

2022 Undergraduate Certification Self-Study

Response ID:54 Data

2. ABOUT THE PROGRAM

University Name

Samford University

School/College Name

School of Public Health / College of Health Sciences

Department Name

Department of Healthcare Administration and Informatics

Program Name

Healthcare Administration

Name (with suffix and degrees) of Program Leader

Courtney Haun, PhD, MPH

Program Leader Email

chaun@samford.edu

Certification Status

New Certification

3. Self Study Page Navigator

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

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

The mission of the Bachelor of Science in Healthcare Administration program is to train service-minded leaders who have a broad perspective by providing a foundation in healthcare executive competencies through an interprofessional curriculum for entry-level management positions.

Note - A graduate program exists in the same unit and has its own, unique mission statement.

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

We aspire to prepare influential and visionary healthcare professionals who make a positive impact on their communities.

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

The program values the following as central to our success:

Christian-Based Education: We are committed to integrating our Christian faith and beliefs in our delivery of healthcare administration education.

Excellence: We pursue excellence within the department through opportunities for achievement in scholarship, service, and research.

Practice-Ready: We are committed to preparing students who are ready to practice upon graduation.

Respect for Diversity: We are committed to respecting the differences in others by learning to appreciate the different cultures of the populations that we serve.

Integrity: We are committed to operating in an environment that values honesty, fairness, and the highest ethical standards to sustain a community of trust.

Empowerment: We encourage personal accountability for success through shared governance in academic pursuits.

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

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

Students -

Goal 1: To provide high-quality, innovative instruction to students. To provide an interprofessional learning environment that prepares students to successfully enter the health care administration workforce and/or pursue graduate education.

Goals 2: To provide an AUPHA certified program with statements of mission, vision, and values that guide its design, evaluation, and quality improvement efforts.

Faculty -

Goal 3: To provide high-quality faculty who demonstrate excellence in teaching, involvement with scholarship, and a connection to the professional community, all of which enhance the program.

Service -

Goal 4: To provide a program where both faculty and students demonstrate a strong, positive reputation for the program by serving the community, university, and the healthcare administration profession and by building relationships with key stakeholders internal and external to Samford University.

Growth -

Goal 5: To provide the program with a strategic plan for growth in enrollment, internship placement offerings, and degree opportunities.

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

Students -

Goal 1: To provide high-quality, innovative instruction to students. To provide an interprofessional learning environment that prepares students to successfully enter the health care administration workforce and/or pursue graduate education.

Objective 1.1: To provide an interprofessional curriculum that develops student competencies needed to succeed in a variety of healthcare settings.

Objective 1.2: To equip students to investigate graduate education opportunities and to successfully apply and pursue a graduate degree, if desired.

Objective 1.3: To prepare students to successfully complete their internships and seek employment.

Objective 1.4: To facilitate student engagement with health care professionals to enhance understanding of key issues in healthcare and career options

Goals 2: To provide an AUPHA certified program with statements of mission, vision, and values that guide its design, evaluation, and quality improvement efforts.

Objective 2.1: To obtain and maintain AUPHA undergraduate program certification.

Faculty -

Goal 3: To provide high-quality faculty who demonstrate excellence in teaching, involvement with scholarship, and a connection to the professional community, all of which enhance the program.

Objective 3.1: To enable faculty to engage in teaching, research, and service activities necessary for promotion and/or tenure

Objective 3.2: To promote faculty engagement with the health care professional practice community as well as with academic organizations

Objective 3.3: To recruit and retain diverse faculty with academic and professional backgrounds that enhance the program curriculum.

Service -

Goal 4: To provide a program where both faculty and students demonstrate a strong, positive reputation for the program by serving the community, university, and the healthcare administration profession and by building relationships with key stakeholders internal and external to Samford University.

4.1: To facilitate faculty member participation in professional, community, and university service appropriate to their career stage, role, and responsibilities.

4.2: To support the PHLT 309: Cultural Competence and Spirituality in Public Health course where students participate in a required service-learning project of 20 hours.

4.3: To allow all student members of This is Samford H.E.A.L.T.H. to participate in a community service project each academic year.

Growth -

Goal 5: To provide the program with a strategic plan for growth in enrollment, internship placement offerings, and degree opportunities.

5.1: To recruit & retain diverse healthcare administration majors/minors with strong academic backgrounds and an interest in the healthcare industry

5.2: To maintain quality of internship program through preceptor relationships and clinical affiliation agreements

5.3: To explore opportunities for establishing additional degree options

5.4: To utilize the knowledge and expertise of our Advisory Board

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

Students -

Goal 1: To provide high-quality, innovative instruction to students. To provide an interprofessional learning environment that prepares students to successfully enter the health care administration workforce and/or pursue graduate education.

Objective 1.1: To provide an interprofessional curriculum that develops student competencies needed to succeed in a variety of healthcare settings.

Program Outcome 1.1.1: Provide courses that cover all needed program competencies.

Program Outcome 1.1.2: Students pass a comprehensive examination.

Objective 1.2: To equip students to investigate graduate education opportunities and to successfully apply and pursue a graduate degree, if desired.

Program Outcome 1.2.1: Percentage of students accepted to graduate school within 1 year of graduation.

Objective 1.3: To prepare students to successfully complete their internships and seek employment.

Program Outcome 1.3.1: Percentage of students employed within 1 year of graduation.

Objective 1.4: To facilitate student engagement with health care professionals to enhance understanding of key issues in healthcare and career options

Program Outcome 1.4.1: Percentage of students who are members of professional organizations

Program Outcome 1.4.2: Percentage of students attending professional conferences and seminars

Program Outcome 1.4.3: Percentage of students who are members of This is Samford H.E.A.L.T.H.

Goals 2: To provide an AUPHA certified program with statements of mission, vision, and values that guide its design, evaluation, and quality improvement efforts.

Objective 2.1: To obtain and maintain AUPHA undergraduate program certification.

Program Outcome 2.1.1: Successful program certification (2022 review cycle)

Faculty -

Goal 3: To provide high-quality faculty who demonstrate excellence in teaching, involvement with scholarship, and a connection to the professional community, all of which enhance the program.

Objective 3.1: To enable faculty to engage in teaching, research, and service activities necessary for promotion and/or tenure

Program Outcome 3.1.1: Percentage of program faculty receiving an average of at least a 3.5 out of 5 overall rating on student

evaluations

Program Outcome 3.1.2: Percentage of program faculty who present or publish scholarly work

Program Outcome 3.1.3: Percentage of program faculty who engage in service activities

Objective 3.2: To promote faculty engagement with the health care professional practice community as well as with academic organizations

Program Outcome 3.2.1: Percentage of faculty who attend professional meetings

Program Outcome 3.2.2: Percentage of faculty with at least one professional association membership

Objective 3.3: To recruit and retain diverse faculty with academic and professional backgrounds that enhance the program curriculum.

Program Outcome 3.3.1: Percentage of program faculty receiving at least a 3.5 out of 5 overall rating on student evaluations

Program Outcome 3.3.2: Percentage of program faculty involved in professional development activities

Service -

Goal 4: To provide a program where both faculty and students demonstrate a strong, positive reputation for the program by serving the community, university, and the healthcare administration profession and by building relationships with key stakeholders internal and external to Samford University.

Objective 4.1: To facilitate faculty member participation in professional, community, and university service appropriate to their career stage, role, and responsibilities.

Program Outcome 4.1.1: Percentage of faculty engaged in service to program, department, university, and profession/academy

Objective 4.2: To support the PHLT 309: Cultural Competence and Spirituality in Public Health course where students participate in a required service-learning project of 20 hours.

Program Outcome 4.2.1: Percentage of students in the course will obtain a grade of 83.33% or greater for the service-learning project.

Objective 4.3: To allow all student members of This is Samford H.E.A.L.T.H. to participate in a community service project each academic year.

Program Outcome 4.3.1: Percentage of student members involved in service activities

Growth -

Goal 5: To provide the program with a strategic plan for growth in enrollment, internship placement offerings, and degree opportunities.

Objective 5.1: To recruit & retain diverse healthcare administration majors/minors with strong academic backgrounds and an interest in the healthcare industry

Program Outcome 5.1.1: Number of new students to the program each academic year

Program Outcome 5.1.2: Percentage of the students retained in the program

Program Outcome 5.1.3: Maintain appropriate student/faculty ratio

Objective 5.2: To maintain quality of internship program through preceptor relationships and clinical affiliation agreements

Program Outcome 5.2.1: Number of maintained clinical affiliation agreements

Program Outcome 5.2.2: Percentage of internship sites expressing satisfaction

Objective 5.3: To explore opportunities for establishing additional degree options

Program Outcome 5.3.1: Decisions reached regarding expansion

Objective 5.4: To utilize the knowledge and expertise of our Advisory Board

Program Outcome 5.4.1: Number of completed meetings with the Advisory Board focused on action items from the strategic plan

Program goals, objectives, and outcomes are documented in the Supplemental Information for Program Structure, Faculty, and Resources attachment titled, "Criteria2_StrategicPlan"

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

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

The Program Director is responsible to the Chair of the Department of Healthcare Administration and Informatics. This position has both faculty and leadership responsibilities. The Program Director is responsible for the following:

- teaching in the undergraduate and graduate programs
- teaching face-to-face and online
- student mentorship
- reviewing the curriculum
- assessing outcomes of the program
- aiding in the recruitment and retention of students
- serving as the advisor for the Upsilon Phi Delta Honor Society and This is Samford H.E.A.L.T.H., a School of Public Health student organization with a healthcare administration student section
- obtaining/maintaining the program's certification through AUPHA as appropriate, and
- leading the overall undergraduate program.

