Preparatory Curriculum (CPC) requirements and have graduated from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education. Students applying to the institution must present credit for 16 specified CPC units.

The 16 specified University System CPC courses consist of 4 units of Mathematics( including Algebra I & II, and Geometry); 4

units of College Preparatory English; 3 units of college preparatory Science; 3 units of college preparatory Social Science; and 2 units in the same foreign language.

Admission of Students whose secondary education was completed outside the United States system of education may be admitted with acceptable foreign credentials and English language proficiency. Students who are non-native speakers of English, who transfer from an institution of higher education outside the US where English was not the language of instruction, are required to submit a TOEFL score or some other recognized evaluation of English along with their foreign credentials.

Students who have earned 30 or more semester hours of transferable credits may be admitted to Clayton provided they have a minimum GPA of 2.0 and have met all Learning Support and College Preparatory Curriculum requirements for the institution. Transferable Hours are defined as hours which would be acceptable according to the University System's and Clayton's prevailing policies. Excluded are "institutional credit" courses, CPC deficiency makeup courses, and vocational courses. These hours should include transferable hours earned at all postsecondary institutions attended.

Courses that support the major and all upper division courses require a student have no grade lower than a "C" and an overall GPA of 2.0 to continue in the program. This policy is consistent for all programs offering a Bachelor's Degree at Clayton State.

The authority to admit students rests with the Office of Undergraduate Admissions. It is difficult to determine the percentage of admission to the program because very few of a very small group of full-time first time freshman declare Health Care Management as their major. Most students enter as either transfers or as changes of majors. If they are eligible for admission or retention at Clayton State, then they are eligible for the program. After they have completed the general core, or have attained an associates degree, they are recognized as being in the major.

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**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.**

Undergraduate Students Fall 2013 Spring 2014 Summer 2014

# of Full-Time Enrolled 305 297 40

# of Part-Time Enrolled 156 144 166

Total Enrolled 461 441 206

Graduates 55 52 4

We only have one degree.

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

The primary method of dispersing information is by way of the Clayton State website which has links to the College of Health which has a link to the Program's website.

We are represented at all University Open Houses and Student Orientation sessions. These will number from any where from 5 to 7 for each category on an annual basis. We also participate in the annual Major Focus Program which is an opportunity for us to present our major to the freshman class.

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

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

URL1 : <http://www.clayton.edu/>

URL2 : <http://www.clayton.edu/welcome>

URL3 : <http://www.clayton.edu/health>

URL4 : <http://www.clayton.edu/hcmg>

## 24. 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.

Academic decisions are often a challenge for students. There are numerous course selections and requirements for students interested in the Health Care Management program. Understanding the academic process can be overwhelming and advisement offers students the opportunity to meet with a seasoned professional to make sound academic choices. Advisement is a partnership between the student and a dedicated Health Care Management staff advisor. The staff advisor is primarily responsible for academic planning and progression in a student's selected major. Faculty members are available to offer students career advisement and counseling. This is performed on a more informal basis.

Career development is an ongoing process within the major. Students interview local healthcare employers throughout the program due to various course requirements. The process affords the student the opportunity to network within the industry. The required internship also offers the student opportunity to secure employment upon graduation. The office of Career Services maintains a listing of perspective employers who participate in campus recruitment activities each year (see <http://www.clayton.edu/career>).

## 25. STUDENT SUPPORT SYSTEMS (Criterion 14)

### 14. Describe the existing and planned peer networks and student clubs that exist within your program or to which your students have access. Describe the extent of student involvement in the networks, the types of activities in which the groups network, any affiliations of the network with professional associations (ACHE, MGMA, etc.). By what other means do students network and communicate?

Senior students are encouraged to become active members in the Georgia Association of Healthcare Executives (GAHE). The Department Head of the Program serves as a consultant to this group and participates in their Career Development Seminar. Program students are encouraged to attend this event and to interact with members of the GAHE. The Program is currently investigating, with the GAHE, the possibility and feasibility of starting a student chapter at Clayton State.

Additionally, there is a student association which contains three major tracks, one for long-term care, one for public health, and one for hospital administration. This represents a revamping of the previous student association and this approach was started at the beginning of our self-study year. Each is still in a somewhat inchoate state, although the public health track has made trips to the CDC, the Clayton County Board of Health, and the City of Riverdale City Council. The long-term care track has had presentations from LTC Administrators.

