

AUPHA Undergraduate Survey Electronic Self Study

Response ID: 39 ; Data

1. INTRODUCTION AND INSTRUCTIONS

This Self-Study Guide is based upon the self-study year. Documentation for the Self-Study should be based on information from the most recently completed academic year. This may be supplemented with more recent data to add to understanding the program and its future direction. Evidence should focus exclusively on information related to the specific program for which certification is sought.

2. ABOUT THE PROGRAM

University Name

Oregon State University

School/College Name

College of Public Health and Human Sciences

Department Name

Program Name

Health Management and Policy

Main Campus Address

Oregon State University
School of Social and Behavioral Health Sciences
Dr. Stephanie Bernell, Program Coordinator
Waldo 452
Corvallis, OR 97331-6406

Name (with suffix and degrees) of Program Leader

Stephanie Bernell, PhD

Program Leader Telephone

547-737-9162

Program Leader Email

Stephanie.Bernell@oregonstate.edu

Certification Status

Re-Certification

Start Date of Self-Study Year

2006-2007 Academic Year

3. 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 : Northwest Commission on Colleges and Universities
Date of last accreditation : Spring 2011
Length of last Accreditation : 7 years (next evaluation 2018)

4. ELIGIBILITY CRITERION B

B1. Year Program was Established

1972

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

Oregon University System

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 Public Health, Option Health Management and Policy

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

B5. Provide a URL for the online university catalog.

<http://catalog.oregonstate.edu/>

B6. Provide a URL for the program webpage.

<http://health.oregonstate.edu/degrees/health-management-and-policy>

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. (1000 words max)

Health Care Administration (HCA) was formally proposed and authorized by Oregon State University in 1972 in response to emerging concerns of Oregon residents for more efficient and humanitarian administration of health care services particularly among the institutionalized elderly and children. Dr. John Ellis, who at that time was a Professor in the Department of Health within the School of Health and Physical Education, developed and founded the Program. Students were first admitted to the Program in 1973-74. The Program was designed as an undergraduate, interdisciplinary program jointly sponsored by the Colleges of Business, Health and Physical Education, and Home Economics. Until 1989, the Program was a freestanding entity with a full-time director, administrative secretary, and associated full and part-time faculty. In 1989, the Program was absorbed within the Department of Public Health.

In 2005, the name of the degree was formally changed to Health Management and Policy to better reflect the work of our faculty and students, and to achieve internal consistency between the name of our undergraduate and graduate degrees. In winter 2001, a minor in Health Care Administration (also renamed in 2005 as Health Management and Policy) was started and continues to be popular, particularly for students in the OSU College of Business.

Since our last review, our faculty composition changed. The former program director left Oregon State University and the university appointed Dr. Stephanie Bernell the new program director (Oregon State University uses the designation "Program Coordinator"). Dr. Bernell receives a one course release in order to fulfill her obligations as Program Coordinator.

Since the last review, the Health Management and Policy program hired three new full-time faculty members: Dr. Nancy Seifert, Dr. Jangho Yoon and Dr. Jeff Luck. We have a new faculty member, Karen Volmar, JD, who will start in September 2013 and we are currently searching for a sixth Health Management and Policy faculty member.

As far as the curriculum, since our last self-study we have added a course in Human Resource Management (BA 453), added an overview course on Public Health (H100), increased the rigor of Advanced Topics in Health Care Management (H436) and changed the Reimbursement Mechanisms Class (H458) to include two integrative projects that draw upon knowledge and skills from the entire Health Management and Policy Program.

As far as assessment is concerned, since our last self-study we introduced an exit survey which all undergraduate students in Health Management and Policy must complete. The survey is designed to assess student opinion regarding the overall program and specific bodies of knowledge covered in the program. The College also hired a full-time Accreditation and

Assessment Manager. We now have systems firmly in place to link program competencies to course deliverables.

Oregon State University has gone through significant reorganization. In 2011, the College of Health and Human Sciences was renamed the College of Public Health and Human Sciences (CPHHS). Two Schools were then created to house the various programs: School of Social and Behavioral Health Sciences and the School of Biological and Population Health Sciences. The Health Management and Policy Program falls under the School of Social and Behavioral Health Sciences. The College is currently in the self-study phase to obtain CEPH accreditation.

Health Management and Policy faculty are expanding the College's capacity to engage in health policy research, especially in support of Oregon's public health system and the state's innovative Health System Transformation initiative. HMP faculty serve on state-level committees that support these activities, conduct national and state health policy research, are preparing research proposals in collaboration with state and local partners, and are expanding student internship opportunities that support Oregon's new Coordinated Care Organizations.

5. ELIGIBILITY CRITERION C

C1. Year the first cohort graduated.

1975

C2. Number of students in first cohort.

8

C3. Total number of students graduated to date.

653

6. ELIGIBILITY CRITERION D

Considerations:

Where there are joint graduate and undergraduate programs where the faculty is shared between the programs, multiple qualified faculty may be combined to justify 2 FTE. Not more than 3 qualified faculty may be used to support one FTE. In programs offered at multiple sites, there must be 2 qualified faculty responsible for each site. One may be the program chair located off-site so long as that person has primary responsibility for the program. The second qualified faculty member responsible for the program must be on-site.

Terminally degreed faculty members are those faculty that hold the highest academic degree in their given field. This may include faculty with a JD degree, etc.

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

Full Time : 150

Part Time : 23

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

Full Time : 16

4. 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.

[CV_all faculty.pdf](#)

[luck.pdf](#)

5. 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.

6. 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.

Download, save, and complete the [AUPHA Self Study Tables](#) to answer next and later questions

D4. Once complete, upload AUPHA Self Study Tables

Oregon State University Self Study Tables can be found at <http://www.aupha.org/membership/certification>

7. ELIGIBILITY CRITERION E

E. The data provided in the AUPHA Self Study Tables in Criterion D 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 1000 words)

We currently have just one undergraduate health management and policy course taught by a temporary instructor (H431 Health Care Marketing). All other Health Management and Policy courses are taught by full-time university faculty. We will have two new faculty members next year and with these new hires all Health Management and Policy courses will be taught by full-time university faculty. Required ancillary courses (i.e., Intro to Microeconomics) are usually taught by full-time faculty members; however, the Health Management and Policy Program does not have authority over the ancillary courses.

8. ELIGIBILITY CRITERION F

F1. Length of internship (in hours)

400

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. (150 word max)

The internship is communicated to the students through two mechanisms.

There are two advisors dedicated to the undergraduate public health students. There is a discussion between the students and the advising office about the internship requirement. The "advising sheet" for the health management and policy students includes the internship requirement.

<http://health.oregonstate.edu/sites/default/files/advising/pdf/option-sheet-health-management-and-policy-2012-2013.pdf>

Details about the internship are provided to the students on the internship website. The website includes the internship manual which provides a complete description of all requirements for the internship.

<http://health.oregonstate.edu/students/current/undergraduate/internships/h410-public-health-internship>

There is an Undergraduate Internship Coordinator specifically for undergraduate public health students. This individual is responsible for assisting with the selection, acquisition, supervision and evaluation of the student's internship process.

F4. Upload the course syllabus for the internship.

[internship syllabus.pdf](#)

F5. Describe how the experience is supervised.

A faculty member with a PhD in Public Health serves as the Undergraduate Internship Coordinator for the Health Management and Policy students. The process begins with a required pre-internship course (H407) taught by the Internship Coordinator where students are given information on available internship sites, prepare their resume, review best practices for interviewing, and set personal goals.

When the student is searching for an internship, the Internship Coordinator meets personally with each student and provides suggestions and a list of potential internship sites based on the individual student's interests. The Internship Coordinator also evaluates both the technical background of the student and the work to be done as an intern.

The Undergraduate Internship Coordinator supervises the internship throughout the designated term and maintains regular communication with the students and site preceptors. In addition, the Undergraduate Internship Coordinator reviews all paperwork the student submits throughout the internship process, including a midway progress report and final evaluations to help ensure a positive experience.

The Undergraduate Internship Coordinator awards the final grade (Pass/No Pass) for the work based on the internship paperwork and final portfolio submitted by the intern.

9. ELIGIBILITY CRITERION G

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

<http://oregonstate.edu/oei/policy-prohibiting-discriminatory-harassment-0>

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

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

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

Inspired by our mission as a leading land-grant university, we create synergy in teaching, research, and outreach to develop the next generation of globally minded health management and policy professionals. Through interdisciplinary research and innovative curricula, we advance knowledge, policies, and practices that improve population health in communities across Oregon and beyond.

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

Lifelong health and well-being for every person, every family, every community.

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

We share the values that guide Oregon State University: Accountability, Diversity, Respect, Responsibility, and Truth. To these values, we add our dedication to:

Health: We are committed to advancing lifelong health and well-being for all.

Care and Compassion: With compassion and understanding, we commit to caring for ourselves and others.

Innovation: We embrace innovative approaches to addressing challenges and opportunities.

Continuous Improvement: We continually strive toward high standards by optimizing individual and collective strengths.

Cooperation and Collaboration: We promote a collegial learning and work environment that encourages cooperation, collaboration, and active participation.

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

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

Goal 1 (Teaching): Deliver outstanding and distinctive instruction that provides students with the skills required to either 1) assume positions within the health services job market at the entry level within their selected organizations; or 2) progress into graduate study in the areas of health services management or health policy analysis.

Goal 2 (Discovery): Develop a cluster of excellence in health management and policy where we conduct and disseminate high-quality research to the broader academic community and throughout the curriculum.

Goal 3 (People): Attract, support and retain excellence in a diverse complement of faculty, staff and students. Direct students into health service organizations most appropriate for their training and career goals.

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

Goal 1 (Teaching): Deliver outstanding and distinctive graduate and undergraduate instruction that provides students with the skills required to either 1) assume positions within the health services job market at the entry level within their selected organizations; or 2) progress into graduate study in the areas of health services management or health policy analysis.