The Program Director is expected to be involved in scholarship and to provide service as appropriate to the rank and role.

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

A full teaching load for 12-month faculty is 30 course credits per academic year, subject to adjustments required by accreditation/certification standards, non-teaching assignments, and other approved responsibilities such as studio courses, clinical supervision, and laboratory duties. The Program Director is given release time of one 3 credit hour course to devote to administrative duties.

The Program Director receives assistance from a department administrative associate. Additionally, the Program Director receives support from the school's recruiter, marketing manager, and a dedicated school-supported academic advisor for assisting applicants for admission to the program and meeting the curriculum needs of students in the program.

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

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

The Program Director pursues continuing professional development through membership in AUPHA, attendance at its annual meeting (online in 2020 and 2021), serving on program certification review teams as a reviewer, and participation in the online networks and discussion forums.

Additionally, the Program Director participates in professional development through the Academy of Management (AoM), the Medical Group Management Association (MGMA) Birmingham Chapter, the Alabama Academy of Sciences, Alabama American College of Healthcare Executives (ACHE), American Society for Public Administration (ASPA) Alabama Chapter, Southern Management Association (SMA), and the Southeastern Conference of Public Administration (SECoPA).

The Program Director also attends workshops and webinars each year offered by Samford University. These sessions focus on pedagogies, teaching and learning technology, curriculum development, and student mentoring. The Program Director became Apple Teacher certified, completed Quality Matters training, received a Leadership Matters certificate through Peregrine Global Services, and completed several LinkedIn Learning courses during the self-study year. The Program Director also completed a Women's Leadership course at Samford University during Fall 2021, further polishing leadership skills.

Through these professional development programs, professional memberships, and courses, the Program Director is better equipped to stay informed on the current and future challenges in healthcare administration and can initiate changes in courses and the program's curriculum.

More details about the Program Director (and all program faculty) can be found in the attachment titled, "Criteria4_UpdatedCVs"

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

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

Academic Calendar = Semester

Smith, John, Teaching Load = 3:4

Brown, Janet, Teaching Load = 4:2

If Summer Semester is applicable

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

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

Amamoo, Ahinee, Teaching Load = 4:2:4

Casiday, Rachel, Teaching Load = 3:5:2

Davey, Kim, Teaching Load = 4:3:1

Haun, Courtney, Teaching Load = 4:4:2

Kinnerson, Lakesha, Teaching Load = 6:5

Lumpkin, Melissa, Teaching Load = 2:2:2

McCay, Dennis, Teaching Load = 3:4:1

Ratcliffe, Carol, Teaching Load = 2:3

Robbins, David, Teaching Load = 5:2:4

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.

[Criteria5a_FacultyHandbookSections.pdf](#)

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

The sections of the university faculty handbook have been uploaded and can also be found via the links below. Additionally, the School of Public Health Promotion and Tenure Guidelines and Procedures is used in conjunction with the university guidelines and includes the specifics as defined by the school for promotion and tenure.

Teaching Load (A6.2):

https://www.samford.edu/departments/files/Human_Resources/faculty-handbook.pdf

Criteria for Promotion Evaluation (A7.5):

https://www.samford.edu/departments/files/Human_Resources/faculty-handbook.pdf

SPH Expectations for Promotion (A.3, pages 2 - 5)

Attachment - Criteria5a_SPHPromotionandTenure_GuidelinesandProcedures

Criteria for Tenure Evaluation (A7.7.2):

https://www.samford.edu/departments/files/Human_Resources/faculty-handbook.pdf

SPH Pre-tenure Review and Tenure Review (A.4 - A.5, pages 5 – 7):

Attachment - Criteria5a_SPHPromotionandTenure_GuidelinesandProcedures

Criteria for Post-tenure Review (A7.7.2 - last paragraph & A7.7.7 - A7.7.8):

https://www.samford.edu/departments/files/Human_Resources/faculty-handbook.pdf

SPH Revocation of Tenure (A.5.2, page 7):

Attachment - Criteria5a_SPHPromotionandTenure_GuidelinesandProcedures

- Requested sections of the faculty handbook can be found in the attachment above, "Criteria5a_FacultyHandbookSections"
- The full handbook is in the attachment at the end of the self-study titled, "Criteria5a_FullFacultyHandbook"
- The School of Public Health Guidelines are included as an attachment at the end of the self-study titled, "Criteria5a_SPHPromotionandTenure_GuidelinesandProcedures"

- An official university letter is included as well explaining the teaching load for 9-month faculty versus 12-month faculty in the attachment titled, "Criteria5a_ LetterRegardingTeachingLoad"

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)

Release times for research and administrative duties can be found in section A4.3 of the Faculty Handbook -

https://www.samford.edu/departments/files/Human_Resources/faculty-handbook.pdf

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

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

The Program Director is the primary faculty member responsible for the management of the program. The Program Director works alongside the Department Chair and the program faculty to provide organization and governance for the program.

Faculty meet monthly at the school level and at the department level to discuss program and curriculum topics. Faculty also engage in an annual planning meeting. The meeting is centered around the review of the program's mission, vision, and goals, any curriculum revisions, and reviewing program improvement action plans. Faculty meet all-together and individually as needed to discuss any necessary program items as well.

Faculty also attend the program's Advisory Board meetings to solicit input from the Advisory Board members on matters of program planning, student achievement, internship placement, and a review of the program's strategic plan. Advisory Board meetings are held at least once an academic year. Advisory Board members may be called upon independently based on their given expertise. To note, the role of the Advisory Board is linked to an objective of Program Goal #5 – Growth.

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

Recruitment, evaluation, and promotion decisions are handled at the school level in accordance with department, school, and university policies. Faculty are involved in the recruitment process for the program in terms of providing guidance to the appointed search committee, as well as participating in the voting process as part of the departmental faculty. Details of these items are provided below.

Recruitment -

The Department Chair develops faculty position announcements and advertisements, in close consultation with departmental faculty, who make recommendations regarding the necessary attributes and qualifications for the position. Faculty members are encouraged to participate in the recruitment of new faculty by encouraging qualified acquaintances and colleagues to consider applying for open positions as they are developed and posted.

A search committee is formulated and submitted to the University Provost for approval. Members of the committee include department faculty, faculty from the School of Public Health, representation from the College of Health Sciences, and the Provost office, to name a few. The Provost may select additional members as appropriate.

Search committees review each candidate's application materials, screen candidates, recommend candidates for campus interview invitations, and interview candidates in person. The Chair of the search committee creates a schedule for the interviewees, which includes interviews with students, faculty, the Dean, and the Provost. The interviewees also conduct a presentation for students, which is for students only. The interviewee also conducts a research presentation, which has an open invitation for both students, faculty, and staff.

The search committee is required to recommend a minimum of two candidates to the Dean of the School of Public Health and the University Provost. The final decision is made by the Provost.

Evaluation -

Annual faculty evaluation is the responsibility of the Department Chair. All departmental faculty submit a self-evaluation and their curriculum vitae to the chair that details their teaching, research, and service activities and accomplishments for the year. This also includes an aggregate table of student course evaluations and comments. The Chair drafts an evaluation report and goals for each faculty member and reviews the report with each individual. The department has written policies governing the evaluation criteria that provide guidance for the chair in terms of the general expectations for department faculty in teaching, research, and service.

Promotion -

Upon hire, a faculty member's letter of agreement indicates when they are eligible for promotion and tenure. Candidates for promotion and tenure are evaluated based on the university and the School of Public Health's promotion and tenure guidelines. This review occurs at both the school and university levels by members of the respective committees. The School of Public Health Promotion and Tenure Committee is comprised of at least one member from each of the four departments who are elected by the SPH Faculty Assembly. Members are eligible to vote on all promotion decisions at or below their own rank. Tenured members are eligible to vote on tenure decisions.

Department faculty have been continually active in helping to shape the ongoing work and development of the School of Public Health's Promotion and Tenure Guidelines, which was adopted in September of 2016 and revised as needed.

The School of Public Health Promotion and Tenure Guidelines and Procedures are included as an attachment titled, "Criteria5a_SPHPromotionandTenure_GuidelinesandProcedures"

Also, please refer to content found in Criteria 5a.

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

As mentioned in part 6a, the faculty engage in an annual planning meeting and in regularly scheduled School of Public Health faculty meetings throughout the academic year. The faculty also engage in monthly department meetings throughout the academic year. The Department Chair is responsible for scheduling the meetings and drafting the agenda. Program faculty are asked to suggest agenda items. If a faculty member is not able to attend on-campus for a face-to-face faculty meeting, the Zoom teleconference system is utilized, made available by Samford University, in order for the remote faculty member to participate via phone or computer with those present on campus. When a face-to-face meeting is not possible, the faculty engage in electronic discussion via email and/or phone call. Additionally, department faculty meetings allow for thorough conversation regarding governance, organization, and any administrative items throughout the year. Ad hoc meetings and workgroups are formed as needed in line with program and department goals.

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

[Criteria6c_CollegeUniversityCommitteeWorksheet.xlsx](#)

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

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

University Policies

General Expectations:

The following comments are intended to be illustrative rather than comprehensive in scope and to define minimum standards

that faculty should seek to exceed.