## 26. STUDENT SUPPORT SYSTEMS (Criterion 15)

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

The general process by which students may file complaints is outlined below. The Student Affairs website, inclusive of the full procedure, is located at: <http://www.clayton.edu/student-affairs/complaints>.

#### General Complaint Procedures

Students who wish to file a complaint about an academic or non-academic concern should follow the procedure outlined below:

1. The student should attempt an informal resolution of concerns by interacting directly with the individual(s) involved or with the first-line supervisor of the individual, department, or office.
2. If resolution is not achieved through informal interaction, the student may direct the complaint—verbally or in writing—to the Director/Department Head/Chair of the department or office. The Director/Department Head/Chair will attempt to facilitate resolution between the parties.
3. If resolution is not achieved through the initial intervention of the Director/Department Head/Chair, the matter can be directed as follows:
  - i. The student must present a formal written complaint using the student complaint form.
  - ii. Complaints should be submitted using the following guide:
    - i. For complaints initiated with an academic department:
      - Dean of the college/school for academic complaints.
      - Complaints not resolved at the Dean level can then be directed to the Provost/Vice President for Academic Affairs (or designee).
    - ii. For complaints initiated with all other departments:
      - The appropriate Associate/Assistant Vice President (or designee) responsible for the unit.
      - Complaints not resolved at the Associate/Assistant Vice President level can then be directed to the Vice President responsible for that unit.
  - iii. All formal written complaints received using the complaint form must be recorded in the student complaint log.
4. Unless otherwise specified, the Vice President (or designee) responsible for the unit will constitute the final decision-making authority for the University. Students have the right to appeal decisions to the President of the University within 10 business days of the Vice President's (or designee) decision. The results of complaints appealed at this level are final and may not be appealed further. All appeals will be recorded in the student complaint log.

## 27. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 16)

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**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 Health Care Management Program has an advisory board that meets twice a year. Once during the fall semester and once during the spring semester. The Board consists of adjunct faculty, community practitioners, healthcare professionals and alumni. The advisory board is very active in providing advice and feedback about the curriculum and program outcomes. All faculty members attend the advisory board meetings and have extensive interaction with the members. Selected students are invited to the advisory board meetings to interact also with the members. Advisory board members give presentations to selected classes and at these sessions students have the opportunity to interact and ask questions.

## 28. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

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

The Health Care Management Program faculty participates in several different professional organizations within the Atlanta Metro area. Each faculty member maintains membership in professional organizations that are related to their area of expertise and professional designation. Examples are the Georgia Nurses Association and the American Nurses Association, American Public Health Association, American Pharmaceutical Association, National League for Nursing and American College of Sports Medicine, and National Athletic Trainer's Association. Others include the Georgia Pharmaceutical Association, and the Business and Health Administration Association.

Professional relationships within the community are maintained through the Advisory Board for the Health Care Management Program. This group is composed of individuals representing various levels and divisions of health care management within the metropolitan area. Organizations represented include hospitals, community health organizations, Office of Medicaid, Kaiser Permanente and other individuals representing non-profit organizations in Atlanta. Examples are AID Atlanta, the American Heart Association, the Center for Disease Control (CDC)

The program also maintains relationships with the professional community through the placement of its students in internship positions. All students completing their senior year are required to complete a 20 hr. per week internship during their last semester in the program. Students have been placed in such organizations as the American Heart Association, the Department of Medical Assistance (Medicaid), local area hospitals in human resources, billing and admissions, insurance agencies, ambulatory care faculties, etc.

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

Nothing additional in this area.

**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.**

Students have been brought to the Business & Health Administration Association meeting in Chicago to present papers. At this meeting they had extensive opportunities to attend other sessions and interact with healthcare practitioners. Additionally, the College of Business sponsors the James Woods Speaker Series. The series brings business leaders from the Atlanta metro area to campus to provide lectures and engage in a Q&A session with students. At least two of these speakers are from the healthcare area on an annual basis and the students in the program are strongly encouraged to attend.

## **29. 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.**

Alumni serve a variety of roles in relationship to the current students, faculty, and programmatic efforts. With respect to current students, alumni frequently serve as preceptors for internships. This relationship is encouraged whenever possible with the realization that alumni best understand the Program and the specific goals and outcomes for the internship. Alumni serve as a research resource for the faculty. This is for both pedagogical and practitioner research. We attempt to poll our alumni at minimum once a year, and sometimes more frequently if a pressing need or question arises. Finally, the Program has developed an Advisory Board on which some alumni have been asked to serve and thus provide programmatic feedback.