Objective 1 Provide a competency-based curriculum and achieve program quality through degree appropriate learning objective assessments

Objective 2 Ensure effective mentoring and advising for every student to achieve timely completion of requirements, graduation and employment within discipline-related positions

Objective 3 Provide instruction in essential work skills for professional positions

Objective 4 Periodically review existing curricula to identify changes needed to enhance the preparation of students to meet emerging public health needs.

Objective 5 Maintain full certification and ensure excellence for degree programs beyond the standards required by AUPHA and CEPH, as appropriate.

Goal 2 (Discovery): Develop a cluster of excellence in health management and policy where we conduct, disseminate high-quality research to the broader academic community and throughout the curriculum.

Objective 1 Increase external funding for research and scholarly activities

Objective 2 Develop and implement strategies for the dissemination of research findings to practitioners, policy-makers, educators and the public.

Goal 3 (People): Attract, support and retain excellence in a diverse complement of faculty. Direct students into health service organizations most appropriate for their training and career goals.

Objective 1 Provide our faculty with opportunities for continuous development, recognition and input into their work and/or academic life.

Objective 2 Increase diversity of internship sites in order to facilitate a match between student interests and applied learning.

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

This is presented in tabular form and is sent as a separate file.

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

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

The Program Director (known as "Coordinator" at OSU) is responsible for coordinating the Health Management and Policy undergraduate and graduate programs, which includes but is not limited to the following: chairing meetings of the health management and policy faculty, working with the undergraduate advising office on behalf of the HMP program, implementing curricular changes to update the programs, maintaining relationship with AUPHA, developing the schedule of courses to be offered, advising the co-directors on teaching assignments for HMP courses, and serving on the Public Health Curriculum Committee.

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

The program director (with the title of "Program Coordinator") has a one course release per academic year.

13. 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.

Due to budgetary constraints, there has not been funding for Program Director, Dr. Bernell, to attend the AUPHA annual meeting in recent years, but there is a firm commitment from the Dean of the College that Dr. Bernell will have the funds to attend starting in 2013. Dr. Bernell has been a site reviewer for AUPHA two times since OSU's last certification and with that involvement has remained current with AUPHA certification criteria.

Dr. Bernell does meet with other program directors when she is at other academic conferences and communicates with them via email to obtain input regarding curriculum and other program issues. Dr. Bernell monitors the AUPHA message board and contributes when the opportunity and need arises.

In addition, Dr. Bernell is a member of the Health Management and Policy Council of the Association of Schools of Public Health. Dr. Bernell attended the ASPH Undergraduate Summit in 2011 and met with numerous program directors at this meeting.

14. 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

Oregon State University has three 10-week terms during the 9-month academic year. The teaching load for the 4 full-time faculty members is consistent with that of other faculty in the College of Public Health and Human Sciences. Please keep in mind that our new faculty hires (Dr. Yoon and Dr. Luck) have a reduced teaching load, which may increase in coming years. The increase will be dependent on teaching buy-outs due to acquisition of external funds.

The teaching load for the Health Management and Policy faculty is shown below. The list does not include faculty that teach ancillary courses (i.e., Introduction to Microeconomics).

Dr. Stephanie Bernell, Teaching load = 0:1:3 (1 class reduced teaching load, Prog. Coordinator)

Dr. Jangho Yoon, Teaching load = 0:1:2 (reduced teaching load - hired in 2011)

Dr. Jeff Luck, Teaching load = 0:1:1 (reduced teaching load - hired in 2011)

Dr. Nancy Seifert, Teaching load = 3:3:3

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.

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.

The promotion and tenure guidelines do not speak to "teaching load" specifically. The standard teaching load for faculty in the College of Public Health and Human Sciences is 5 3-credit courses per year. The promotion and tenure guidelines reference "faculty assignment". Faculty assignments are made in collaboration with the School Director. Regardless of grant money brought into the university by faculty, each faculty member in the College of Public Health and Human Sciences teaches at minimum one undergraduate and one graduate course per year. Newer faculty teach fewer courses in the first few years and

build up to teach a full load of 5 3-credit courses per year. From the Promotion and Tenure guidelines: "Teaching: The teaching of students is central to the mission of Oregon State University. Most faculty have significant responsibilities in instruction: • in presenting resident credit courses, international programs, for-credit distance learning programs; • in directing undergraduate and graduate research or projects, internships, and theses, and serving on master and doctoral committees; • in collaborating with and mentoring undergraduate and graduate students, and postdoctoral associates. When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include: • contribution in curricular development, including collaborative courses and programs; • innovation in teaching strategies, including the incorporation of new technologies and approaches to learning; • documented study of curricular and pedagogical issues, and incorporation of this information into the classroom. Evaluation of instruction is based on a combination of systematic and on-going peer evaluations, following unit guidelines for peer review of teaching; tabulated responses from learners or participants of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning." Post Tenure Review A post-tenure review (PTR) is to be performed if (i) requested by a faculty member (ii) requested by the unit head or supervisor after one negative review or (iii) a faculty member receives two consecutive negative periodic reviews of faculty (PROF). A negative PROF is defined as receiving unsatisfactory assessment of one or more areas identified in the position description (e.g., teaching, scholarship, service, outreach). A negative PROF must always be followed by either a PTR in the same or following year, or a PROF in the following year to determine if sufficient progress has been made to overcome the deficiencies identified in the first PROF. The faculty member will prepare a dossier in accordance with the OSU Promotion and Tenure Guidelines, with the exception that outside review letters will not be required, and will not ordinarily be requested. If a faculty member or unit head requests outside review, up to five reviewers will be selected, following the process used in promotion and tenure procedures.

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 additional information is necessary.

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

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

The faculty of the program has the primary responsibility for designing curriculum content and structure of the program. This responsibility is expressed in a number of different ways. The first is that each faculty member is responsible for the continuous updating and revision of his/her course syllabi. Changes to the syllabi occur as a result of changes in the content area discovered by regular review of the relevant literature and incorporation of individual faculty research. Program faculty, at the direction of Dr. Bernell, develops the annual sequence of courses that is offered. In addition, Dr. Bernell has a close working relationship with the undergraduate advisors and meets regularly with the public health advisors to discuss any issues related to the progression and success of students in the Health Management and Policy program, class sequencing, and class size.

The second level of faculty involvement occurs with regular meetings of the program faculty. These meetings allow the program faculty to stay in close communication with one another and provide an opportunity to review one another's courses for possible overlap and duplication. There is a conscious effort to weave key concepts of health services management into all of the core program courses. Our intent is to provide a high level of continuity within the curriculum. Students should see the course content as an integrated whole as opposed to a group of independently constructed classes.

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

Recruitment – Health Management and Policy faculty are actively engaged in recruitment of new faculty members in a variety of ways. The HMP faculty take a major role in developing the position description for new hires. Beyond sharing information about faculty vacancies with prospective candidates at professional meetings, all HMP faculty serve as members of the search committee. In recent years, Dr. Bernell has served as chair of the search committee for Health Management and Policy faculty. Dr. Bernell is serving as the current chair for the search for the 6th Health Management and Policy faculty member. Recommendations by the search committee are forwarded to the Co-Directors of the School of Social and Behavioral Health Sciences and then to the Dean of the College.

Promotion and Tenure - One tenured faculty member in Health Management and Policy Program is on the Promotion and Tenure Committee for the School of Social and Behavioral Health Sciences. Decisions about promotion to a particular rank are made by faculty holding that rank or higher.

Evaluation – Each Health Management and Policy faculty member is required to submit an annual performance report for evaluation by the Directors of the School of Social and Behavioral Health Sciences. The co-Directors of the School of Social and Behavioral Sciences are responsible for evaluating faculty. The program director is not part of this process.

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

The Health Management and Policy faculty meet at least once each term. In the last few years, the faculty met many more times as we were recruiting new faculty to join our program. When a time and date are secured for the HMP faculty meeting, an agenda is distributed prior to meeting – giving ample time for faculty to add items to the agenda. All relevant issues related to the HMP program are discussed at these meetings. Individual assignments for certain tasks are handed out and follow-up meetings are scheduled.

Complete the College/University Committee tab in the Self Study Table to list the college/university committees on which the program is represented.

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.

Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties and in their scholarship or creative activity. Each of these responsibilities will be documented in the dossier.

Oregon State University is committed to educating, both on and off campus, the citizens of Oregon, the nation, and the international community, and in expanding and applying knowledge. The responsibilities of individual faculty in relation to these fundamental commitments will vary and will be specified in his or her individualized position description. Whatever the assignment, faculty in the professorial ranks will engage in appropriate scholarship and other creative activity, with a minimum of 15% FTE allocated to this.

All faculty are expected to be collegial members of their units, and to perform appropriate service that contributes to the effectiveness of their departments, colleges, and the University, and of their professions. Relative contributions expected in the various areas of responsibility will depend on the faculty member's assignment.

Faculty Responsibilities

A faculty member's responsibilities may be subdivided into the categories of teaching and advising, research, extension, service, and other duties as assigned. In addition, faculty are expected to produce scholarly outcomes, as described in their position description. A general description of assigned duties and scholarship expectations follows. The position description is where more specific expectations are enumerated and form the basis for evaluation.

Assigned Duties

Teaching:

The teaching of students is central to the mission of Oregon State University. Most faculty have significant responsibilities in instruction:

- in presenting resident credit courses, international programs, for-credit distance learning programs;
- in directing undergraduate and graduate research or projects, internships, and theses, and serving on master and doctoral committees;
- in collaborating with and mentoring undergraduate and graduate students, and postdoctoral associates.

When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role.

Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- contribution in curricular development, including collaborative courses and programs;
- innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.

Evaluation of instruction is based on a combination of systematic and on-going peer evaluations, following unit guidelines for peer review of teaching; tabulated responses from learners or participants of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Advising:

All faculty members must also be committed to the well-being of students both inside and outside the classroom. Effective advising helps create an environment which fosters student learning and student retention. The formal and informal advising and mentoring of undergraduate and graduate students is an indispensable component of the broader educational experience at the University.

Faculty advising may take the form of assisting students in the selection of courses or careers, serving as faculty adviser with student groups, assisting learners in educational programs both on and off campus, and mentoring students. For promotion and tenure, performance in such activities must be documented and evaluated. Documentation should include the number of students served and the advising or mentoring services provided. Evaluation will consider the innovation and creativity of the services, and their effectiveness; it may be based on systematic surveys of and assessments by students and former students who received these services, when signed by the students.