Value Orientation:

Samford University espouses a philosophy of higher education anchored in Christian faith and values. These values include a dedication to truth, honesty, love, and social responsibility as reflected in Jesus Christ. One's conduct, conversation, and attitudes with students, in and out of the classroom, should exemplify these values. The university supports an active advocacy of Christian belief and practice on the part of its faculty. In all facets of campus life, it seeks to inculcate Christian ideals through the example of its representatives. As an institution founded and supported by a religious constituency, it desires its teachers to manifest a vital spiritual life nourished by participation in a chosen community of faith.

Academic Preparation:

Faculty members are expected to be thoroughly prepared in their respective fields of teaching, to possess significant depth in the particular courses to which they are assigned, and to give evidence of continuing competency and professional vitality in their scholarly endeavors.

Professional Growth:

Each faculty member should be engaged in personal learning and development related to but extending beyond the current teaching assignment. Faculty are expected to hold membership in relevant scholarly societies and to participate actively in their meetings. Faculty members are expected to keep abreast of current research developments related to their disciplines and to contribute to the expansion and clarification of knowledge through research of their own. Such scholarly activity enhances both personal growth and effective teaching.

Classroom Performance:

Teaching should be approached creatively, reflecting an understanding that learning is a dynamic interaction at the personal level. Since educational strategies are constantly changing, teaching practices, and learning methodologies need continual examination and revision. Testing and evaluation should be accurate and fair and should be integral to the organization and presentation of the course.

Responsibilities to Students:

Faculty employment agreements are based on service during the academic year for either nine months or twelve months. Each full-time faculty member is expected to be available for teaching scheduled classes as assigned if needed as part of the regular teaching load. A full teaching load for 9-month faculty is 24 course credits and 30 course credits for 12-month faculty per academic year, subject to adjustments required by accreditation standards, non-teaching assignments, and other approved responsibilities such as studio courses, clinical supervision, and laboratory duties.

A faculty member is expected to meet all scheduled classes unless university responsibility or personal emergency forces the member to be absent. If a faculty member must be absent because of illness or another emergency, the faculty member is to notify the respective Department Chair or school Dean as promptly as possible.

Acknowledging that one of the distinctive advantages of Christian higher education is a close working relationship between individual students and their professors, faculty members are to be accessible to their students and are to foster a climate in which students and professors develop as fellow learners. It is expected that full-time teachers will spend a minimum of 30 hours per week on campus. In addition to the hours spent in classroom instruction, the remainder of the minimum weekly workload hours will be divided between such responsibilities as student counseling and advising, committee assignments, teaching preparation, writing, and research. Faculty schedules showing class hours and office hours are to be posted each semester on the office doors of the faculty members and copies maintained in the office of the respective school dean.

Responsibilities to Colleagues:

All full-time faculty members are expected to assist their school and department in the usual and customary activities associated with university service. This includes, but is not limited to, advising, counseling, assistance during registration and orientation, work on committees, attendance at faculty meetings and formal academic occasions, and participation in faculty training events.

Outside Responsibilities:

Faculty members are employed to give full-time service to the university during the 9- or 12-month period specified by the annual letter of agreement. However, the University recognizes the value of involvement with professional activities outside the university and permits its faculty to accept reasonable short-term employment related to one's discipline. School deans are responsible for monitoring the impact of such activity and controlling it. Any outside employment within this time, including a professional consulting relationship, requires written permission from the Provost based on a request for outside employment recommended by the School Dean. Permission is to be renewed annually prior to the beginning of each new academic year. This restriction does not apply to joint appointments negotiated in the terms of one's employment, such as co-staff positions in a hospital held by clinical faculty in the McWhorter School of Pharmacy. At no time are faculty members permitted to accept any outside employment which would bring discredit on their reputation, on the institution, or on the sponsoring denomination.

Faculty members who are also ordained ministers are not permitted to accept remunerative church responsibilities on a permanent basis. Interim church assignments are limited to one year without specific written permission from the Provost on recommendation of the School Dean. Faculty members on sabbatical leave may not accept outside employment, including self-employment, during the term of the sabbatical leave without written permission from the Provost on recommendation of the School Dean.

Any faculty member desiring to run for public office is to notify the School Dean and Provost of these plans on which basis the dean will indicate any necessary adjustments in class loads and compensation approved by the Provost.

Faculty members who accept temporary or continuing outside employment, consulting, church responsibilities, or public office are not to use university secretarial services or other university resources in connection with such duties.

Additionally, a full description of Samford University policies regarding performance requirements can be found in the Faculty Handbook. Faculty Expectations can be found beginning on page 43 in section A6 of the document. The Faculty Handbook can be accessed here - https://www.samford.edu/departments/files/Human_Resource/faculty-handbook.pdf

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

Release time for research and consultation activities is mutually determined and agreed upon among the Department Chair and faculty. Release time can be obtained by receiving funding through college, university, or outside sources. Attendance at professional meetings and conferences (such as AUPHA, ACHE, and MGMA) is encouraged and financially supported by the department. Additional funding is available through the Provost's office if you have a paper or poster to present, hold office in the meeting's association, or serve on a panel.

The program can demonstrate that faculty are pursuing continuing professional development and knowledge development in the field of healthcare administration through research, service, or continuing education in the field in the worksheets provided below.

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

[Criteria7b_FacultyScholarshipWorksheet.xlsx](#)

[Criteria7b_FacultyServiceWorksheet.xlsx](#)

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

Program faculty demonstrate both scholarly and/or professional activity in healthcare administration, which is consistent with the mission of the program and scholarship/service expectations of the university. This is reflected in the faculty member's

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

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

It is the responsibility of the Department Chair to select and oversee adjunct faculty. A limited number of adjunct faculty members have been employed to teach certain courses in the program's curriculum. During the self-study year, no courses in the curriculum were taught by adjunct faculty members.

In the past, adjunct faculty have been identified through a variety of means. This includes recommendations from the program faculty, professional networks, and direct inquiries from interested individuals. The Department Chair meets with prospective adjunct faculty for an informal interview, reviews his/her curriculum vitae, and discusses their expertise as it relates to the course needs. In the past, examples of courses that were taught by adjunct faculty members include Healthcare Administration Internship (HCAD 421) and Healthcare Law and Ethics (HCAD 402).

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

Student course evaluations are conducted at the end of the semester to evaluate the performance of adjunct faculty. The results from these evaluations are shared with the adjunct faculty member. If needed, any identified weaknesses are discussed in order to create an action plan to improve in future courses that are taught.

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

Adjunct faculty orientation and preparation is handled on an individual basis, depending on the needs of the adjunct faculty member and their familiarity with teaching and with the internal structure and resources of Samford University. Adjunct faculty are provided with the Part-Time Faculty Manual upon hire by the Chair. A link to this handbook is accessible here - <https://www.samford.edu/employee/faculty/files/Part-Time-Faculty-Handbook.pdf>

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

During the self-study year, no courses in the curriculum were taught by adjunct faculty members. However, in years past, adjunct faculty in the Healthcare Administration program were invited to attend all faculty meetings and were included in email correspondence, as appropriate. Many of these correspondences were in regard to professional development opportunities for both faculty and students, program and student news, and upcoming events at the university, in the community, and with professional associations. Adjunct faculty are also included on the University's official correspondence email list. Input was also sought out regarding course offerings and overall program improvement.

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

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

The Healthcare Administration program is housed in the Department of Healthcare Administration and Informatics in the School of Public Health, which is within the College of Health Sciences.

There are two distinct budgets – one for Healthcare Administration and one for Health Informatics. Healthcare Administration houses the budget for the Healthcare Administration undergraduate and graduate programs. Healthcare Informatics houses the budget for the Health Informatics and Analytics undergraduate and graduate programs.

The Department Chair is responsible for the departmental budget and has consistently supported all requests from the Program Director for funds to support the Healthcare Administration program and its students. The program budget is developed by the Department Chair in consultation with the Business Manager for the College of Health Sciences. Each spring, the Department Chair reviews the prior year's budget, makes necessary changes in consultation with the department faculty, and submits the

budget for approval by the Dean of the School of Public Health. The budgeted amount remains constant. Dollars can be reallocated across non-salary budgeted expenses as needed. If the department needs to exceed the budget, the Dean can reallocate funds from another department. If this is not an option, requests are addressed through the chain of command. Annually, the Chair seeks input from faculty regarding capital needs.

The budget cycle runs from July 1 through June 30. The Healthcare Administration program does not compete for funds with other programs within the department. The department has also provided all requested support for faculty travel/involvement, including travel/involvement to academic and professional conferences, much of which took place virtually during the self-study year.

The budget includes adequate funds for faculty development (including travel to conferences), acquisition of new library resources, and shared department subscriptions such as the Harvard Business Review. Funding for student membership in ACHE and professional development activities (such as the Alabama ACHE Chapter, Birmingham Medical Group Management Association, local InfraGard events) is supported through the student fee structure, the ACHE Higher Education Network, and other grants. AUPHA has supported the program through a variety of funding sources. Some include the Upsilon Phi Delta (UPD) Graduate Program Grant recipient of 2020 (part of the funds covered the induction ceremony expenses, in which undergraduates were also involved), Bugbee Falk Book Award of 2020 and 2021, UPD Undergraduate Scholarship, and recognition as the AUPHA New Program of the Year in 2018.