We are looking into the feasibility of creating an alumni website as a way to promote more interaction between the Program and its alumni.

## **30. 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.**

Over the past seven years the HCMG department has changed the format of its core courses from mainly on-line, to hybrid (meeting on-campus every other week, 2008) to fully seated traditional lecture or classroom-based education augmented with the use of Desire 2 Learn (D2L) sites for each course beginning in 2012.

Two courses, HSCI 3350 Ethical Issues and HCMG 4901 Applied Research, are typically team taught utilizing Dr. Bloom with one of our fulltime faculty members.

Guest lectures are less typical but are often also found in the HCMG 4901 Applied Research and the HSCI 2111 Introduction to the Health Care Environment and, HCMG 4999 Capstone courses.

Team projects, presentations, and the case study method are scattered throughout the HCMG and HSCI courses. In particular, note the HSCI 3110 Interactive Communications, HCMG 3340 Information Technology, HSCI 3520 Legal Issues, HSCI 3350 Ethical Issues, HCMG 3701 Epidemiology, HCMG 3901 Marketing, HCMG 4180 Health in the Corporate Setting, HCMG 4401, Primary and Long-Term Care, HCMG 4500 Health Care Policy and HCMG 4901 Applied Research.

Traditional service learning is not utilized currently in the program. However, the HCMG 4901 Applied Research team projects are "real world" based with students and instructor working on community issues. Examples of this work have been presented at BHAA and published in the proceedings (see Dalmat cv for details).

In addition, PACE (Partnering Academics and Community Engagement) focuses on student engagement through community projects that enhance learning (see: <http://www.clayton.edu/pace> ). This program is currently being adopted by the instructor of HCMG 3320 Economics course.

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**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).**

The program's quality improvement program is essentially complete with fully seated, D2L augmented, courses replacing the old distance and hybrid courses. The final phase of this improvement process began spring 2012 with a trial experience with fully seated courses in HCMG 3101 and HCMG 3501. This was expanded to almost all sections fall 2012.

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**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?**

Per the department's quality improvement plan, no core or elective courses were offered as distance education courses during the fall 2013 and spring 2014 semesters. A few sections of HSCI 3520 Legal Issues, HSCI 3350 Ethical Issues, and HCMG 3901 Marketing are quasi-hybrid given the projects, but these are being phased out to fully seated as well.

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**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?**

This issue is no longer applicable to the program that has moved to fully seated.

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

This issue is no longer applicable to the program that has moved to fully seated.

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

In the HCMG 4999 capstone course exit interviews are conducted by the faculty of every student. From these interviews we became concerned that the distance education courses did not provide sufficient professionalization and meaningful learning for our students. When the program moved to hybrid courses, the number of poor interviews dropped. Beginning in 2010, the program began moving to fully seated courses and we have again seen the number of poor interviews drop. Given our service area, fully seated courses appear to be the appropriate format. Parity is no longer an issue given this quality improvement initiative.

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**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.**

Again, this issue is no longer applicable to the program that has moved to fully seated. CSU requires of every admitted student a laptop to which the HUB (<http://www.clayton.edu/hub>) installs the following licensed software is available to currently

enrolled students and included in the technology fee:

Microsoft Office for Windows (currently installing Office 2013)  
Microsoft Office for Mac (currently installing Office for Mac 2011)  
Microsoft Windows 7 Professional  
LANDesk antivirus  
SmartPrint

The library website uses EZproxy software to authenticate access to GALILEO databases, electronic journals, eBooks, and other licensed electronic resources from off campus (see: <http://www.clayton.edu/library/Find-Articles>).

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

The HUB provides technical services for students and faculty at CSU (<http://www.clayton.edu/hub>). The HUB also provides student training via online documents and videos on the use of Desire2Learn (<http://www.clayton.edu/hub/d2l>). Library resources are found at <http://www.clayton.edu/library> and can be accessed both on-campus as well as off as described in 19g. The Center for Instructional Development, described in 19i, provides access for instructors to instructional technologists.