Research:

Research is the active pursuit of new ideas and knowledge. Research may add to our theoretical understanding of an area or may focus on the improved application of existing knowledge or methods. Scholarship related research results are demonstrated by characteristics such as peer review affirmation (see below). However, there are other outcomes of research activities that should be accommodated accurately in our system.

Faculty are expected to participate actively in research. The exact definition of research for the purposes of promotion and tenure decisions, however, is discipline-specific. Thus, research may also include interpretation and application of new ideas or new methods that may have outcomes that are not peer reviewed but are consistent with the goals of the research project. Expectations and outcomes should be clearly understood by faculty within their specific discipline and delineated in faculty position descriptions, including the proportion of their research activities that are expected to have (or not to have) scholarship as outcomes.

Service:

Faculty service is essential to the University's success in serving its central missions, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions. As with other duties, the FTE ascribed to service in the position description should be an accurate representation of the time assigned to the activity.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs (institutional service), and to their disciplines (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on

department, college, and university committees.

Service to professional organizations contributes to the national and international intellectual communities of which OSU is a part. The part of faculty members' service duties that draw upon their professional expertise and/or are relevant to their assignment, may be considered as a component of a faculty member's scholarship or creative activity, if the work meets the standard criteria of peer validation and dissemination. The appropriate designation of each service duty should be discussed with the individual's supervisor prior to taking on the duty.

Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University.

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

Faculty are encouraged to attend relevant professional meetings and conferences. The HMP faculty as a whole assist in ensuring that classes and other commitments are covered.

There are a number of methods by which the University and College support faculty to pursue research and attend professional meetings and conferences. Among the on-campus sources of financial support for research include:

L.L. Stewart Faculty Development Awards

This program is used to enhance faculty professional development that results in improved teaching practices of individual professors with awards ranging up to \$2,200.

Library Research Travel Grants

These awards support faculty travel to libraries and collections outside the state of Oregon in order to promote faculty scholarship and instructional expertise. Awards range up to \$2,000.

General Research Funds Grants

The OSU Research Office provides small grants for research that is not otherwise supported by organized or directed programs. Grants are available up to \$10,000

External funding can change teaching and scholarship assignments when the funding provides sufficient faculty salary and benefits to justify the adjustment and when the faculty member and School Co-Directors agree. The basic formula for reducing teaching load is as follows:

Reduce teaching load by one 3-credit course for every 8.3% of faculty salary and OPE secured through external sources. Faculty can reduce their teaching load by one 4-credit course for every 11% of faculty salary and OPE secured through external sources.

Unless justified by unusual circumstances, tenured and tenure-track resident faculty will not be approved to reduce teaching loads below a minimum of two courses per academic year (i.e., a minimum of 6-8 credits per academic year, which is .17 to .22 FTE).

The University permits faculty substantial freedom in arranging their academic lives. This freedom is, however, subject to the principle that the primary professional loyalty of full-time faculty is to the University. The potential magnitude of outside professional activity is such that orderly procedures must be followed to avoid conflicts of commitment and conflicts of interest and to ensure that such activities do not conflict with the proper discharge of University responsibilities. This conflict of commitment policy covers conflicts of time commitments between outside activities and University responsibilities. The conflict of interest policy can be found on the Research Office website.

Activities considered to be within the regular work duties of faculty members include: teaching; research and application of research findings; preparation, publication, and review of articles and books (whether for royalty or not); preparation and delivery of lectures; consultation to government agencies, serving on advisory bodies, memberships and activities in professional societies; and participation in artistic performances or activities. In each of these, the following must apply: 1) the activities are related to the faculty member's professional field; and 2) no extra compensation is received other than royalties from publications, or small honoraria typically given for service on federal or state agency advisory panels or seminars at other

universities. Use of the Request for Approval of Outside Activities form is not required for such activities.

Activities considered to be "outside" the faculty member's regular duties are consulting for additional remuneration, (e.g., providing services to individuals or firms, educational programs presented by private firms or independently by faculty members), or a deeper involvement with commercial enterprises (e.g. ownership in a commercial enterprise, holding a line management position). These outside activities have the potential for both conflicts of interest and conflicts of commitment. Faculty must complete annually the appropriate Research Office conflicts of interest forms to ensure that there are no research conflicts of interest, and must disclose any additional potential financial conflicts of interest to their supervisor. Before engaging in outside activities in their field, faculty must also complete the Request for Approval of Outside Activities form to ensure there are no conflicts of commitment. This form can be found here: <http://oregonstate.edu/admin/hr/steam/outemp.pdf>

7c. Provide below any additional narrative that you would like to provide greater detail to the information provided on the Faculty Scholarship & Faculty Service tabs of the AUPHA Self Study Tables.

Scholarship and creative activity derive from many activities, including but not limited to:

- research contributing to a body of knowledge;
- development of new technologies, materials, methods, or educational approaches;
- integration of knowledge or technology leading to new interpretations or applications;
- creation and interpretation in the arts, including the performing arts;
- work on steering committees, funding agency panels and editorships where the outcome is a fundamental change in the field's direction.

While the kinds of scholarship for faculty across the range of positions at the University will vary, the requirement that the significance of the scholarship be validated and be communicated to publics beyond the University will sustain a uniformly high standard. In health management and policy, refereed journals and monographs are the traditional media for communication and peer validation. In consideration for promotion and tenure, scholarship is carefully, objectively, and rigorously evaluated by professional peers, including ones external to the University.

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

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

At OSU, an adjunct faculty member is someone who is affiliated with the program but is employed by OSU and has an appointment in another College. Procedures for appointing adjunct faculty are located at: http://oregonstate.edu/admin/hr/sites/default/files/jobs/adjunct_appt.pdf.

Courtesy and Affiliate faculty are individuals who are not employed by OSU, but who are involved in collaborative efforts in the areas of teaching, advising, or research for a period of time. Procedures for appointing courtesy and affiliate faculty are located at: http://oregonstate.edu/admin/hr/sites/default/files/documents/general/courtesy_affiliate.pdf.

Wherever the interest in an Adjunct, Courtesy, or Affiliate faculty appointment originates, the Health Management and Policy (HMP) faculty discuss and indicate their support (or not) of someone being offered such an appointment. The School Co-Director then oversees the process of requesting the appointment.

Another category of faculty who are periodically engaged in the program is temporary instructors. When a need exists to hire someone from the community to teach a course, we look for appropriate candidates in the HMP instructor pool. We use the pool to hire instructors on an "as needed" basis to teach specific courses. When we know of someone who we think might be a good candidate to teach a particular course, we encourage them to apply to the instructor pool. Following Human Resources procedures, we screen pool applicants to identify qualified candidates. With input from the HMP Program Coordinator and other HMP faculty, the School's Co-Director selects the candidate(s) that we believe are most qualified for the particular course needing to be taught. Steps are then taken to hire a qualified candidate.

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

We evaluate the performance of temporary instructors through student teaching evaluations and, when possible, peer review by HMP and/or other faculty. The evaluation of Adjunct, Courtesy, or Affiliate faculty depends on the nature of the contributions they were expected to make (e.g., teaching, research).

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

The HMP Program Coordinator and other HMP faculty help orient and prepare temporary instructors and others who teach in the program but are not regular faculty. For example, they share syllabi with them in advance, meet with them to discuss the course, share course materials, and put the specific course in the broader context of the HMP curriculum. The HMP faculty are highly committed to top-quality teaching and do whatever they can to ensure that a temporary instructor enters the classroom well-prepared.

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

Because temporary instructors, by position, have a short-term relationship with the program, they are generally not fully integrated into program activities. Depending on the individual's preferences and the HMP's expectations for their involvement in the program, Adjunct, Courtesy, and Affiliate faculty might be invited to attend HMP faculty meetings, participate in student activities, give guest lectures in classes, etc.

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 Health Management and Policy program, which includes undergraduate and graduate programs, is housed in the School of Social and Behavioral Health Sciences within the College of Public Health and Human Sciences. The Dean of the College has primary responsibility for the College's fiscal planning and management and works closely with the Manager of Health Sciences Division Business Center and college leadership to: 1) forecast the OSU and College budget, 2) align the budget with our College's Strategic Plan, and 3) provide for the needs of the Schools and Programs within our College. Resources for the College come from five principle sources: 1) an allocation of a portion of the University's Education and General Fund and student tuition revenue; 2) an allocation of E&G dollars generated from entrepreneurial and research-, or service-sponsored projects; 3) competitively awarded grant and contract funds supporting scholarly research and service; 4) Statewide Public Services (SWPS) fund directed to OSU Extension 4-H and Family and Community Health Programs, and a small portion of Agricultural Extension Station fund to support USDA multistate research project activities; and 5) gift funds, including both donations and interest earnings on endowed funds. The School's portion of the College's budget is managed and overseen by the School's Co-Directors. The School budget covers the instructional and programmatic costs of the Health Management and Policy (HMP) program. That is, the expenses associated with the HMP program (e.g., personnel costs, administrative costs, supplies, etc.) are included in the School's annual budget. When new potential expenditures are identified (e.g., a new HMP faculty member is hired), those costs are budgeted, managed, and expended, as appropriate, at the School level. Although the HMP Program Coordinator communicates with School Co-Directors regarding HMP program needs, the HMP Program Coordinator does not have budgetary authority and does not participate in the School's fiscal management.

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

Each faculty member in the program has his or her own office and all necessary computer needs are met. Temporary instructors share office space and computers.

Our College has teaching, research, administrative, and office space located in several buildings centrally located on campus: the Women's Building, where the Dean's Office is located, Waldo Hall, Milam Hall, Langton Hall, Ballard Hall, Bates Hall, and the Hallie Ford Center. Our College has specialized, technologically enhanced teaching spaces in the buildings, and also has access to University classrooms in these and nearby buildings. The faculty in Health Management and Policy are located on the newly renovated fourth floor of Waldo Hall. State-of-the-art research space is distributed throughout our College's buildings.