The budget supports competitive salary and benefits packages for faculty and staff, including monies allocated for cost-of-living increases, which is dependent upon the university's overall financial performance. Being able to hire and retain a strong faculty, support faculty development, improve learning resources, and support student learning via student activities supports the department's mission and goals. Funding for student activities also supports the program's mission and goals, in that it affords students additional opportunities for professional development and enhances the sense of community that is emphasized by the program's mission.

In addition to the designated budget, the School of Public Health has a scholarship fund. Monies are equally allocated to each department to award current students. Expenditures from the gift account are made at the discretion of the Department Chair and Program Director as allowed by state guidelines and any restrictions placed upon funds by the donors. Additional funding is available to faculty such as supplemental travel funds and faculty development grants. More information about these additional funds can be found here - <https://www.samford.edu/departments/research/internal-funding>

The program has sufficient administrative support and has an adequate financial base that supports its mission and goals.

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

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

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

Physical Facilities:

In 2014, Samford University announced that it had purchased 28 acres of land adjacent to campus. This lushly landscaped property includes two office buildings that have been transformed into state-of-the-art educational and clinical facilities that will serve as the home for the College of Health Sciences including the School of Public Health. The two College of Health Sciences buildings span more than 223,000 square feet of space. They opened in the Fall of 2016 and house the schools of health professions, nursing, pharmacy, and public health, providing students and faculty in those schools the opportunity to learn and work in an interprofessional environment that mirrors today's collaborative approach to health care delivery. On average, approximately 1,200 students from more than 30 programs will utilize the facility each day.

A highlight of the facilities is a 22,000 square foot Simulation Center that offers discipline-specific and interdisciplinary learning opportunities across the simulation continuum. The Simulation Center is accredited by the Society for Simulation in Healthcare.

Students will engage at a variety of levels—from lab-based learning with low fidelity models, to simulated patient interactions, to complex high-fidelity simulations. Its extensive inventory of task trainers, medium-fidelity models, and high-fidelity human patient simulators creates an optimal learning environment designed to improve technical skills, clinical judgment, decision making, communication, and teamwork. A 10-bed standardized patient suite and a 1,200 square foot home care suite are also a part of the center. State-of-the-art technology connects the learning environment with the leading management and performance assessment tools for health care education. The center utilizes an audiovisual and center management system that allows for live-streaming, video and sound capture of the various student learning areas, playback of recorded material, scheduling, resource utilization, and activity reporting. This system allows faculty and students to review simulated patient interactions and scenarios to improve understanding of key concepts.

In addition to the Simulation Center, the College of Health Sciences facilities include twelve clinical and research labs (including two state-of-the-art labs dedicated to hearing and speech), a chapel, class/seminar rooms, demonstration and teaching kitchens, student commons areas, and more than 200 faculty and staff offices. The university food service will operate a Freshens on site.

The Healthcare Administration program is housed within the School of Public Health. The School of Public Health is part of the College of Health Sciences (CHS) and in the summer of 2016, all departments within CHS moved into a 223,000 plus square feet renovated facility with state-of-the-art classrooms, laboratory space, and significant office space. The building has 24-hour surveillance and is guarded by Samford University police officers in order to ensure the safety of our students. Additionally, other than during working hours, faculty, staff, and students must have their key cards which also serve as their identification to enter the building. The facilities are accessible, appropriate, safe, and sufficient to deliver the Healthcare Administration program.

Office Spaces:

Each Healthcare Administration program faculty member has an office on the 5th floor of the CHS building. Faculty are provided with their choice of a personal computer, laptop, and/or multiple desktop screens. All faculty computers are networked to a large printer just down the hall from the faculty offices.

Technology in Offices:

All faculty are provided with a desktop or laptop upon hire. The replacement cycle is every three years for laptops and four years for desktops to ensure that faculty have access to the most up-to-date technology. Desktops and laptops are commonly provided Microsoft Office, Office365 Subscription, ECHO 360, Arc, and Zoom on both PCs and MACs to faculty to allow them to adequately prepare innovative and dynamic web-based courses. Faculty are also able to request additional software like Adobe Pro, SPSS, and SAS at no cost to the faculty or department. There are no barriers to technology. All departments are provided adequate resources to assist faculty.

Classrooms:

The CHS facility underwent substantial renovations during 2016 and includes a large number of classrooms of assorted sizes and configurations, simulation laboratories with recording and closed-circuit television equipment, student lounges, conference rooms, common areas in which faculty and students can meet together informally, and study areas. Classroom access has been excellent, due to the considerable number of classrooms available in the CHS building. Classrooms include state-of-the-art learning technology, including computer, video, sound, and wireless access. Technology instructions are available in each classroom.

Computing Facilities:

Please see Criterion 11b for detailed descriptions of computing facilities.

Given the mission & goals of the program, the program has robust facilities and equipment for faculty, staff, and students. There are currently no limitations or barriers when it comes to facilities and equipment. The facilities and equipment allowed for faculty/students to navigate changes due to COVID-19, such as teleconferencing students into the classroom if they were ill, providing guest lectures through Zoom when guests were not allowed on campus, and overall support for the use of online tools

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

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

Libraries at Samford University include the University Library and the Lucille Stewart Beeson Law Library. This report focuses on the resources and services of the University Library which are currently in place and impact undergraduate students in the Department of Healthcare Administration and Informatics in the School of Public Health.

The University Library (<http://library.samford.edu>) has a staff of 32: fourteen librarians and 18 support personnel with an annual budget allocation (salaries and materials) of \$2.5 million. This is above average when compared to our peers in the Affinity Group (<http://affinitylibraries.org/member-institutions/>) annual survey. Qualified staff covers all service points in the University Library. The University Library is open 93.5 hours a week during a normal semester with a minimum of four staff members. Typical open hours during regular semesters are 7:30 a.m. to midnight, Monday through Thursday; 7:30 a.m. to 8:00 p.m., Friday; 10:00 a.m. to 7:00 p.m., Saturday; and 1:00 p.m. to midnight, Sunday. During the recent pandemic, the library has been open until 9:00 p.m. Sunday through Thursday; until 6 p.m. Fridays; and until 7:00 p.m. on Saturday. During non-pandemic semesters, the library provides extended hours during the two-week period leading up to and including exams each semester. On Sunday through Thursday nights during these extended hours, the library is open until 2:00 a.m. The library has also provided these extended hours during the week of midterms in response to a request by the Student Government Association.

A computer help desk in the library is supported by the Technology Services office and provides 24/7 service (<https://www.samford.edu/departments/technology-services/services>) to faculty, staff, and students. The Technology in Learning Center (<https://www.samford.edu/departments/technology-services/technology-in-learning-center#:~:text=We%20are%20located%20on%20the,edu%20to%20arrange%20an%20appointment>), providing computer services and technology support services to faculty and staff, is also located in the University Library. During library open hours, librarians, staff, and trained student assistants can assist patrons in person, by phone or email, through virtual reference services, and sometimes via Microsoft Teams, Zoom, or Canvas.

Holdings supporting the Healthcare Administration program are primarily acquired, managed, and housed in/provided by the University Library. Online resources are available 24/7 with an internet connection to all enrolled students, faculty, and staff. Total holdings in all campus libraries include bound volumes, electronic books, printed books, periodicals, newsletters, multimedia, and government documents. Current University Library holdings include 1508 print and e- titles in the areas of public health administration, medical policy, health services administration, hospitals administration, nursing services administration, and clinics. Recent counts from all campus libraries for books, media, and e-books in health services administration, including government documents, include over 4,500 titles. Additionally, the library provides access to the online reference source, Credo, which provides 233 results, including articles, biographies, and definitions for the combined searches "health services administration" and "healthcare administration." Electronic and print monograph holdings are limited but align with the department's use of online and print resources; the department uses electronic library resources extensively. Print monographs are rarely requested or purchased.

Currently, total periodical subscriptions in the University Library exceed 109,000, and the total number of bound or electronic periodical volumes is over 35,345. The library subscribes individually or through content databases to 138 journal titles related to healthcare administration. 38 of these provide current full-text access.

Student ACHE Associates receive complimentary subscriptions to ACHE's top-notch publications and e-mail newsletters including (<https://www.ache.org/membership/student-resources/student-associate-benefits>): Healthcare Executive, a choice of the Journal of Healthcare Management or Frontiers of Health Services Management, Student Associate Newsletter – Published four times per year, and weekly member newsletter ACHE News.

In addition to the collection housed at the University Library, the University is a member of the Birmingham Area Consortium for Higher Education (BACHE) (<http://www.uab.edu/bache/library-resources>), the Network of Alabama Academic Libraries (NAAL),

LYRASIS, and OCLC. All allow for cooperative borrowing. The BACHE allows students and faculty to check out books from the University of Alabama at Birmingham libraries, the Birmingham Southern College library, the University of Montevallo library, and other libraries. NAAL, LYRASIS, and OCLC allow for reciprocal borrowing at state and national levels. Samford extends such article- or chapter-level services to distance students through our interlibrary loan policies.

Samford University's Library has created a libguide for students who are in online education courses to ensure they are able to fully utilize the online resources and receive assistance from library staff. This research guide provides overarching information about online services.