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

The Center for Instructional Development (CID) mission is to "to support teaching, learning, and assessment at Clayton State University. The Center's consultants provide support to faculty, administrators, and staff in the areas of professional development, course and curricular development, student learning outcomes assessment, and instructional technology." This includes the training of faculty in the use of D2L (see: <http://www.clayton.edu/cid>). In addition to general instructional development, the CID also conducts "The Academy for Online Course Development" that "...focuses on Quality Online Instruction and Best Practices, and will guide faculty through the stages of designing, assembling and teaching a course online."

Although the program has moved to fully seated courses, these are augmented with the use of D2L so this technology training is still applicable.

Faculty performance in distance education is no longer an issue. However, the generic faculty/course evaluations by students provide useful information about student's perceptions of faculty use of technology and all faculty members are expected to maintain a D2L site for each course each semester.

## **31. CURRICULUM AND TEACHING (Criterion 20)**

**20a. Provide a brief narrative describing the general education/liberal arts requirements for admission and graduation from the program.**

The general education/liberal arts requirements are met by students completing areas A-E in the University overlay for the B.S. in Health Care Management which is copied at the front of the 20b document of course descriptions.

Area A requires six hours of English and three hours of mathematics. Area B requires three hours of critical thinking (logic) and three to four hours of communications. Area C requires two three hour courses in the humanities. Area D requires 10 hours of natural sciences, mathematics and technology with at least one hour of laboratory experience. Finally, Area A requires 12 hours of social sciences, three hours of which are US history and three hours of government.

Please note that the Health Care Management program is located in the College of Health and is so listed in the 2013 Undergraduate Catalog, starting on page 240. This catalog is located in the "Supplemental Information for Electronic Self-Study."

Full admission requirements are also located in the "2013 Undergraduate Catalog" found in the supplemental materials, or website (<http://www.clayton.edu/hcmg/admission>) and copied below. Full graduation requirements are noted in the Catalog and in the "Health Care Management 2013-14 Graduation Packet" copied into the "Supplemental Information" section.

#### Admission to the B.S. in Health Care Management Program

Students intending to enroll in the Health Care Management program must meet all University admission and academic requirements. The following additional requirements also apply and must be met prior to enrollment in any business or health sciences courses numbered 3000 or above:

1. Completion of Program Application Form. Students must declare a Health Care Management major (or a dual B.S.N.-B.S. in the H.C.M. major) and complete a program application form. This application includes health-related information required for entry into field experiences. The application for program admission must be completed prior to enrollment in HSCI 2111/2111L. A minimum 2.00 institutional GPA is required prior to enrollment in any 3000-level course.

#### 2. Completion of Lower Division Requirements

o Students may be admitted to the Health Care Management program and allowed to take selected 3000-level courses upon completion of at least 45 semester credit hours applicable to Areas A-F, including ENGL 1101, ENGL 1102, MATH 1101 or higher, ACCT 2102, and ECON 2105. (The selected courses are HSCI 3110 and HSCI 3520.)

o Health Care Management students must complete all Area A-F requirements (with no grade lower than C in Area F) prior to enrollment in any 3000-level Health Sciences or Business courses other than those listed above.

#### Other Program Requirements

1. Students must complete assessments in writing and other areas as required and must fulfill any remediation requirements that may be specified according to assessment results.
2. Grades of D will not count toward graduation for Area F or for any upper division requirements.
3. In order to receive the B.S. degree, a student must complete a minimum of 30 hours in residency at Clayton State University. Of these, at least 24 hours must be upper division courses within the program, including the 12-hour Research-Policy-Internship/Practicum Capstone sequence, HCMG 4901-4500-4970-4999.
4. All courses in the Health Care Management core must be completed prior to enrollment in the Research-Policy-Internship/Practicum Capstone sequence, HCMG 4500-4901-4970-4999.
5. Students must have a 2.00 institutional GPA to enroll in HCMG 4970. No exceptions are permitted.
6. Students are required to assemble an acceptable professional portfolio based on the program outcomes. This document will be submitted during the last semester of the student's program of study. Students who are dual majors (B.S.N./H.C.M.G.) need to contact the Health Care Management faculty for instructions pertaining to their requirements.