In the area of instruction, OSU provides an extensive array of tools and services for faculty and students including:

- Blackboard Learning Management System
- Over 200 general purpose classrooms with dual-platform instructional computers, Smartboard interactive symposia and custom teaching podiums with Monday – Thursday 7:45 AM - 7:30 PM and Friday 7:45 AM - 5:00 PM dedicated helpline support
- Presentation capture systems in large lecture halls.

In addition to the above, the College contracts with the office of Information Services (IS) for the following customized services:

- Purchasing, configuration, management and support for 200+ faculty and staff workstations
- 3 computer labs totaling just over 100 computers dedicated to PHHS students
- Secure file hosting with anywhere, anytime access for faculty and staff
- 100% coverage for wired internet access and 95% wireless internet coverage of 7 PHHS buildings
- IT enhanced room design, build and support for administrative, instruction, research and video conferencing needs
- Dedicated computer support for off campus faculty in research and outreach activities

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.

Faculty, staff and students have on-campus and remote access to the resources of the OSU Libraries (OSUL), <http://osulibrary.oregonstate.edu/>. OSUL houses nearly 2 million volumes, with approximately 20,000 new monographs added annually. OSUL subscribes to approximately 34,000 current serials. However through more than 250 indexing, abstracting and full-text databases and other electronic subscriptions, OSUL provides access to 71,972 unique electronic journal titles. Access mechanisms for licensed subscription resources include IP address recognition on campus and proxy server authentication from off campus. Additionally community members have in-person access to the majority of library resources.

OSUL provides freely available access to significant and unique archival and digital library collections including: Oregon Explorer (<http://oregonexplorer.info/>); Linus Pauling Online (<http://pauling.library.oregonstate.edu/>) - part of OSU Special Collections; the Oregon Multicultural Archive (<http://archives.library.oregonstate.edu/oma/index.html>) - part of University Archives; and OSU's institutional repository, ScholarsArchive@OSU (<http://ir.library.oregonstate.edu/xmlui/>).

OSUL is a selective Federal depository library and a State of Oregon depository library, providing documents in all formats including print, electronic (online and CD/DVD), and microform. Currently OSUL collects 80% of U.S. Government materials available through the Federal Depository Library program, and 100% of state documents. OSUL has been a depository library since 1907.

Guidance in accessing and using library resources, related research tools and developing research strategies is provided by professional subject specialist and instruction librarians and includes course-integrated instruction, one-on-one research assistance, research workshops developed for undergraduate students (<http://ica.library.oregonstate.edu/subject-guide/1481-Research-Skills-for-Undergraduates>) and research workshops developed for graduate students and faculty (<http://ica.library.oregonstate.edu/subject-guide/656-Library-Workshops-for-Grad-Students-Faculty?tab=2451>). OSUL also provides Web-based, point-of-need instruction including course resource guides, discipline-based research guides and self-paced tutorials. Additional assistance is available in person, by email, by texting, by instant messaging/chat and by telephone.

Document delivery services include a reciprocal materials borrowing arrangement among 37 university, college and community college libraries in Oregon, Washington and Idaho (the Orbis Cascade Alliance). Document delivery also includes Interlibrary Loan desktop delivery services for materials not held by OSU Libraries and a scanning/desktop delivery service for OSU-held, print-only or microfilm/fiche-only materials.

Given the access as described above, there are absolutely no problems obtaining all necessary material for health management and policy instruction and research.

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

OSU dedicates over 7 million dollars each year toward support for existing IT services along with new innovative services aimed specifically at students. Faculty, staff and students in the College of Public Health and Human Sciences (PHHS) benefit

from numerous services provided to the general OSU community including:

- 4 student computer labs and a virtual computer lab facilitating a lab quality experience anywhere, anytime
- One-on-one consultations with faculty, bi-monthly educational technology workshops, online faculty training and support for core campus instructional systems including Blackboard, presentation software, student response systems, and social media.
- High speed wired network to every building on campus including dorms
- Extensive wireless network coverage
- Email, file storage and web hosting for all students and employees
- Secure access to OSU resources through VPN
- Helpdesk services, including quick-help response for common questions and in-depth consulting for complex issues, technical support for students presenting academic work, computer troubleshooting and consulting.
- Multimedia equipment checkout service for laptops, cameras, camcorders, and more
- Website hosting through the Drupal CMS
- Access to site licensed and bulk licenses software, including numerous statistical packages, Microsoft OS & Office, Arc GIS and more
- Video conference bridging service

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

Faculty development is a responsibility shared by the University, College and Schools. The OSU Office of Human Resources has a Training and Organizational Effectiveness unit, which serves faculty as well as other employees with workshops, mentoring, and individualized coaching. OSU also sponsors workshops on important issues, such as conversational skills and bullying in the workplace. The Office of Human Resources also assists in the delivery of the Oregon University System's sabbatical leave program

(<http://oregonstate.edu/admin/hr/document/pdf/sabbatical-leave%E2%80%93application>).

The Office of Academic Affairs hosts faculty forums and a Leadership Academy. Additionally there are targeted faculty development awards, such as the LL Stewart Faculty Development Fund, Faculty Scholar Fund, and the Professional Faculty/Instructor Development funds that support faculty.

The OSU Research Office offers faculty incentive programs for seed research programs, equipment emergencies, release time, and capital equipment. It also offers an annual orientation for new faculty, which is available online at:

<http://oregonstate.edu/research/faculty/index.htm>. The offices of Sponsored Programs and Research Integrity provide a wide variety of support ranging from guidance on proposal submissions, research compliance and conflict of interest.

The OSU Center for Teaching and Learning (CTL), established in 2004, provides resources for faculty development in the areas of: service learning; global learning; hybrid course development; writing intensive curriculum; difference, power and discrimination program; university-wide teaching excellence; and baccalaureate core implementation. <http://oregonstate.edu/ctl>

This center also collaborates with the College to provide workshops on requested content. For example, in the Spring of 2012 and again in the Fall of 2012 competency assessment workshops were offered as a collaborative effort between the CTL and the Dean's office. These workshops focused specifically on assessment techniques and the overall College assessment approach for competency evaluation.

The Center for Teaching and Learning supports excellence in teaching and learning in the academic curriculum and learning in co-curricular settings. The CTL has particular expertise in pedagogy and course design; general education; writing in the disciplines; difference, power and discrimination; teaching and learning technologies; global learning; GTA training and development; and classroom assessment techniques. The services include individual consultation, faculty workshops and seminars, faculty learning communities, and orientations.

At the college level, a variety of faculty development initiatives are available through support from the Dean's office. Starting in the Fall of 2011, the College organized a new faculty orientation. The orientation involved opening and closing remarks from the Dean, with the majority of the program organized and presented by the College's 3 Associate Deans. This collaborative approach to orientation was designed to assist new faculty in understanding the integration of the 3 areas represented by the Associate Deans.

In general, new faculty receive a start-up package to assist them in the initial steps of becoming a productive faculty member at OSU. Depending on individual needs, the size of the package as well as the source for the funds may vary. In the recent past, the College leadership has had a strong focus on leadership development of faculty and in 2011 held the College's first leadership development program. The 9 participants were chosen through a combined nomination and application process to participate in the 7 month long program. Dr. Stephanie Bernell, the HMP program coordinator, was a participant in the leadership development program.

Research support for faculty from the Dean's office continues to be an area of emphasis and growth. In 2004 the College held its first grant writing seminar for faculty. The program consisted of the hiring of an external grant writing company and was focused on supporting faculty from idea development to proposal submission with the ultimate goal being the submission of a major proposal to a national level funding agency. Since that time, the seminar has been offered 6 times with an average of 18 participants each offering. In addition to research support offered by the Dean's office, College staff are available to help both in the pre and post award phases of grant administration.

Several supportive small activities and programs come from the two schools to assist faculty. These include such things as school or discipline seminars, and brown bag meetings to discuss curricular items. Mentoring of faculty is largely organized at the school level by the Co-directors. Possibly the greatest area of school based support for new faculty is release time from teaching in the first and second year of their arrival at OSU. The amount of release time granted to each new hire is based on a combination of the individual's research agenda and the immediate program needs for teaching. Most recently, teaching release has ranged between 2 or 3 courses per year for the first two years.

Academic Resources for Students

The Academic Success Center (ASC) is a student-centered place where students can come for assistance and to get questions answered. The services include the following:

- Academic Coaching—well trained peer coaches can help students achieve academic success
- Academic Learning Services—ALS offers courses in support of student success (Academic Success, Career Decision Making) as well as orientation and skills development
- Peer Education Training—The ASC offers training for tutors, Supplemental Instruction leaders, and academic coaches
- Summer Bridge Experiences—The ASC is home to the BEST Summer Bridge Program for student athletes and to the September Scholars Bridge Program, which assists students in their transition to the university
- Supplemental Instruction—offers group tutoring/study table support in high-risk classes
- University Exploratory Studies Program—advising for students who have decided to explore majors
- Writing Center—provides writing support enabling students at all levels to function effectively, efficiently, and confidently in an academic environment
- Information and Referral—The ASC will help with your questions or needs, and connects students to the right office

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.).

Our College organizational structure was deliberately designed to promote integration for collaborative research, teaching and service. Under our new configuration since 2011, discussions among faculty and staff across our College have already resulted in new collaborations that take advantage of shared missions, joint research, and mutual efforts to advance our excellence in teaching, research, and outreach.

Similarly, the Division of Health Sciences, including the College of Public Health and Human Sciences together with the College of Pharmacy and the College of Veterinary Medicine, has proposed three One Health goals in support of Phase II of the OSU Strategic Plan:

1. Develop integrative, cross disciplinary research, together with interdisciplinary graduate programs.
2. Transform the College of Health and Human Sciences into an accredited College of Public Health and Human Sciences, with dual DVM-MPH and MPH-Pharm.D. programs.
3. Enhance outreach to stakeholder communities.