The library also provides a research guide for Healthcare Administration (https://samford.libguides.com/sb.php?subject_id=104845). This guide points to more discipline-specific resources, including books, journals, databases, and faculty-approved websites. The department has a library liaison primarily responsible for library instruction and individual research assistance; in addition, an online reference service is available. Library electronic resources are available 24/7 from any site with internet access.

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

The Healthcare Administration program has adequate access to computers, computer-mediated technology, and computing facilities. Each faculty member is assigned a computer for her/his personal use and has access to printing, scanning, faxing, and copying equipment. Canvas is the learning management system used by the University. Faculty and students have 24/7 access to Canvas support. The program also has access to online teaching products and a suite of tools available through Canvas. An example is Studio, an application that allows faculty to record lectures while they are teaching and students to access the recordings.

Some classrooms are equipped with Technology Enabled Active Learning (TEAL) technology, which allows students and faculty to project information from wireless devices onto various screens located in the classroom. All classrooms are also equipped with VGA and HDMI connection capabilities. All classrooms are equipped with display monitors, microphones, and podiums. Students also have access to printing devices, as well as charging stations for electronic devices.

Both students and faculty also have access to computing facilities in a variety of locations across campus. Samford's Academic Computing Labs offer students, faculty, and staff access to computers and software titles to assist in getting work and assignments done. Some of the computers in our labs have specialized software, such as Adobe Creative Cloud, SAS, and ChemDraw, that can be costly for a single-user license. Samford provides over 150 computers in seven general access, or open, labs for our community to use. The labs are managed by Enterprise Support Services along with the aid of our team of student employees.

The list of the open labs are as follows: University Library (lower level), Bashinsky Hall (room 101), Divinity Hall (room N305), Propst Hall (room 130), Buchanan Hall (room 211), Orlean Beeson Hall (4th-floor media center), and Cooney Hall (rooms 401 and 411). The lab hours for each building coincide with the hours for that building. A map of computing facilities on campus can be found here: <https://www.samford.edu/departments/technology-services/computing-labs>

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

Academic Success Center:

The mission of the Academic Success Center is to facilitate students' successful transition through Samford University by identifying and providing academic resources in a highly collaborative and student-centered manner. The director works closely with faculty, the admissions office, Career Development, and the counseling offices to provide academic assistance as needed. First-year and transfer students are particularly encouraged to take advantage of the center's services to facilitate their transition to Samford University. More about their services can be found here: <https://www.samford.edu/departments/academic-success-center/>

Career Development Center:

The Career Development Center's (CDC) mission is to equip students and alumni with tools for effective decision making, goal setting, and personal development, direct individuals to resources for vocational exploration and professional development, and connect the Samford community with employers and career opportunities. More about their services can be found here: <https://www.samford.edu/departments/career-development-center/>

Communication Resource Center:

The Communication Resource Center (CRC), also known as the writing center, is a place for all Samford students to receive free assistance with writing, speaking, and critical reading. From brainstorming to a presentation or final draft, students work with trained peer tutors to improve as writers, speakers, and critical readers. In addition to individual tutoring sessions, the CRC periodically offers workshops on major style manuals as well as various aspects of oral and written communication. The CRC also serves faculty, offering workshops and handouts on assigning and assessing oral and written communication.

Disability Resources:

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Disability Resources works to ensure that all aspects of a Samford education and campus life are accessible for students with disabilities. Applicants and students with disabilities are encouraged to learn more about accommodations and the process of registering with Disability Resources by visiting their website: www.samford.edu/dr.

Counseling Services:

The Office of Counseling Services and Wellness Programs (C&WP) provides face-to-face mental health counseling for all Samford University students. Some of the areas of assistance include adjustment to college, personal exploration/growth, managing anxiety, relationships, substance abuse, and psychotherapy. We maintain an up-to-date resource list online, which outlines various services and providers a student may need for ongoing and specific mental health issues in the larger Birmingham area. Website: <https://www.samford.edu/departments/counseling/>

Global Engagement Office:

Samford offers opportunities to take courses abroad that develop and expand students' personal, academic, and professional goals. Samford seeks to engage students and faculty with the peoples and cultures of other countries; to provide on-site observation of historical, scientific, and cultural phenomena; and to provide opportunities for foreign language study within the cultural context of the target languages.

Samford Abroad:

Samford Abroad offers a variety of programs each term. Students can apply for short-term faculty-led programs, affiliate/exchange programs, and/or Samford's signature study abroad experience, the Samford in London semester program at the Daniel House. For current program offerings, please visit <http://abroad.samford.edu>.

International Students and Scholars Services:

The Global Engagement Office (GEO) provides immigration advisory services and assistance for the community of non-immigrant students, scholars, and employees that the University sponsors. GEO is the primary office responsible for the University's compliance with the U.S. federal immigration regulations.

Lucille Stewart Beeson Law Library:

The Lucille Stewart Beeson Law Library provides extensive legal research and study materials for the Cumberland School of Law and the rest of the Samford community. The library contains 13 conference rooms, 474 study spaces, large carrels with electrical and data connections, and more than 30 computers. Online access to current legal information is provided through computer-assisted legal research systems. The law library collection contains more than 162,000 print book volumes and more

than 132,000 digital book volumes, either owned or available through subscription, more than 4100 print serials and more than 7700 digital serials, either owned or available through subscription, and more than 126,000 volumes equivalent in microfiche. Website: <https://www.samford.edu/cumberlandlaw/library/>

S.A.M. Suite:

The S.A.M. Suite is a dedicated space in the College of Health Sciences (CHS building 1, 4th floor, CHS Room 1433) for faculty, staff, and students to fulfill many school and university activities. The S.A.M. Suite houses textbooks that are required in the pharmacy curriculum plus other resources identified to be important for student education. In the spirit of allowing access to these references/resources for the benefit of all faculty and students, these items cannot be checked out and leave the area. The S.A.M. Suite is available during normal CHS business hours (Monday thru Friday, 8:00 a.m. to 4:30 p.m.) and can be used for: faculty collaborating on research, grants, scholarship, or service; faculty mentoring students; faculty meeting with students to address academics; student leaders having small group discussions; and interprofessional educational activities. Website: <https://www.samford.edu/pharmacy/drug-information-resources>

Global Center:

The Global Center, located in the Beeson School of Divinity, features interactive resources that include world population and demographic databases as well as foreign language news broadcasts that assist students as they prepare for service throughout the world. Website: <https://www.beesondivinity.com/global-center/>

Faculty Success Collaborative:

The Faculty Success Collaborative (FSC) is a formal advisory committee convened by the provost representing all academic units at Samford University, that identifies and coordinates development opportunities in conjunction with a variety of internal and external stakeholder groups. Faculty success and continuing professional development is internally driven by the FSC through a process that is responsive to emerging trends and opportunities in higher education. The FSC fully embraces the developmental needs of all faculty in the three domains of a faculty member's roles and responsibilities as it pertains to teaching, service, and scholarship, as well as personal wellbeing. Face-to-face programming, enduring content and other resources are provided to support faculty at all stages of their career. Website: <https://www.samford.edu/employee/faculty/success-collaborative>

Office of Research:

The Office of Research is committed to the highest standards of integrity in fulfilling its mission to expand human knowledge and benefit society through research. This is accomplished by providing a range of services in support of all research activities undertaken by faculty, staff, and students at Samford University. Website: <https://www.samford.edu/departments/research/>

Frances Marlin Mann Center for Ethics and Leadership:

The Frances Marlin Mann Center for Ethics and Leadership features campus, local, and nationally recognized leaders who embody servant-leadership; designs and implements community-based learning programs and courses; provides professional development in community-based learning for faculty and staff; and manages mutually-beneficial university-community partnerships. Providing resources to students, faculty, staff, and Alabama nonprofits since 2008, the Mann Center promotes the understanding and practice of positive character and servant-leadership. Core values including humility, hospitality, social justice, inclusion, and service to others guide the Center's work. Programs and activities include: "For the Good" leadership speaker series; service cadre and convocation programs; weekly and annual student volunteer and community-based internship opportunities; recognition through annual awards and scholarships; and the university's annual day of service. Accessible to all of the university's constituents, the Mann Center team strives to assist Samford students and employees to practice their faith through serving and learning from the broader community. Website: <https://www.samford.edu/mann-center-for-ethics-and-leadership/>

Samford Bookstore:

The Samford Bookstore offers Bulldog gear and course-required materials, available in-store or online for shipping or in-store pick-up. Textbooks that are available are for rent or purchase. Website: <https://www.bkstr.com/samfordstore/home>

Spiritual Life:

The Office of Spiritual Life provides online Convocation credit options for online-only students in the form of recorded lectures and other programs on iTunes U. Website: <https://www.samford.edu/spiritual-life/>

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

The Healthcare Administration program works closely with other academic units on campus. The program is housed in the Department of Healthcare Administration and Informatics where another undergraduate program exists, the Health Informatics and Analytics program. The department is housed within the School of Public Health which also has other undergraduate programs.

Our curriculum includes courses taught by faculty across the School of Public Health, creating an interprofessional environment for both faculty and students. Our students are required to complete two accounting courses within the Brock School of Business, an accredited member of AACSB International — the Association to Advance Collegiate Schools of Business. Healthcare Administration faculty also teach courses for the undergraduate degree offerings in Health Informatics and Analytics, Public Health, and Nutrition.

The Healthcare Administration program is intricately linked to the Master's of Healthcare Administration program offered by the department. Because a fast-track degree option is available, eligible students have the opportunity to apply for this program, allowing them to complete both their B.S. and M.H.A. degrees in a total of five years.