#### **20b. Upload a single document containing the course descriptions for all prerequisite and required courses.**

[CSU HCMG BS with Course Descriptions.pdf](#)

### **32. CURRICULUM AND TEACHING (Criterion 21)**

#### **21a. 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 core competencies of a CSU health care management major include:

1. The ability to think critically.
2. The ability to communicate through various media and with a variety of constituencies.
3. Workplace readiness – having the skills necessary to be successful in their careers.

4. Personal and professional ethics.
5. A high level of computer literacy.
6. Effective leadership skills.
7. Knowledge and application of coursework from disciplines other than Health Care Management.

These competencies are based on the overall mission of Clayton State University and the skills needed in managing in the ever-changing health care environment. More specifically:

1. The ability to think critically. Any manager, especially an entry level manager, must have the capability to ascertain the differences between reality from uninformed opinions of reality if correct improvements objectives are to be articulated.
2. The ability to communicate through various media and with a variety of constituencies is essential in that management action occurs through others rather than self. Communication methods must vary based upon the audience and the entry level manager must have expertise about written, oral, and computer communication techniques that match varied audiences. New managers must have the interpersonal communication skills required for successful performance in the health care environment (i.e., negotiation, team building and teamwork, counseling, coaching, bargaining, and dealing with providers and consumers).
3. Workplace readiness – having the skills necessary to be successful in their careers. Entry level managers must understand resource management (fiscal, human and physical), the importance of teamwork, planning, and leadership skills, as well as the understanding of personal and professional ethics.
4. Personal and professional ethics. The entry level manager must desire and demonstrate trust and trustworthiness if he/she is to be a successful leader for the long term. Understanding, communicating, and acting according to personal and professional ethics lays the foundation for this trust.
5. A high level of computer literacy. New managers need to demonstrate a working knowledge of computer technology through the establishment and implementation of appropriate control systems in health care operations, presentation technology, and other appropriate areas of computer literacy.
6. Effective leadership skills. New managers must be able to demonstrate the ability to provide effective leadership in a changing health care environment. This includes the ability to distinguish the difference between management and leadership and knowing when to appropriately apply each.
7. Knowledge and application of coursework from disciplines other than Health Care Management. Health care managers must be able to apply knowledge and abilities from various disciplines to analyze an opportunity and propose an appropriate course of action.

**21b. Describe how program's competencies were developed and how they are reviewed and revised.**

These competencies/outcomes have been in place since the first accreditation cycle in 2003. Since these competencies are foundational for the success of an entry level health care manager, little review or revision is necessary. Discussions of competencies are part of department meetings, annual summer departmental retreats, and advisory board meetings.

### 33. CURRICULUM AND TEACHING (Criterion 22)

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**22. 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.**

- [1101 ITFN Foundation of Info Tech.pdf](#)
- [1231 Math 1231 Statistics.pdf](#)
- [2101 ACCT Financial Accounting.pdf](#)
- [2102 ACCT Managerial Accounting.pdf](#)

2106 Econ Micro Econ.pdf  
2111 Intro Health Care Environment.pdf  
2111L Intro Health Care Environ LAB.pdf  
3101 HCMG Management.pdf  
3110 HSCI Interactive Communications.pdf

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**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.**

3320 HCMG Econ.pdf  
3340 HCMG Information Tech.pdf  
3401 HCMG Human Resources.pdf  
3501 HCMG TQM.pdf  
3520 HSCI Legal Issues in Health Care.pdf  
3550 HSCI Ethics.pdf  
3601 HCMG Mental Health.pdf  
3701 HCMG Epi.pdf  
3901 HCMG Marketing.pdf  
4110 HCMG Managed Care.pdf

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**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.**

4180 HCMG Health Corporate Settings.pdf  
4401 Primary Long Term Care.pdf  
4500 HCMG Policy.pdf  
4560 HCMG Finance.pdf  
4901 HCMG Applied Research.pdf  
4970 Internship.pdf  
4999 Capstone.pdf

### **34. CURRICULUM AND TEACHING (Criterion 23)**

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**23b. Please provide any additional narrative you feel would inform the review team about how the required content is covered in the curriculum.**

This course content is addressed by the 23 required courses, outlined in the degree overlay and "Course Content" tab, assigned to Area F (Lower Division Core Requirements, 18 hours), Upper Division Major Requirement (39 hours), and the Internship or Clinical Requirements (12 hours).