Our College participates in an Inter Professional Education (IPE) course along with the OSU Colleges of Pharmacy and Veterinary Medicine, Western University of College of Osteopathic Medicine Northwest, and Linn Benton Community College (nursing, physical therapy and imaging students.) Over the course of one academic year, interdisciplinary groups of 10 students

each assess, research and plan team responses to 8 problem-oriented, facilitated case studies.

Students have the opportunity to obtain bachelors, masters and doctoral degrees. Additionally, 2 formal joint degrees promote collaborative training outside our College. In collaboration with sister colleges in the Health Sciences Division, our College offers joint DVM-MPH and Pharm.D-MPH programs.

Our College's research efforts align with our mission of "Lifelong health and well-being for every person, every family, every community." The Center for Healthy Aging Research, the Hallie E. Ford Center for Healthy Children & Families, and the Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health all contribute to interdisciplinary training. Most directly, they offer students the opportunity to work with faculty and other students in a broadly interdisciplinary environment, focusing on solutions to health and wellbeing challenges that demand teams that cross disciplinary boundaries. The centers also offer explicitly interdisciplinary training. For instance, the Integrative Graduate Education and Research Training (IGERT) is an interdisciplinary traineeship, funded, in part, by the National Science Foundation. The program aims to develop a new generation of interdisciplinary scientists with the professional skills to shape the science, products, and policies that will optimize function and independence of older adults in our society.

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?

The undergraduate degree is not offered on-line or in a distance education format.

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?

There are numerous opportunities for training to assist faculty in integrating on-line / internet based tools to complement traditional classroom – based instruction.

Teaching Tools

There is a course called "Developing an Online Workshop" which is a 6-week online training designed to help faculty members develop course materials appropriate for online learning in a facilitated, collaborative environment with a cohort of peers.

Ecampus also offers one-on-one or group Blackboard training for faculty delivered either face-to-face or online.

Hybrid Courses

OSU established the Hybrid Course Development Pilot Program in Fall 2011 as a concerted effort to redesign selected on-campus courses for hybrid delivery. Through this program, the Center for Teaching and Learning (CTL) provides instructional design services and facilitation of term-long faculty learning communities composed of small groups of faculty who are engaged in hybrid course redesign. OSU Academic Affairs, the CTL, Ecampus and Technology Across the Curriculum (TAC) support these efforts.

A hybrid course blends online components and required face-to-face class meetings. A substantial portion of the course learning activities are delivered online; face-to-face meeting time is reduced by at least 40% compared to a traditional on-campus course.

The CTL can assist any OSU faculty with design, development and delivery of hybrid courses both through one-on-one consultation and through workshops, seminars, webinars and materials on the CTL website.

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

We currently do not offer the degree in an on-line format.

22. 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?

Undergraduate Recruitment:

At the undergraduate level, students who are interested in attending Oregon State University apply to the Office of Admissions rather than individual colleges and schools. The College works with the Office of Admissions when recruiting its undergraduate students. The College's Professional Advising staff is assigned to coordinate all recruitment activities. In addition, College faculty often participate in Health Career Fairs for prospective students, coordinated on and off campus.

In conjunction with the structured visitation programs throughout the year, the Office of Admissions offers daily visits where students can meet with individual Colleges and learn more about specific programs and majors. Prospective students that have shown an interest in our College are included in a comprehensive communication plan that includes university-level information along with specific targeted communications regarding our College's programs. The targeted communications for our College are sent by the Admissions office. Students that are considered high achievers/high-ability, receive additional communications including a letter from the University president, an invitation to consider applying to the University Honors College (UHC), information about academic scholarships, research opportunities and education abroad, international internships and OSU's International Degree program.

Undergraduate Admissions:

OSU's admission requirements promote student success by assessing student preparedness and academic potential in the unique context of each student's personal experience. The admissions process consists of a fair and comprehensive review of all applicants to determine potential success at OSU. Admission assessment will consider all achievements, both academic and non-academic, to enroll students with a broad range of characteristics and perspectives. Considerations include, but are not limited to: academic achievement, creativity, initiative, motivation, leadership, persistence, service to others, intellectual curiosity, exceptional personal or academic recognition, unusual talent or ability, substantial experience with other cultures, and ability to overcome significant challenges. Initial admission selections are based on a holistic assessment of the criteria listed at <http://oregonstate.edu/admissions/admission-requirements-0>.

Unlike graduate admissions, undergraduate admission is to Oregon State University, not a specific degree program within the College of Public Health and Human Sciences. As such, the faculty in the College do not play a role in the undergraduate admission process, but rather in the recruitment activities.

Students interested in the B.S. Public Health, option in Health Management and Policy, must complete the following four courses with a grade of "C" or better and an overall GPA greater than or equal to 3.0: H100 (Introduction to Public Health); H210 (Introduction to the Health Care System); H220 (Health Data Analysis); and H225 (Social and Individual Health Determinants). While they are taking these courses, they have a "pre-major" designation. Once this requirement is complete, they move to full major status.

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.

Currently there are 150 full-time students and 23 part-time students in the program. In the 2011-12 academic year, 43 students graduated with the HMP option.

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 College and the specific academic programs have a variety of printed materials used for recruitment. Oregon State University is on the quarter term system and The University Academic Calendars are published by the Registrar on the web (<http://oregonstate.edu/registrar/academic-calendar-0>). The Registrar is responsible for publishing academic regulations related to degree requirement and grading procedures. This information is located on the web at <http://oregonstate.edu/registrar/regulations>.

The Academic offerings of the College are located in the online catalog at <http://catalog.oregonstate.edu/CollegeOverview.aspx?code=23>.

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

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

URL1 : <http://oregonstate.edu/registrar/academic-calendar-0>

URL2 : <http://oregonstate.edu/registrar/regulations>

URL3 : <http://oregonstate.edu/visitosu/open-house-programs>

URL4 : <http://health.oregonstate.edu/degrees>

23. 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 College has a centralized advising office staffed by 7 professional advisors, an administrative assistant and seven peer advisors. Each PHHS advisor can address all majors in the College particularly for prospective students but are also assigned to be specialists for two majors aligned with the Schools. Students are not assigned to specific advisors, but can choose to meet with advisors trained as specialists in their major area.

Students in the College do not have mandatory advising but are encouraged to see an advisor as often as possible to work on registration, discuss career goals and experiential learning opportunities, and assess academic plans. When students enter the College, either as new students (freshmen and transfer students) or as current students from another college/department (internal transfers), they are provided with an orientation. In the case of new students, they receive an orientation to the University, the College, and their new major from the Advising Office staff.

At the undergraduate level OSU Career Services as well as the centralized advising office provides information and support. Career Services provides, career counseling, job and internship search support, resume drop in hours, experiential learning information, mock interviews and a career fair each term.

Each year, more than 400 employers interview students and alumni for full-time, internships and summer jobs. <http://oregonstate.edu/career/>. In addition the College advising office partners with OSU Career Services to host workshops and panels that bring in a variety of professionals who share their career paths and give advice to current students seeking careers in their respective fields. Workshops also are conducted on other essential topics including applying to graduate school, writing cover letters and resumes and transitioning from student to professional.

24. 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?

The advising program offers a comprehensive range of services to help students make informed decisions about their academic coursework, potential majors, and career paths, with the goal of providing accurate, consistent, timely, and compassionate academic advising to all students. Student workers in the Office of Academic Advising serve as Peer Advisers. Peer Advisers lend support by participating in prospective student visits and new student orientation programs, and by assisting fellow students with online registration. They also support advising of prospective and current students by providing information regarding the majors/options within the College.

The Undergraduate Student Council represents undergraduate students across all the undergraduate majors and options in our College and provides undergraduate students a voice in matters pertaining to the affairs of our College, Schools, and undergraduate academic programs. This body provides a means for undergraduate students to advocate for student interests to

College administration, to encourage the highest quality of undergraduate instruction and student engagement opportunities, and to otherwise enhance undergraduate student experience in our College, the University campus, and the community.

The Undergraduate Student Council is composed of representatives from each of the undergraduate majors and degree options in our College. Council members are nominated by faculty to serve a 1-year term. Representatives serve as liaisons between their academic programs and the Council as a whole. Through quarterly meetings, open discussion, and committee work, the Council assesses issues of concern to the students they represent and brings forward recommendations to College administrators and the Dean.

Many HMP students are members of the Oregon State Society of Healthcare Executives. This organization provides members with a network to the hospital systems in the Corvallis area that are connected to Samaritan Health Services and their chapter of Society of Healthcare Executives.

The Oregon State University student club, Society of Healthcare Executives (SHE), holds a strategic planning session in the fall, bi-weekly club meetings, and informational luncheons. The faculty adviser is Dr. Nancy Seifert. There is a club president and other officers. The faculty adviser gives support to the club, but encourages the students to hold all executives offices and to set the schedule for the year. SHE has a Facebook page.

25. 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.

Students, both graduate and undergraduate, in the College have a variety of mechanisms for communicating their concerns to school officials. In all cases the students are encourage to have informal conversations with parties involved in the issue. If the student does not feel comfortable directly approaching the other party, then school or college administrators are available to serve as facilitators to resolve issues. If an issue is not resolved through meetings and conversations the students have formal grievance procedures available to them. Listed below are the locations of the policies.

Oregon University System Policy on Student Appeals and Grievances
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_022.html

Grievance Policy
http://oregonstate.edu/dept/grad_school/grievance.php

In addition to the student evoking one of the official procedures for grievance, they also have the option to visit the University Ombuds Office <http://oregonstate.edu/ombuds/>

The University Ombuds Office promotes a civil and inclusive campus community by providing informal, impartial, and confidential conflict management services to all members of the university community. The Ombuds assists with individual concerns through service and education, and serves as a change agent to address group conflict and systemic concerns. It is the goal of the Ombuds to foster a culture of healthy, safe and open dialogue, and facilitate cooperative problem resolution. If students contact this office to address a specific conflict, the Ombuds will listen to the concerns, value diverse perspectives, help explore options for resolution, provide facilitation or mediation services when appropriate, and remain impartial to all parties involved.

26. 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 HMP program historically had an advisory board that was not aligned with the College. With the reorganization of the College and the pursuit of CEPH accreditation, the College is in the process of putting together a new College level Community Advisory Council. This new Advisory Council will be in place by January 2013. The advisory council will be made

up of public health community partners, alumni, and industry leaders.