11e. If the program offers courses online or in a distance format, describe the technologies used to deliver course material. Are additional resources provided for the creation and regular revision of online courses?

All Healthcare Administration courses are housed within the Canvas Learning Management system. All but one Healthcare Administration course is in a traditional classroom format. The one online asynchronous course is HIIM 407: Healthcare Patient Safety and Quality. Any online course at Samford is required to go through an internal review process by the instructional design team. Online courses have the option of exceeding these expectations. More details can be found here: <https://www.samford.edu/programs/online>

Canvas is used for housing course materials, facilitating communication between faculty and students, and grades. Other examples of technology used by faculty include Google tools, virtual conferencing, and interactive educational learning platforms such as EHR Go and Cengage MindTap. These technologies are typically used for communication, group work, study aids, self-assessment, assignments, and collecting data (responses to questions) either in real-time or in advance of the class.

It is important to highlight, although not during the self-study year, that in-person classes switched to the online format from Spring 2020 until Fall 2020 due to COVID-19. This change required faculty to further utilize Canvas and other technologies. The technology is robust and allows faculty to provide a positive learning experience. Teaching evaluations reflect that technology and resources have been fully sufficient in providing a positive learning experience.

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?

Again, courses are delivered via the web and Canvas. Canvas is a web-based software system used to organize course materials for access over the Internet and provides tools for course management, content management and sharing, assessment management, and online collaboration and communication.

Technology, such as Google tools, virtual conferencing, and digital learning tools such as EHR Go, Cengage MindTap, Jones & Bartlett NAVIGATE, the Institute for Healthcare Improvement, and StoryCorps (<https://storycorps.org/>), may be used as

a complement to traditional classroom-based instruction. MindTap and NAVIGATE are compatible for use with mobile devices. These particular technologies may be used by individual faculty members in addition to Canvas to deliver course content. Training and support for external tools is provided by vendors to faculty as needed. Additionally, technology tools training and support for products that integrate with Canvas are supported by the Faculty Success Collaborative, mentioned in Criteria 11c (<https://www.samford.edu/employee/faculty/success-collaborative>) and Technology Services (<https://www.samford.edu/departments/technology-services/>).

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

The Healthcare Administration program does not have students who primarily or exclusively attend our program in an online format. Any student enrolled in the one online course (HIIM 407: Healthcare Patient Safety and Quality) that is offered in the program is an enrolled Samford University residential student. Therefore, all students in the program have the requisite access to program and university resources.

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

Upload supplemental information here:

16. STUDENT SUPPORT SYSTEMS (Criterion 12)

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

Students applying for admission into the program must first be fully admitted to the university. Students should refer to Samford University's undergraduate admission criteria. Full information regarding Samford University can be found here - <https://catalog.samford.edu/content.php?catoid=17&navoid=1124>

If an entering freshman declares as a major for our program, the Admissions Office admits the student with no input from the School of Public Health academic advisor, as long as admission requirements to the university are met. Students are recognized as a Healthcare Administration major once they declare with the Admissions Office (if an entering freshman) or their academic advisor. Given that there are no additional admission requirements to the Healthcare Administration program, all students that meet university admission criteria are accepted.

For students that are interested in the fast-track B.S./Master of Healthcare Administration, they must apply for the program in the spring of their freshman year. Applications are accepted from students who have an exceptionally high school GPA, ACT score, and freshman year GPA. Accepted students will be required to maintain a certain GPA to remain in the program. Students who are accepted into the program begin graduate coursework in the fourth year of study and complete both degrees in five (5) years. Students may earn up to eighteen (18) graduate hours that will count toward completing the baccalaureate degree.

Fast-track Requirements:

- High School GPA of 3.50 or higher
- Earned a minimum of 3.50 cumulative GPA on all work done at Samford University
- ACT score of 26 or higher
- 3 letters of reference (at least two from faculty members at Samford University)

Fast-track Application Process:

- Submit an application in the spring of the freshman year
- Faculty interview

The academic advisor approves the change of major for current Samford University students if admission requirements are met. If the student meets all admission requirements, then he or she is admitted. The criteria are applied consistently. There have been two fast-track applicants that have applied and were accepted into the program.

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.

Healthcare Administration full-time Students Enrolled During Self-Study Year:

- Fall 2020: 17 (majors) + 2 (minors) = 19 total
- Spring 2021: 19 (majors) + 2 (minors) = 21 total
- Summer 2021: 20 (majors) + 2 (minors) = 22 total

*2 fast track students during the self-study year, which are included in the major count

*0 part-time students

Healthcare Administration Students Graduated During Self-Study Year:

- Fall 2020: 1 (major) = 1
- Spring 2021: 6 (majors) + 1 (minor) = 7
- Summer 2021: 0

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 of Health Sciences Marketing and Communication Manager as well as the School of Public Health Recruiter are responsible for promoting the program in coordination with the School of Public Health faculty and the university's undergraduate admission office. This is achieved through the use of various printed, audiovisual, and web-based marketing and recruitment materials as well as through in-person and virtual events. Accomplishments of the college and the program specifically, including student/faculty/graduate recognition, grants, projects, and publications are publicized internally and externally.

The School of Public Health also actively engages in student recruitment at open house events and career fairs at campus and organizational events both online and in the southeast area.

Examples of how we promote information about the program and how the program informs potential students about degree offerings are included below.

- Preview Days and/or Senior Days - Samford University events for prospective undergraduate students. Typically, these are high school upper-class students.
- Bulldog Days - Samford University Freshman Orientation
- Independent/Undeclared Advisors - These advisors are provided with our program's latest information. The advisors help us spread the word about healthcare administration majors and minor degree options as well as other public health degree options available in the School of Public Health.

- Athletic Advisors - These advisors are also provided with our program's latest information. The advisors help us spread the word about the healthcare administration program.
- Points of Pride Luncheon – This event was held to connect with the University Admissions Team who leads undergraduate recruitment at Samford.
- HCAD 101: Contemporary Issues in Healthcare Administration – Introduction 1-credit hour course that is open to all students.
- Miscellaneous Presentations (e.g., one-on-one meetings with interested students)
- High-school College Advisor Luncheon – This event is held to connect with advisors within Alabama and share about programs in the School of Public Health.
- Health Career Education Events (e.g., HOSA - Future Health Professionals, formerly known as Health Occupations Students of America)
- Independent Campus Visits – Interested students/legal guardians may choose to visit campus and program-specific faculty.
- Website - Full Samford University information: samford.edu
- Academic listing for undergraduate majors: <https://www.samford.edu/programs/undergraduate>
- Program-specific website: <https://www.samford.edu/publichealth/bs-healthcare-administration>
- Department of Healthcare Administration and Informatics website: <https://www.samford.edu/publichealth/healthcare-administration>
- News stories that spotlight student/faculty/alumni accomplishments: <https://www.samford.edu/publichealth/news/>
- Social Media for the School of Public Health, including -
 - Facebook – <https://www.facebook.com/SamfordSchoolofPublicHealth/>
 - LinkedIn – <https://www.linkedin.com/showcase/samfordpublichealth/>
 - Instagram – <https://www.instagram.com/samfordpublichealth/>
- Printed materials:
 - Program-specific one sheeter; distributed to prospective students at recruitment fairs, both on campus, across the state, and through virtual means
 - School of Public Health academic brochure; distributed by undergraduate admission office to prospective students who start the Samford application and mark an interest in a program within the School
 - Program is highlighted in School of Public Health emails to prospective students, sent by the University's Admission Office as a part of the overall "communication flow"
 - Externally published materials (e.g., Birmingham Business Journal)
 - Emails and materials that are sent to undeclared students

Relevant marketing materials are attached below.

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

[Criteria12d_OneSheeter.pdf](#)

[Criteria12c_2021SPHRecruitmentPlan.pdf](#)

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

URL1 : <https://www.samford.edu/publichealth/healthcare-administration>

URL2 : <https://www.samford.edu/publichealth/bs-healthcare-administration>

URL3 : <https://www.samford.edu/publichealth/undergraduate-degrees>

URL4 : https://issuu.com/samford_university/docs/21-22_public_health_recruitment_brochure_-_press_4?fr=sNzlkZjE5MTQ0OTI

17. STUDENT SUPPORT SYSTEMS (Criterion 13)

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

Academic advising starts when students enter the university and are asked to select an intended major. When the student selects Healthcare Administration as their major, they are then assigned an advisor, in the School of Public Health. The undergraduate students are required to meet with the advisor once per semester for academic advising. In these meetings, the student and advisor plan the courses that the student will take in the upcoming semester as well as discuss ways they can diversify their experience such as by adding a minor to their plan of study. In the advising meetings, the advisor ensures that students are taking the required courses for their degree as well as taking graduate school prerequisites (if required).

The Academic Success Center (<https://www.samford.edu/departments/academic-success-center/>) includes resources for students who may need additional tutoring, help with course materials, finding academic resources, and strategies for achieving academic goals. The Career Development Center (<https://www.samford.edu/departments/career-development-center/>) helps students create resumes, prepare for interviews, explore career options, and aid with job placement. In addition, the Program Director, faculty, and internship preceptors provide career guidance to students.

18. STUDENT SUPPORT SYSTEMS (Criterion 14)

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

The School of Public Health has an active student organization, This is Samford H.E.A.L.T.H.