This section is rather straightforward in that most of the content areas have specific courses addressing those learning objectives. The courses listed represent the primary course or courses for the content area. The "Course Content" tab provides direction to additional coursework. The primary courses include:

- The US Healthcare System: HSCI 2111 Introduction to Health Care Environment
- Population/community health: HCMG 3701 Introduction to Epidemiology; Projects in HCMG 4901 Applied Research
- Organizational development/organizational behavior theory: HCMG 3101 Intro to Health Systems Management
- Management of healthcare organizations: HCMG 3101 Intro to Health Systems Management; HCMG 4110 Administration of Managed Care; HCMG 4990 Capstone in Health Care Management
- Operations assessment and improvement: HCMG 3501 Health Care Systems TQM

- Management of human resources and health professionals: HCMG 3401 Applied Human Resource Management
- Information systems management and assessment: HCMG 3340 Healthcare Information Technology
- Healthcare Law: HSCI 3520 Legal Issues in Health Care
- Governance: HSCI 2111 Introduction to Health Care Environment; HCMG 3101 Intro to Health Systems Management; HCMG 3501 Health Care Systems TQM
- Health policy: HCMG 4500 Health Care Policy
- Leadership: HCMG 3101 Intro to Health Systems Management
- Statistical analysis and application to decision making: HSCI 2111L Introduction to Health Care Environment Lab; HCMG 3501 Health Care Systems TQM
- Healthcare Economics: HCMG 3320 Healthcare Economics
- Healthcare Marketing: HCMG 3901 Marketing in Health Care
- Financial analysis and management: HCMG 4560 Health Care Finance
- Ethics in business and healthcare decision-making: HSCI 3550 Ethical Issues in Health Care
- Strategy formulation and implementation: HCMG 3101 Intro to Health Systems Management; HCMG 4990 Capstone in Health Care Management
- Quality assessment for patient care improvement: HCMG 3501 Health Care Systems TQM
- Managerial Epidemiology: HCMG 3701 Introduction to Epidemiology
- Research Methodology: HCMG 4901 Applied Research
- Cultural Competence/Diversity: HSCI 3110 Interactive Communications, HCMG 3101 Intro to Health Systems Management

## 35. EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

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### 24a. Describe how the program uses the internship to meet the goals and objectives of the program.

The internship is viewed and presented to the students as being the summative experience of the Program. The knowledge and skills that they acquired during their coursework is now put to practical application. As they plan the internship with their instructor and preceptor they are reminded of the goals and objectives of the Program and instructed to guide their internship activities with these goals and objectives in mind.

### 24b. Describe how the internship is sequenced in the curriculum and the rationale for that sequencing.

The Internship is taken as part of the Internship sequence. The sequence includes Health Care Policy, Health Care Research, the Capstone course, and the Internship. This sequence is taken at the end of the Program experience using the rationale that it is a summative experience and should be taken after the basic skills and concepts are taught and hopefully learned. They then can be applied during the internship.

### 24c. If the internship 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 internship experience is never waived. On a rare occasion a student may request that they use their current worksite for the internship. If this is granted, the student must be able to prove that their worksite is in the health care field, that they will be doing other managerial type activities at an area that is different from their existent worksite, that they are using hours different from their existent paid hours, that they have the permission of their current supervisor, that they have a preceptor in the new area, and have permission of the internship instructor.

## **36. EXPERIENTIAL AND APPLIED LEARNING (Criterion 25)**

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### **25a. Describe how internship sites are identified and selected.**

Internship sites are typically identified in one of three ways: the site is the place of work or supervision of a member of the advisory board; a healthcare manager or practitioner will contact the program offering a site; or, a student will designate a site where they would like to do their internship.

Selection of a site is determined by the Instructor of the Internship Course and/or the Department Head based upon its suitability and likelihood of being able to provide the learning outcomes identified by the student. This is accomplished by interviewing the individual who will serve as the site preceptor and, if necessary, a site visit.

### **25b. Describe how internship preceptors are oriented to the expectations of the internship experience.**

Preceptors will have a meeting with the Internship Instructor, either in person or by phone, where the internship process and goals are outlined and discussed. Prior to the approval of the site and by extension the preceptor, the student intern will also meet face to face with the prospective preceptor to develop and discuss the learning objectives. These objectives are described in the Internship Learning Agreement (ILA) which must be approved by the Internship Instructor.