The Community Advisory Council will serve as a formal mechanism for communicating with relevant external stakeholders in public health and the human sciences. The overall goal of the Council will be to assist the college in planning, implementing, and evaluating its instructional, research, outreach, and service activities in ways that assure sensitivity to the perceptions and needs of the community. The panel would serve multiple purposes, including but not limited to

1. informing the College of emerging trends and customer needs, product or program quality, and organizational impact.
2. educating the public health and human science community about the work of the College of Public Health and Human Sciences.
3. serving as a central hub for integrating the work of ongoing and ad-hoc advisory groups convened to advise curricula, field placements, community-based research activity, and outreach and engagement work.
4. providing feedback to CPHHS administration on issues where constituent input is critical, e.g., self-study review, selected initiative development.

The Community Advisory Council will meet semiannually with capacity to create subcommittees and ad hoc work groups as needed. It would be expected that members would be able to review documents and respond to questions via e-mail when requested.

A subcommittee, comprised of leaders in health management and policy, will provide advice to the Health Management and Policy faculty on issues related to curriculum, internships, and competencies. The Health Management and Policy community advisory subcommittee will meet two times per year beginning in 2013.

27. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

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

Healthcare organizations are increasingly using networks as a means of growing their circle of business contacts and promoting themselves. OSU HMP faculty believes by connecting these healthcare organization partners with OSU students, strong relations will be built. The Health Management and Policy Program has strong relationships with professional communities.

CEO's, COO's, CFO's, Administrators, Managers, and Early Careerists are routinely invited to the classroom to share their insight and advice. Professional networking opportunities are scheduled on and off campus, and opportunities to learn from leaders in the field have been made available on and off campus, in collaboration with State-wide organizations.

Guest Lectures

Upon completion of a guest lecture on campus, students are given the opportunity to hold a Q & A session and this is followed by a networking opportunity with the speaker. Several of these individuals will hold a call-back day to answer specific student questions.

- Andrew Perry CEO The Corvallis Clinic "Leadership in a multi-specialty clinic".
- Peter McGarry, Contract Specialist, Pacificsource. "Navigating the Payer side of Healthcare"
- Bill Origer, MD, Samaritan Health Services, "How to Talk to Physicians and the Medical Home Model"
- Jane Brannen, CPC Kaiser Permanente, "Compliance Programs for Medical Billing Practices"
- Chad Niegel, CEO Rynic Solutions, "Negotiating and Avoiding the Pitfalls of Managed Care Contracts"
- Sally Cheyne, COO, Eyecare Associates, "Tips for the early Careerists"
- Kelley Kaiser, CEO Samaritan Health Plans, "Medicaid and the Emerging CCO Model"
- Nate Dawson, Administrator, Avamere Company "The New Direction for Long Term Care Facilities"
- Megan English, Kym Wells, Administrators, Marquis Companies, "Admission Criteria for Long Term Facilities—tips and techniques"
- Rachel Todd, Vice President of Specialty Services, Good Samaritan Region Medical Center, "Administration and leadership for

the Specialty Physician Clinic”.

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

The Oregon State University student club, Society of Healthcare Executives (SHE) is extremely active. During the strategic planning session, the schedule is set for the academic year. Efforts are strongly focused on networking, exploring multiple healthcare organizations, and providing a forum for HMP students to share ideas. This active club, which meets bi-weekly, held multiple opportunities for students' involvement during the academic year 2011-2012. The following activities demonstrate the interaction between practitioners with students.

Becky Pape, CEO Lebanon Community Hospital. “Behind closed doors; the critical access hospital.” Ms Pape and her staff allowed students to explore this community hospital and upon completion she hosted a Q &A session.

Oregon Society of Healthcare Executives and The OSU SHE club hosted a tour of the new medical school, COMP NW at the Lebanon campus. Students networked with physicians who hold the degree of DO, and were privileged to visit all medical school training rooms.

Early Careerists: A Panel discussion of recently graduated students networked with the club. “How to survive your first year as a new employee”.

Multiple speakers: Topics included “Writing the excellent cover letter”, “Resume Writing” insight from several HR directors, “Long Term Care Employment Opportunities”, “The Electronic Medical Record” and “How to Network”.

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.

For the past four years a faculty advisor has accompanied students from the Health Management and policy track to the “Congress on Leadership”. ACHE's Congress on Healthcare Leadership offers tremendous professional development and opportunities to network with and learn from leaders in the field. More than 4,500 healthcare leaders attended the 2012 Congress on Healthcare Leadership. This annual event held in Chicago, ILL draws the top healthcare leaders from across the world.

Two times per year the Oregon Society of Healthcare Executives (OSHE) holds a continuing education meeting. Students are encouraged to attend and credit is given to those students who travel to these in-state events. OSHE requires that upon completion of the presentations, leaders from the field network with students and early careerists. OSHE has allowed for a reduced fee for students.

28. 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.

The College of Public Health and Human Sciences is committed to forging permanent relationships with alumni. Beginning in 2013, alumni will be surveyed each year. Information regarding career placement, income, linkages to OSU, and linkages to the program will be gathered. Alumni will also serve on the Community Advisory Committee. As is the case today, we will draw upon the alumni as a source for internships and other educational activities.

29. 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.

The Health Management and Policy track utilizes various teaching methodologies in order to establish a personal connection between students and the topic of study. In response to the changing learning styles, class meetings are more discussion driven and student involved.

Our faculty uses several methods of teaching. Examples include, but are not limited to the following:

H 436 Advanced Topics in Healthcare Management: This course utilizes the methodologies of collaborative discourse. Students select group leaders, manage the discussion and come to a consensus regarding a specific management problem.

A guest-lecture format is also utilized. Faculty invite leaders in the field to present on topics ranging from leadership, followership, strategic planning, and successful administrator to physician relations.

H 434 Healthcare Law: Collaborative learning occurs in healthcare law, as the students act as editors for each other's research projects. The editing efforts are graded and students take responsibility for their own grade as well as their partner's. The students then present their findings to the class and the editor leads the classroom question and answer session.

H458 Reimbursement Mechanisms, guest lecturers present a real-world scenario to the class. Students are also encouraged to utilize the case-study method to solve managerial problems in reimbursement, especially as the cases relate to the changing environment.

Team projects are centered on reimbursement issues that a potential manager would encounter, students are working in groups for a single solution and answer to the problems assigned.

H 210 Introduction to the Health Care System; Faculty has demonstrated a strong commitment to encourage increased depth and experience in lectures and the traditional classroom lecture format. Team-teaching has occurred where individual faculty bring in their expertise to the classroom

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).

We do not currently offer an on-line version of the degree.

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?

No courses are offered on-line or in a distance education format.

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?

No courses are offered on-line or in a distance education format.

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

No courses are offered on-line or in a distance education format.

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

No courses are offered on-line or in a distance education format.

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.

No courses are offered on-line or in a distance education format.

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.

Oregon State University has numerous resources to support faculty and student use of technology. For example, Technology Across the Curriculum (TAC) has on online tutorials designed to accomplish deep learning of specific skills in little time. The

Generating Educational Mastery System (GEMS) offers quick solutions to specific questions about using Blackboard, PowerPoint, MS Office, Video, Podcasting, and more.

GEMS are designed to assist educators to use information technology tools to increase teaching and learning power. Using GEMS in combination with the workshops and individual consulting that TAC provides will help faculty determine which technologies will aid your instruction and assist you to make use of the technologies in the most effective manner. Most GEMS are presented in three forms; Flash, HTML and PDF.

TAC also offers Quick Steps: These are static tutorials that provide the same information as the dynamic GEMS, though in a single web page with screen shots. Quick Steps are valuable to folks with strong accessibility requirements, and to individuals who have viewed a dynamic GEM and seek a quick reminder of the basic steps of the sought skill.

The Valley Library also offers numerous workshops each term in new research technologies. These workshops include, but are not limited to Endnote, Data Management, and Literature Review Management and Resources.

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.

No courses are offered on-line or in a distance education format.

30. CURRICULUM AND TEACHING (Criterion 20)

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

HMP students complete a part of their Baccalaureate Core as a result of taking classes within the HMP Program. Required program classes that also satisfy the Baccalaureate Core are as follows:

Biological Science MB 230 - Introductory Microbiology
Mathematics MTH245 - Math for Management, Life, and Social Science
Social Processes H210 – Introduction to Health Services and Organizations
ECON201/202 - Introduction to Micro and Macroeconomics
Writing Intensive H434 - Health Care Law and Regulation

Since 2001, H210 (Introduction to Health Services and Organizations) has been a Baccalaureate Core class in the area of Social Processes and Institutions. That course has become so popular that we currently offer it three times a year.

Communications - In addition to the Baccalaureate Core classes emphasizing communication (minimum of two writing courses plus one additional class in either writing or speech communication), the HMP program places a strong communication emphasis in H250 (Introduction to Health Care Organization & Administration), H434 (Health Care Law and Regulation) and H436 (Health Services Management and Administration). H250 and H436 both contain specific didactic sections on communication while H434 is our writing intensive course. BA351 (Managing Organizations) and BA453 (Human Resource Management) also have a significant communication component.

Computational Skills - The University requires at least one 100 level or higher math class as part of the Baccalaureate core. The HMP program is far more demanding. All HMP students are required to take H220 (Health Data Analysis) and MTH245 (Math for Management, Life, and Social Science). In addition, H425 (Epidemiology) and H432 (Economics of Health and Medical Care) and H457 (Financial Management of Health Care Organizations) have a significant computational component.

Critical Thinking - The ability to analyze problems is considered to be one of the most important attributes an OSU graduate can possess. The HMP program incorporates a number of classes into the curriculum that have critical thinking as a significant component. These classes include H319 (Health Policy), H425 (Epidemiology), H432 (Economic Issues of Health and Medical Care), H434 (Health Care Law), ECON201 (Microeconomics), ECON202 (Macroeconomics), and PHL444 (Bioethics).