The student organization's tag line is the following - We are dedicated to promoting Healthy lifestyles using Evidence-based practices through Advocacy and Leadership Together with Heart across the Samford community and beyond. This organization invites all students in the School of Public Health to promote interprofessional collaboration across disciplines.

This is Samford H.E.A.L.T.H. is a student-run membership organization where the Program Director serves as faculty advisor alongside a faculty member in the School of Public Health. This is Samford H.E.A.L.T.H. has elected officers and meets on a monthly basis to provide an informational program for its members. The Healthcare Administration Student Organization (HASO), which was active from 2017-2020, served as the model for This is Samford H.E.A.L.T.H. At the end of 2020, HASO was dissolved and a specialty section for the Healthcare Administration program was created within the new organization for the School.

In recent years, the organization's members have undertaken one or two service projects benefiting local charities. The organization's student leaders have often invited local healthcare leaders, alumni, and on-campus resource centers (such as the Career Development Center) to speak to its members. The organization has approximately 45 active members across the School of Public Health, with an estimated 50% participation rate from students in the Healthcare Administration program.

The Healthcare Administration program also has two chapters of the Upsilon Phi Delta (UPD) honorary, both an undergraduate and graduate chapter. There are two officer positions that are determined based on the highest GPA. Although This is Samford H.E.A.L.T.H. is the primary student organization, the UPD chapters encourage academic excellence in the study of healthcare management and policy.

This is Samford H.E.A.L.T.H. publicizes its activities through a student-driven GroupMe account and faculty also encourage attendance within their courses and in general conversation with students. The organization's President and faculty also maintain communication through a department Canvas page. The Canvas page is used to share information about job opportunities, make announcements about events, and recognize student and alumni accomplishments.

All Healthcare Administration students are encouraged to create and maintain a LinkedIn account. This also serves as a networking platform for current students and alumni. The department's LinkedIn page can be found here - <https://www.linkedin.com/groups/8867681/>

Outside of Samford University, students are also encouraged to attend local professional organization events and become student members. These organizations include the local chapter of the Alabama American College of Healthcare Executives (ACHE), the Medical Group Management Association Alabama Chapter, and student events through AUPHA such as the student sessions at the AUPHA 2020 virtual conference. Additionally, the department covers student membership expenses for ACHE; therefore, 100% of students are members of this organization.

19. STUDENT SUPPORT SYSTEMS (Criterion 15)

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

Students are encouraged to resolve complaints at the appropriate level of disagreement. When registering concerns or complaints, students must follow the appropriate procedures. If a student has any question about the applicable procedure to follow for a particular complaint, the student should contact the Assistant Vice President for Student Development. For any of the following matters, the student should refer to the proper resource:

- Grade Appeals: Office of the Registrar
- Academic Petition Form is for students seeking exceptions to academic policy. Examples include adding/dropping a class after the add/drop period, graduation requirement exception, etc. Office Registrar
- Title IX: Title IX Coordinator
- Disability Accommodation Grievance Procedures: Office of Disability Resources
- Law Student Complaint Resolution Policy: Director of Law Student Services
- Anonymous Complaints may be submitted to the Office of the Vice President for Student Affairs and Enrollment Management (VPSAEM). The VPSAEM office is not an advocate for any party to a disagreement but is an advocate for a fair process. Acting as a neutral party, the VPSAEM or his designee will attempt to resolve complaints by directly working with the student and appropriate employees to assure a fair process. Complaints that cannot be resolved informally, may be referred to other university officials for resolution. A record of a complaint and resolution will be maintained in the VPSAEM office.

If a student is unable to resolve an issue, the student may submit a written complaint through the Student Complaint Form.

Forms submitted without contact information cannot be processed. A student who has a complaint that a policy or procedure has been incorrectly or unfairly applied in his/her particular case, or a complaint about the behavior of a University employee that does not fall within any of the categories specifically listed above, the complaint will be handled as follows:

Informal Resolution: Students are encouraged to speak directly with the employee most concerned with or responsible for the situation that is the cause of the complaint. If this communication does not lead to a resolution or such a discussion is not deemed appropriate, the student may submit a written complaint through the Student Complaint Form.

Formal Complaint: The student complaint form is to be used by any student who wishes to file a grievance about his/her perceived treatment/interaction with a member of the university community or a service offered at the university.

Receipt of the complaint will be acknowledged within fifteen (15) days. The appropriate university administrator will then review the matter. A final written determination, including any proposed resolution, will be sent to the student within thirty (30) days of the receipt of the complaint. A complete record of formal complaints will be kept by the relevant university office.

The formal complaint policies and procedures process is outlined in the Student Complaints Process section of the Samford CARES website: <https://www.samford.edu/departments/student-support/>

20. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 16)

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

The Healthcare Administration program has a committed Advisory Board that includes current healthcare administrators, internship preceptors, alumni, and a current student. The board represents a diverse group of individuals from the health care administration, informatics, quality improvement, patient safety, diversity and inclusion, long-term care, compliance, law, risk management, consulting, finance, strategy, business, and scholastic communities. There is at least one alumnus and one student member on the Advisory Board at any given time. A list of Advisory Board members can be found here - <https://www.samford.edu/publichealth/advisory-board-healthcare-admin>

The Advisory Board is expected to meet at least once per semester (Fall and Spring), to review the mission, goals, objectives, and outcomes of the programs/department. Faculty attend these meetings and participate in discussions with board members. Additionally, the advisory board is invited to attend the UPD Induction and Awards Ceremony for students in the Spring semester. We also invite the Advisory Board to view our student's internship experience presentations.

The Advisory Board by-laws are in the document titled, "Criteria16_AdvisoryBoardBylaws" which describes how the board functions. This file can be found in the Supplemental Information for Electronic Self-Study located at the end of this self-study.

21. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

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

The Healthcare Administration program has a well-established network with the professional communities, associations, and individuals throughout Alabama and the United States. Below are some examples that highlight the linkage:

100% of faculty have active, professional memberships such as AUPHA. Other examples include:

American College of Health Executives (ACHE), Healthcare Financial Management Association (HFMA), Alabama Healthcare Information and Management Systems Society (HIMSS), American Health Information Management (AHIMA), Alabama Association of Health Information Management (AAHIM), Birmingham Medical Group Management Association (MGMA), Healthcare Data and Analytics Association (HDAA), Southern Conference of Public Administration (SECoPA), American Medical

Informatics Association (AMIA), Academy of Management (AoM), Southern Management Association (SMA), Rural Hospital Association, Program Management International, American Society of Public Administration (ASPA), Alabama Academy of Science, Institute for Healthcare Advancement (IHA)

All of the aforementioned faculty listed in the faculty worksheets participate in the local chapters of these professional organizations.

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

This is Samford H.E.A.L.T.H., our student organization, and the Upsilon Phi Delta (UPD) chapter are described in Criterion 14. The student organization holds monthly meetings during the academic year to which practitioners are invited as guest speakers. The organization also takes part in service projects each year and is typically connected to a local nonprofit organization. Again, the Advisory Board, which includes practitioners, is invited to the UPD Induction and Awards Ceremony each academic year.

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

Students are frequently invited to attend panel discussions presented by the local chapter of ACHE, the Healthcare Information and Management Systems Society, Inc. (HIMSS) Alabama Chapter, the Healthcare Financial Management Association Alabama Chapter, and the Alabama Chapter of MGMA. The Alabama Regent of ACHE meets with the healthcare administration students on an annual basis to emphasize the importance of ACHE and membership.

In light of COVID-19, many online panels and meetings were afforded to students since Summer 2020 and during the self-study year. Additionally, healthcare practitioners are invited as guest speakers in some courses.

22. PROFESSIONAL AND ALUMNI LINKAGES (Criterion 18)

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

Program alumni are linked to current students, faculty, and program efforts in a variety of ways. Some alumni serve as preceptors and mentors for students. Alumni are also connected to faculty and programmatic efforts through their participation in the Advisory Board and as guest lecturers in some of the courses offered in the program. We have alumni marketing spotlights after job placement that are available on our website and other social channels through the School of Public Health.

Our faculty strives to maintain active relationships with our alumni and follow up with them individually. Social media has been a great vehicle in these endeavors, both on our personal pages the Samford University alumni page on Facebook (<https://www.facebook.com/samfordalumni>) and LinkedIn (<https://www.linkedin.com/groups/120543/>), and our department's LinkedIn page (<https://www.linkedin.com/groups/8867681/>).

We also connect with alumni when sending out the annual alumni survey for the Healthcare Administration program, which allows for an internal alumni database. Alumni information is reported in the AUPHA annual program survey. Faculty maintain a connection with alumni to receive feedback and have general discussions about graduate school, the workforce, and ongoing trends in healthcare administration.

23. CURRICULUM AND TEACHING (Criterion 19)

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

The Program is a traditional, residential undergraduate program. As such, the courses are classroom-based with the exception of one online course (HIIM 407: Healthcare Patient Safety and Quality).

The faculty members utilize a variety of teaching methodologies in their courses, including, but not limited to, the following:

- Team-based learning and other "flipped" classroom methods
- Lectures
- Group projects & presentations
- Individual student presentations
- In-class writing workshops to support the development of professional writing skills
- Writing assignments
- Guest lectures (both in-person and via teleconference platforms)
- Student interviews of working professionals
- Case studies
- Computer labs
- Simulations
- Service learning

Each of the faculty has taken part in educational seminars offered by Samford University, which provides numerous opportunities for faculty to learn about new pedagogical techniques and to receive personal coaching and consultation on their teaching methods and classroom skills.