### **25c. Describe how internship sites and preceptors are evaluated.**

All evaluations of both sites and preceptors are done during the exit interviews with the graduating students. Additionally, ongoing anecdotal evaluations of both sites and preceptors are performed by the review of the weekly reports submitted to the Instructor by the interns.

### **25d. Describe how student performance in the internship is evaluated.**

Performance is evaluated by the summative evaluation performed by the preceptor, the weekly reports submitted by the student interns, and the exit interview.

### **25e. Describe the faculty role in internship supervision.**

In addition to the faculty instructor discussed above, program faculty members participate in the student exit interviews.

### **25f. What are the policies regarding the awarding of credit and student remuneration for the internship experience?**

Upon the successful completion of the internship, students are awarded three credits for HCMG 4970. The program encourages non-paying internships. If, however, a student is offered a paying internship there is no policy prohibiting this. Paid internships have to be able to demonstrate that they will provide the intern a variety of managerial experiences and not be limited to one task or activity for which the intern will be paid.

## **37. EXPERIENTIAL AND APPLIED LEARNING (Criterion 26)**

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### **26a. 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.**

Students graduating from the program are required to take the Capstone in their last semester. This course provides a summative review of the coursework taken during their time in the Program. The Capstone course contains a program post

test where students are tested on the fundamentals of each required course. Additionally, each student must take and pass an exit interview with anywhere from three to five Program faculty members. This interview focuses on selected learning outcomes and content material that would be relevant to the graduate's proposed career pathway.

**26b. If a major paper, thesis or research project is required, describe the nature of the requirement and the relationship to program objectives.**

Many of the courses of the Program require a major paper. We do not require a Program major paper or an undergraduate thesis. Research projects are required within the Research course.

### 38. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 27)

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**27a. 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.**

First, the achievement of the learning objectives for each course is expected to be reflected by course grades. A review of the syllabi reveals that grade acquisition varies considerably with each course and is expected to be such given the mix of theory and practice domains covered.

Second, the individual exit interview, which represents 40% of the student's final grade in the HCMG 4999 Capstone course, is the program's primary vehicle for assessing student achievement outside course grades. Each student spends thirty minutes in an interview setting with two to four faculty members. Each student presents a formal resume and a job for which they are interviewing. Most of the faculty members have industry experience in hiring and use those skills to assess whether they would recommend the student interviewed for the job they have selected. This process also allows the interviewers to ask generic health care management questions and questions specific to the industry the student selected for a job. After the student has successfully completed the interview, and are so informed, the question is asked of how the program could be improved.

This qualitative research is conducted every semester and all undergraduate faculty members participate. The results of these experiences and on-going discussions in offices, hallways, department meetings and retreats, as well as advisory meetings, have sourced many of our improvement actions.

One of the improvement activities initiated as a result of these discussions was creation of a pre-test/post-test covering the core materials in the curriculum. Faculty members were asked to identify three major topics in their courses and then to develop multiple choice questions related to those topics. This exam is given as a "pre-test" in the HSCI 2111 course and as an "exit exam" in the HCMG 4990 Capstone course. Beginning fall 2015, students that have taken the original "pre-test" will enter the HCMG 4990 course and direct improvements can be measured.

Other feedback is gathered from reports from the preceptor's evaluation of internship activities.

**27b. Provide a brief description of student outcomes for the last 3 years. Where possible, show trends of outcomes over time.**

Over the past three years student exit interviews have improved as students prepared with distance and hybrid courses have graduated and students predominately taught using the fully seated, D2L augmented, format have begun to dominate the HCMG 4999 capstone course.

In addition, although the pre-test/exit-test system was designed for comparing individual improvement, the exit test has been administered to students who did not have the pre-test over the past four semesters. These scores have improved as well with the exit exam fall 2013 averaging 76.45%, std. of 8.82%, compared with the fall 2014 scores of 84.75% with a std. of 7.15%.

Also see "Student Outcome Assessment Table" in Supplemental Information.

**27c. Describe how the program reviews student achievement and outcomes and uses that information to drive program improvement.**

As described above, the primary tool for qualitative feedback, and serving as a unifier in faculty decision making, is the exit interview conducted in the HCMG 4990 Capstone course. A series of improvement actions, completed and planned, have been generated by this activity.

First, we noted that professionalization and meaningful learning was not satisfactory with the use of the distance education format with our student population. We moved to hybrid courses, with noted improvement in the interviews (fewer failures), and then to the fully seated and D2L augmented format, with even better results.