Social Context - The OSU Baccalaureate Core places a strong emphasis on social content. As part of the 51 credit Baccalaureate Core Program, all OSU undergraduate students are required to take 3 credits on cultural diversity, 3 credits on literature and arts, 3 credits on social processes and institutions, 3 credits on western culture, 3 credits on contemporary global

issues, 3 three credits on science, technology and society, and 3 credits on complex structures, systems, and beliefs behind discrimination and unequal power distribution in American society.

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

[Criterion 20b Course Descriptions.docx](#)

31. 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.

1. Demonstrate the importance of public health data in understanding health and disease in populations;
2. Explain the foundations of public health;
3. Identify environmental health hazards and their potential effects on human health;
4. Describe how behavioral factors contribute to specific individual and community outcomes;
5. Differentiate the relationship between local, state, and federal public health systems and their roles in the US public health system.
6. Identify the main components and issues of the organization, financing, and delivery of health services in the U.S.; and
7. Apply the appropriate principles and metrics to address performance issues within and between healthcare organizations.

As one of the missions of the program is to develop the next generation of globally minded health management and policy professionals, these competencies are firmly grounded in public health supported by a health management and policy framework.

The students graduating from the HMP program find positions in wide range of settings, with varying responsibilities. It is typical for students to find work in county public health departments, hospitals, physician practices, the insurance industry, and state agencies. Our program recognizes the diverse skill set that is required and we have developed the health management and policy competencies (along with the corresponding courses) to meet the needs of the changing health care system.

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

Track and program coordinators throughout the College led the process whereby program faculty reviewed and revised existing competencies. Dr. Stephanie Bernell attended a 4-hour workshop on competency-based education that addressed terminology, implementation, and identifying competencies by way of such resources as Bloom's/Dave's Taxonomy. Dr. Bernell then worked with track and program faculty to revise existing competencies.

Consensus building was achieved by placing the faculty-generated competencies online and soliciting feedback to an electronic survey from students, faculty and community stakeholders. The survey asked respondents to rate a specific set of competencies on such factors as usefulness in understanding what graduates will be able to do, workforce preparedness of graduates after acquiring the stated competencies, importance of graduates acquiring the stated competencies, and support for the stated competencies as a whole. Respondents were also provided the opportunity to offer suggestions for further developing individual competencies that were presented, inserting critically important competencies that were omitted, and sharing any final comments.

Complete the Self Study Table to demonstrate how your program's competencies map to the curriculum.

32. CURRICULUM AND TEACHING (Criterion 22)

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.

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.

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33. CURRICULUM AND TEACHING (Criterion 23)

23a. Complete the Self Study Table, found under Eligibility Criterion D, to demonstrate how your curriculum covers the required content areas.

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

The curriculum for the Health Management and Policy program has both depth and breadth. As far as the curriculum, since our last self-study we have added a course in Human Resource Management (BA 453), added an overview course on Public Health (H100), increased the rigor of Advanced Topics in Health Care Management (H436) and changed the Reimbursement Mechanisms Class (H458) to include a final project that incorporates knowledge and skills from the entire Health Management and Policy Program.

We have listened to employers of graduates and have identified two areas in the curriculum that require additional attention. They are information systems and quality assessment. With the hiring of 2 new faculty members, increasing the depth of knowledge in these areas is a very reasonable goal in the next two years.

34. EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

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

The internship is 400 hours at an approved site, with students participating in activities and projects that provide students with skills required to assume entry level positions in health management and policy (Goal 1). The experience is also designed to direct students into health service organizations most appropriate for their training and career goals (Goal 3).

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

The intent of the internship is to allow students the opportunity to apply knowledge from the classroom into a real world setting appropriate for health management and policy and this can only be achieved by ensuring that students have taken the majority of their classes before the internship.

The internship is sequenced to be either the last requirement in the curriculum or towards the end of the curriculum, with the pre-internship class and H436 set as prerequisites. This is to ensure that all students are well prepared and have a comprehensive foundation of knowledge through their academic curriculum. The process begins with a required pre-internship course (H 407) where students are given information on available internship sites. In addition, the course provides information on how to develop effective resumes and cover letters and includes interview tips. Information on internship requirements and process, including specific steps for successfully completing the internship, is also available on the CPHHS website. Internship project guidelines are available online along with links to examples of previous projects for each degree option.

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 requirement is not waived for a student. It is a requirement that all students must complete in order to graduate.

35. EXPERIENTIAL AND APPLIED LEARNING (Criterion 25)

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

The College enters into agreements with selected agencies and organizations in both the public and private sectors to facilitate this important linkage in professional development. We employ a full-time Undergraduate Internship Coordinator to facilitate the relationship with the organizations.

All students are required to take a one credit pre-internship seminar at least one term before their internship. Throughout the seminar a list of potential sites is provided to all of the students. In addition, internship preceptors come in and guest speak in the seminar to share their current internship opportunities with the students. The Undergraduate Internship Coordinator also discusses the criteria for choosing an internship site and the process for selecting an appropriate site.

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

The Internship Coordinator contacts all preceptors via email, phone call, or site visit to introduce herself and offer support during the course of the experience. The Internship Coordinator conducts as many site visits as possible to provide an additional layer of personal contact as well as gain a first-hand view of the site environment. Preceptors are encouraged to communicate with the Internship Coordinator at any time during the experience if questions arise. At the mid-point of the internship experience (week 5 of the quarter, or after completion of the first quarter if students are completing internship over 2 quarters), the Internship Coordinator sends the preceptor a progress evaluation asking for a brief description of internship activities and internship progress.

Here is the link that describes the preceptor's responsibilities.

<http://health.oregonstate.edu/students/current/undergraduate/internships/h410-public-health-internship/preceptors>

There is also information on their roles and responsibilities in the internship manual. The information can be found at:

<http://health.oregonstate.edu/students/current/undergraduate/internships/h410-public-health-internship>

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

Throughout the internship, the site is responsible for providing information about the student's activities, performance and overall experience through paperwork that the student turns in to the Undergraduate Internship Coordinator. The quality of the activities and projects are evaluated by the Undergraduate Internship Coordinator. The internship site and preceptor are also evaluated by the student through an evaluation form that asks specific questions about the internship experience.

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

Throughout the internship, the student is responsible for completing and submitting paperwork to the Undergraduate Internship Coordinator with specific deadlines set for each form. The student is also responsible for submitting a final portfolio at the end of the term. The portfolio guidelines are explained in the internship manual. The portfolio is evaluated by the Undergraduate Internship Coordinator. The evaluation is based on the quality of the work, timeliness, and adherence to the guidelines described in the internship manual.

25e. Describe the faculty role in internship supervision.

HMP Program Coordinator provides industry contacts to the Internship Coordinator and meets frequently with the Internship Coordinator to make sure the site selection and objectives of the internship are in line with the competencies of the program.

The Internship Coordinator is responsible for meeting individually with students and providing suggestions and a list of potential internship sites. The Internship Coordinator also evaluates both the technical background of the student and the work to be done as an intern. The Undergraduate Internship Coordinator supervises the internship throughout the designated term, and maintains regular communication with the student and site preceptor. This includes reviewing paperwork that the student submits throughout the internship term, including a midway progress report and final evaluations to help ensure a positive experience. The Undergraduate Internship Coordinator also awards the final grade (Pass/No Pass) for the work based on the internship paperwork and final portfolio submitted.

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

The internship is 12 credits. The student receives a Pass/No Pass grade when they turn in all required paperwork and the final portfolio. This policy is clearly explained to the students in the pre-internship class and in the internship manual. Students must complete the paperwork and portfolio with adequate detail and quality to receive a passing grade.

The policy for compensation or remuneration for the internship experience is clearly communicated to the students. Any compensation agreement is between the internship site and the student. The Undergraduate Internship Coordinator is not involved in that aspect of the internship.

36. EXPERIENTIAL AND APPLIED LEARNING (Criterion 26)

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 take the course H458 Reimbursement Mechanisms at the end of the degree program. Included in this course are two integrative projects that allow students to apply the conceptual and technical knowledge and skills obtained in the program.

Primary Integrative Project.

The students must use information from advanced health management, policy, law, and their introductory classes to complete this assignment. In preparation, several lectures covering healthcare reimbursement methodologies set the stage. Additional information is given to the students by guest lecturers to introduce the case study. The students must have a firm understanding of financing specific to each type of facility, legal issues, and policy and regulations set by the state and federal government. The project is a real-world case study presented by a representative from the guest lecturer's facility. Students are graded on their ability to use all aspects of their knowledge base in the case analysis. Group discussion and assistance is provided from specialists in the field and followed up by further in-class lectures, didactic study and discussion.

Secondary Integrative Project, "Compliance: the Right Way of Doing Business". Specialists from the field present material from Kaiser Permanente "Physician and Administrator Training Manual". Students must determine how health care administrators can remain compliant with regulations while observing many different and unique scenarios. Follow up is provided in multiple lectures that revolve around the compliance basics: fraud and abuse elimination program, service coding, and compliance programs in use at the hospital operations level.

Our goal is begin offering a capstone seminar next year to seniors - once they have completed all required coursework. This seminar will be case-based. Working with industry partners, students and faculty will work on "real world" health management issues. Findings will be presented in a symposium format.

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

No thesis or research project is required as an integrative experience.

37. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 27)

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.

We have made tremendous strides in the area of assessment since our last self-study. We currently have 4 tools used to measure student progress towards mastery of student learning objectives.

Student Evaluation of Teaching (SET)

At the end of the term, each student is asked to evaluate the course. The OSU eSET (Electronic Student Evaluation of Teaching) system is an easy way for students to provide feedback to the teaching faculty about their learning experiences. Each term, students receive an email asking them to complete evaluations for their classes. Students are allowed two weeks to complete the assessment for each of their courses and instructors.

Preceptor Assessments

There is a mid-way progress report (week of 5 of the term) that the preceptor submits to the Undergraduate Internship Coordinator. At the end of the term, the preceptor fills out a very extensive final evaluation of the student. This final evaluation is on page 46 and 47 in the internship handbook. The link is:
http://health.oregonstate.edu/sites/default/files/h407_h410_manual_publichealth2012_august.pdf

Course Deliverables

With the hiring of a full-time Accreditation and Assessment Manager, we now have a system in place for the management and assessment of the performance of the program against accreditation criteria. Beginning Fall 2012, each time a required course is taught, the instructor will receive an email from the Accreditation and Assessment Manager alerting the professor to the fact that their course is linked to a program competency. The specific program competency is also listed. By the end of the term, the instructor must report back the following:

1. What type of assessment instrument was used (e.g. exam, case study, presentation, homework)
2. Percent of students who exceeded threshold
3. Percent of students who met threshold
4. Percent of students below threshold
5. A written summary of how students did in achieving the learning outcome
6. A description of any plans to change the course content or coverage based on findings.

Exit survey

Beginning in 2011, all students graduating in Health Management and Policy are required to complete an exit survey. The exit survey can be found at the following link:

http://health.oregonstate.edu/sites/default/files/advising/pdf/osu-survey-for-hmp-graduating-seniors_2.pdf

This exit survey is quite extensive and asks students about all aspects of the program (e.g., liberal arts foundation, technical health management, internship)

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

Our program has made tremendous staff changes over the last 2 years and we continue to do so. We have 3 new faculty members teaching in the program, and we will have 2 new faculty members next year. The electronic SET was just put in place. With that, we do not have the accumulated data to present any type of trend analysis regarding the SET. A static evaluation of the SET scores indicates that students are satisfied with the courses and their instructors.

We do have two years of complete data for the student exit survey. Student responded to the exit survey questions using a likert scale (0= unsure; 1= not satisfied; 3= not very satisfied; 3= somewhat dissatisfied; 4= neutral; 5= somewhat satisfied; 6= satisfied; 7= very satisfied).

The results from the 2011 exit survey suggest the following:

- 83% of students report being very satisfied with the program's compliance with affirmative action and adherence to relevant discrimination laws and university policies
- 72% of students report being very satisfied with the program's use of individuals that practice in the field for teaching and guest lecturers
- 76% of students report being satisfied with the adequacy of the program's resources (classrooms, library, information technologies, and career advisement)
- 78% of students report being satisfied (56% very satisfied) with the program's established relationships with the appropriate professional communities such as the ACHE
- 78% of students are satisfied with alumni linkages
- 78% of students report being satisfied with the program's design and implementation to ensure appropriate and equitable entry into the profession.
- 78% report being satisfied with access to adequate academic advising, career placement services, and opportunities for leadership development.
- 72% of students are satisfied with opportunities for professional socialization
- 75% report being satisfied with the professional education coursework in the liberal arts foundation (communication, computational skills, critical thinking, and societal context)
- 74% of students report being satisfied with the Theories of Management coursework
- (Business Environment, Law, Organizational behavior, Organizational Design, Strategic Management, and Quality Improvement)
- 60% of students report being satisfied with the Functional Areas of management (Accounting, Computer Literacy, Financial Management, Human Resources Management, Management Information Systems, Strategic Planning, Marketing, and Statistics).
- 75% of students report being satisfied with Management Skills (Leadership, Interpersonal Skills, Professional Development, and Motivation for Continued Learning).

- 87% of students report being satisfied with Health Services and Organization and Delivery Skills (Structure and Functions of health Services Organization, Professions, Delivery Systems Across Continuum of Care, Ethics, Health Finance, Health Law, Health Economics, and Health Policy).
- 82% of students report being satisfied with Determinants and Measurement of Disease (Epidemiology and Public Health)
- 85% of students report being satisfied with the program's internships and integrative exercises

The data for 2012 are not substantially different from the data reported in 2011, with a few notable exceptions.

- A decrease in satisfaction regarding coursework related to liberal arts foundation (74% satisfied in 2011 and 65% in 2012)
- A decrease in satisfaction regarding coursework related to Functional Areas of management (Accounting, Computer Literacy, Financial Management, Human Resources Management, Management Information Systems, Strategic Planning, Marketing, and Statistics) (60% satisfied in 2011 and 54% satisfied in 2012).

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

The program takes quite seriously student outcome measurements, understanding that responsibility for successful mastery of the material is a partnership between the student and the course instructor.

The program uses feedback from the Student Evaluation of Teaching to examine the student's overall experience in each individual class. This feedback, along with personal conversations, typically leads to class revisions, but sometimes to class reassignments.

Regarding the internship experience, the evaluation forms that the preceptor fills out and the evaluation forms that the student fills out can lead to a reevaluation of placing students at a particular site. The internship coordinator keeps a close eye on these relationships.

The exit survey has been very beneficial. We have used this information, along with informal conversations with students, to evaluate our course offerings and content within the courses. As a result, the program recently added a class in Human Resource Management. It was clear to us that this content area could be improved and the program took action. Once our new faculty are on board, we anticipate increasing the content in information systems, and quality.

Although, students report high satisfaction for their internship and integrative experiences, we have a target of increasing our preceptor sites by 15 percent. In addition, we feel that it is necessary to offer a capstone course and will introduce that once our new faculty are on board.

38. 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.

In September 2012 the College of Public Health and Human Sciences created the position and hired an individual to serve as the College of PHHS Accreditation and Assessment Manager. The individual in this full-time position, JoAnne Bunnage, Ph.D., has primary responsibility for the management and assessment of the performance of the College against accreditation criteria for the University and accreditation bodies such as the Association of University Programs in Health Administration (AUPHA). Dr. Bunnage works with College leadership and Program Coordinators on the development of surveys and other instruments, data collection, management and maintenance of databases, data analyses, and other activities involved with tracking and monitoring progress toward College objectives, attainment of Program goals, and student outcomes. The HMP Program Coordinator and faculty work with Dr. Bunnage and are the individuals responsible for interpreting the data, specifically in terms of any needed curricular changes.

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

Goal 1 (Teaching): Deliver outstanding and distinctive instruction that provides students with the skills required to either 1) assume positions within the health services job market at the entry level within their selected organizations; or 2) progress into graduate study in the areas of health services management or health policy analysis.

Every 3 years, the program will assess its overarching goals. Feedback from the advisory council, preceptors, employers, students and faculty in the field will be gathered in an effort to reach individuals and organizations associated with the program. As we just completed a review of the goals and learning competencies the next review of program goals will take place in 2015.

Undergraduate graduate rates will be monitored yearly and if data shows that at least 70% of students are not graduating within 6 years, the program will explore the factors contributing to the deficiency and take the necessary steps to rectify the situation.

Beginning in 2013, alumni will be surveyed each year. Information regarding career placement, income, linkages to OSU, and linkages to the program will be gathered. Alumni will also serve on the Community Advisory Committee. As is the case today, we will draw upon the alumni as a source for internships and other educational activities.

Goal 2 (Discovery): Develop a cluster of excellence in health management and policy where we conduct and disseminate high-quality research to the broader academic community and throughout the curriculum.

Data on research and scholarship by individual faculty is now collected yearly via Digital Measures. This system was just put into place and faculty have begun to enter data. School co-directors will be able to identify faculty who may be having difficulty in this domain and can assist the faculty in finding the resources to facilitate an increase in scholarship productivity.

Faculty are encouraged to work with the College and University media department to disseminate their research. Faculty are also encouraged to take the media training workshop offered by the university.

Goal 3 (People): Attract, support and retain excellence in a diverse complement of faculty, staff and students. Direct students into health service organizations most appropriate for their training and career goals.

All new faculty are assigned a faculty mentor.

Increase the number of internship sites available to students by 15%. With the data system in place, we are now able to electronically track each placement, location, preceptor and overall experience.

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.

Each program in the College of Public Health and Human Sciences completed a competency evaluation in March 2012. Consensus building was achieved by placing the faculty-generated competencies online and soliciting feedback to an electronic survey from students, faculty and community stakeholders. The survey asked respondents to rate a specific set of competencies on such factors as usefulness in understanding what graduates will be able to do, workforce preparedness of graduates after acquiring the stated competencies, importance of graduates acquiring the stated competencies, and support for the stated competencies as a whole. Respondents were also provided the opportunity to offer suggestions for further developing individual competencies that were presented, inserting critically important competencies that were omitted, and sharing any final comments.

The competencies are used for guiding curriculum development and assisting the decision-making process concerning what constitutes valuable learning experiences. The competencies are also used to communicate reasonable expectations for a student graduating from a particular program of study. A number of strategies have been adopted to ensure the competencies are available to students. Links to the competencies are located on the websites that describe the various programs available in the College.

<http://health.oregonstate.edu/degrees/competencies>

It is our intention that each course syllabus includes a uniform resource locator (URL) address that links students to an online portal through which they can locate the competencies associated with their degree.

The template for designing a course syllabus in the College has been revised to incorporate this URL address as an expected component of all syllabi utilized in the College. Finally, the URL address for accessing competencies has been placed on MyDegrees, which is an electronic tool used by undergraduate students for course planning, advising, and degree verification that helps students track their progress while at Oregon State University.

The Community Advisory Council Health Management and Policy Subcommittee will provide advice to the Health Management and Policy faculty on issues related to curriculum, internships, and competencies. The Health Management and Policy community advisory subcommittee will meet two times per year beginning in 2013.

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.

[Self study criterion 28d.docx](#)

39. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 29)

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

The College of Public Health and Human Sciences has gone through a major transition. In the past, Program Coordinators did not have the resources to conduct full assessments of their programs in a systematic manner. We now have a system in place and the resources behind it to annually evaluate the past year and conduct a multi-year analysis in the out-years.

The table for 28d has the majority of information necessary for Criterion 29b. The "strategies" for program improvement developed from numerous conversations at every level of administration and with the program faculty.

The only piece of information not on the table is the addition of 2 required courses. One of the courses will focus on quality (tracking, measuring, improving, etc.). The other course will focus on information systems relevant to health care management.

As we have one new faculty member all set to start September 2013 and we are searching for an additional tenure-track faculty member to begin work at the same time, we believe that in the next 2 academic years these courses will be regularly offered as a required part of the curriculum.

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

40. Congratulations

Thank you for taking our survey. Your response is very important to us.