As described above, we ask students, after completion of their interview, what we could do to improve the program. The inclusion into the curriculum of medical terminology and coding is a repeated request, and one also suggested by the advisory committee. Currently modules on terminology are provided in HSCI 3110 Interactive Communication and a new required course is being developed that spends significant time on both terminology and coding.

Students are surveyed each semester about the timing of courses in HCMG 3101 Management course and those results, as well as feedback from our advisor Ethel Callen, resulted in the experimentation and continuation of afternoon sections in addition to our traditional evening sessions being offered.

Overall, we have found that our qualitative information, backed by action, has allowed us to respond in a useful manner for improving the program.

## **39. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 28)**

**28a. Describe the body or person(s) primarily responsible for ongoing evaluation and assessment of the program's attainment of goals, objectives and outcomes.**

The person primarily responsible for the ongoing evaluation and assessment of the program is the department chair. He, along with most of the senior faculty members, has multiple years of experience and involvement with AUPHA spanning several decades. Program outcomes are a normal part of the discussion at faculty meetings, retreats, and advisory committee meetings.

**28b. Describe the process used to assess the program's progress towards stated goals, objectives and outcomes.**

This process is essentially delegated, by the faculty, to the department chair. The chair is the one individual that reviews all course and faculty student evaluations, grade composition of each course and instructor, and peer teaching evaluations, as well as signing off of all annual evaluations and promotion and tenure packets. His analysis, as well as the discussions this analysis generates, provides the foundation for the program faculty to agree upon changes.

**28c. 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.**

As described above, students are actively engaged to suggest changes in the program by both in-class confidential surveys and by open ended questions at the end of the exit interview. Faculty, alumni, and practitioners are all present at the advisory committee meetings conducted twice per year. All these interchanges have encouraged us to keep up the time intensive exit interviews, maintain our open enrollment policy, continue to focus on serving the needs of the students in Atlanta's Southern Crescent, and to provide afternoon sections as an alternative to evening only sections. As it became obvious that some of the section sizes were becoming too large, based upon the content and instructor need, additional faculty lines were obtained. (During the 2008 survey, the department had six fulltime faculty members. As of fall of 2014, the department has 13 fulltime faculty members.) These processes have also identified the need for additional Excel and mathematical exercises that have been introduced into HCMG 2111L and HCMG 3501.

**28d. 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.**

## 40. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 29)

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### 29a. Describe how the data gathered from the process described above is used to inform and drive program improvement.

Data gathered from the exit interviews, advisory committee, national meetings, and conversations with alumni are discussed by faculty members and formally committed to action in department meetings and annual summer retreats. The "program improvement plan," uploaded for 29b, is reflected by the minutes of the February 26, 2014 health care management faculty meeting. Please note the second topic, "Curricula Items/Recommendations" to view our most recent program improvement plan.

This plan includes HSCI 2111L with HSCI 2111 to create a single three hour course. More significant are the plans to require Math 1231 in Area F and holding all students to complete Area F prior to attempting upper level courses. Finally, a course HSCI 2112 is to be designed that includes billing and coding, medical terminology, additional information concerning the electronic medical record, and healthcare careers.

Again, we believe our department is well attuned to taking qualitative data and producing program improvements in service to our student population, their future employers and their clients, residents, and patients.

### 29b. Upload the most recent program improvement action plan.

[29b\\_Faculty\\_Meeting-February-26-2014.pdf](#)

## 41. Supplemental Information for Electronic Self-Study

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### Upload supplemental information here:

[20a CSU UG Catalog Fall 2013.pdf](#)  
[20a Health Care Mgmt 2013-14 Graduation Packet.pdf](#)  
[11c\\_Guide\\_to\\_campus\\_services\\_2014-updates.pdf](#)  
[27b\\_Outcome\\_Assessment\\_Table.pdf](#)  
[5b\\_Faculty Handbook May 1 2013.pdf](#)

## 42. AUPHA Self Study Table Upload

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### Upload AUPHA Self Study Tables

Table can be found at <http://www.aupha.org/membership/certification>

## 44. Congratulations

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### Thank you for submitting your 2015 Electronic Self-Study

Dec 01, 2014 15:35:34 Success: Email Sent to: peterfitzpatrick@clayton.edu