The faculty engage in an annual review of curriculum and teaching strategies as part of its ongoing student and program assessment activities as well as our efforts to achieve our strategic goals. This review typically takes place prior to the start of the academic year. The latest meeting occurred on July 27, 2021.

In Spring 2020, all classroom-based courses shifted to the online format until Fall 2020 due to COVID-19. A Continuity of Instruction Plan was developed at the university level and implemented at the school and program levels. Each faculty member determined the method of delivery using the guidelines within the Samford plan. The method of delivery and instruction was pre-planned specific to each course to facilitate the ease of transitioning from one phase to another in response to COVID-19 at any time during the semester. The phases were Go Sam, Safer Sam, Contain Sam, and Home Sam. Each phase considered the determination to transition from beginning the semester with the traditional face-to-face class and progression to online if required. These guidelines incorporated students in quarantine or with accommodations. This change required faculty to utilize teaching methodologies that could occur through online means. In doing so, many of the same teaching methodologies occurred using technology. In Fall 2020, classes resumed to the traditional, residential format and continued through the self-study year.

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

The program has limited involvement in distance education, which is largely restricted to one fully online required course (HIIM 407: Healthcare Patient Safety and Quality). This course is a web-based course delivered asynchronously via Canvas. Learners use Canvas, Samford's learning management system, to access grades, course learning materials, assignments, resources, quizzes, and exams. This course is offered once per academic year. A teleconferencing platform, such as Microsoft Teams, is utilized when needed for meetings with students.

Additionally, if faculty determine online components (e.g., simulation, computer lab assignment, etc.) appropriate for a specific course, they have many available resources. Again, distance education was the mainstay from Spring 2020 until Fall 2020, due to COVID-19. After which, teaching went back to the in-person format.

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?

As discussed in Criteria 19a and 19b, only one course is available fully online. For this course, students are not required to spend time on campus or in a classroom.

100% of the program can be accessed online to some extent because all program courses utilize a Canvas course site for

various aspects of the course. For most courses, this is largely utilized to house course materials (e.g., syllabus, assignment instructions), announcements/emails, assignment submissions, and course grades.

The program does not have any students who are classified as "distance education" students. All are traditional undergraduates who attend classes on campus for all but one of the required program courses (i.e., HIIM 407). The only exception to this context was during the changes that occurred due to COVID-19.

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

The Healthcare Administration program is made up of traditional, classroom-based courses with the exception of one online course, as described earlier. We do not offer any courses that have both a traditional classroom and a distance education option. Courses do not combine online and classroom teaching in the same section beyond the utilization of a Canvas course site as mentioned in item 19c.

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

Given that only one required course is delivered online, assessment of student readiness for online instruction has not been a consideration. Since the online course is generally taken in the senior year, most students are experienced in the use of Samford's Canvas Learning Management System. Samford University students are acquainted with the Canvas Learning Management System through their individual classes. Faculty and students have 24/7 access to Canvas support.

Faculty orient students in their courses to the specific ways in which Canvas or any other online resources are utilized for their courses. If faculty determine that students are having difficulty with any of the Canvas functions, they may provide assistance or direct students to the Technology Services (<https://www.samford.edu/departments/technology-services/>) and Academic Success Center (<https://www.samford.edu/departments/academic-success-center/>) for additional support. Faculty teaching the online course acquaint students at the beginning of the term and address any user issues detected as students progress through the course.

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

At this time, the program has not engaged in distance education to the extent that the documentation of parity of education and learning outcomes has been warranted. If and when the program engages in distance education beyond current offerings, the program will work closely with Samford's Technology Services and Academic Success Center to ensure parity for traditional classroom-based and distance education courses. Any online courses and distance education offerings must be proposed and vetted at the program, college, and university levels.

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.

The program does not offer a distance learning program. All students have equal access to Samford University resources (e.g., on-campus Wi-Fi, digital library resources, Canvas support, etc.).

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.

Samford University has numerous resources and expertise available to faculty for the development of courses. The primary resource for faculty is the Technology in Learning Center, which provides support to Samford employees in implementing technological tools to enhance teaching and learning across the university. Additionally, all online courses are vetted by the Technology in Learning Center. An instructional designer is assigned to the Healthcare Administration program. This individual is available to assist with specific course design and/or technology needs. One-on-one consultations with the instructional design team are also available. Another resource for both students and faculty is the Manager of Technology Services for the College of

Health Sciences and the Office of Technology Services (<https://www.samford.edu/departments/technology-services/>) team. Again, faculty and students have 24/7 access to Canvas support.

All faculty in the College of Health Sciences have access to a Canvas course titled "Tech Bytes" that hosts a plethora of technology resources and information. The Faculty Success Collaborative hosts a program titled "Renovate" each year where faculty members can create one Canvas course module that is comprehensively designed with feedback from other colleagues and guest facilitators. Course design experts are also available in the Faculty Success Collaborative to help with any course design needs. The instructional design and technology staff holds weekly Zoom drop-in sessions. Members of the instructional design and Service Desk staff will be on hand to assist with questions on Canvas and its integrated tools, such as Zoom, Studio, and Respondus Monitor, as well as to provide guidance on course structure, interacting with students, adding content, assessment, training requests, and any other Canvas and online/hybrid teaching and learning concerns.

The Healthcare Administration program is assigned a Library Liaison. Faculty can utilize the many library resources outlined in Criterion 11a. The liaison can be added to the Canvas course to help facilitate student success with library resources. Library resources are provided to students on the department Canvas page. This includes research guides curated for the Healthcare Administration program.

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

The method for training and equipping faculty to use distance learning technologies is provided through the Technology in Learning Center and the Faculty Success Collaborative, as illustrated in item 19h. Courses must be proposed and vetted through a formal process as previously discussed in 19h. Faculty performance, whether traditional or distance education, is evaluated each semester through student course evaluations. Faculty use feedback to improve and/or modify courses. As defined in the School of Public Health Promotion and Tenure Guideline, faculty are required to have a peer evaluation by another faculty member every three years, but this can occur more often. Faculty going up for tenure and promotion are recommended to consider more frequent peer evaluation of classroom teaching.

24. CURRICULUM AND TEACHING (Criterion 20)

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

Our program's competency-based curriculum mirrors those of leading professional associations in health care administration, representing a cross-section of types of jobs that our graduates enter in a variety of healthcare settings (e.g., hospitals, physician practices, long term care facilities, insurance companies, health information technology vendors, etc.).

The competency model is based upon the ACHE Healthcare Executive Competencies and Assessment Tool developed by the Healthcare Leadership Alliance and the American College of Healthcare Executives. The curriculum is designed based on the following five competency domains and includes the required content areas defined by AUPHA:

- Communication and relationship management
- Leadership
- Professionalism
- Knowledge of the healthcare environment
- Business skills and knowledge

These professional domains and underlying competencies are aligned with the program's mission, "to train service-minded leaders who have a broad perspective by providing a foundation in healthcare executive competencies through an inter-professional curriculum for entry-level management positions." The outcomes from the competency model equip undergraduate students to seek employment in a healthcare setting or a graduate program. At the end of the program, students possess the level of competence needed to manage and lead organizations in the complex and dynamic healthcare environment.

A map of the 39 competencies that were utilized during the self-study year is included in this report and can be found in the course competencies worksheet. These competencies were selected in 2016 from the broad list of competencies defined by the Healthcare Leadership Alliance. These have been used since that time with revisions considering current developments/changes in the field of healthcare administration.

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

The above-mentioned competencies were selected through discussion with department faculty in 2016. These competencies were then reviewed and approved by the Advisory Board at the July 2017 meeting. Revisions to the course curriculum were approved in Fall 2018 through the University Academic Affairs process. As a result, competency mapping revisions occurred in Spring 2019. In Spring 2020, competency levels were defined and approved by the faculty and Advisory Board in Fall 2021. These levels are defined below:

- No Knowledge (0) - An individual has no knowledge or training in the competency.
- Novice (1) – An individual's primary focus is understanding and gaining information in order to comprehend the skills needed. You have the level of experience gained in a classroom setting or on-the-job training. You are expected to need help when performing this skill.
- Advanced Beginner (2) - An advanced beginner is an individual who has been involved in enough real-world situations that the recurrent competency is easily identified.
- Competent (3) – People with considerable experience develop competence in solving problems within the learned guidelines and rules. You can successfully complete the competency as requested. Help from experts may be required from time to time, but you can usually perform the skill independently.
- Proficient (4) - When the individual is proficient, he or she can perform the actions associated with this skill without assistance. You are recognized within the organization as someone who can assist when difficult questions arise regarding this skill. You are able to reference and use materials in this competency and help others to do the same.
- Expert (5) – Experts work intuitively analyzing, recognizing patterns, critiquing, and solving problems with ideas and expertise. You are known as the expert in this area. You can provide guidance, troubleshoot, and answer questions related to this competency.

Program competencies are now reviewed annually by faculty. Any revisions would be approved by the Advisory Board.

Following the AUPHA worksheet format, the course competency worksheet below demonstrates how the program is integrating these competencies into its curriculum. We also wish to provide our full competency model titled, "Criteria20b_FullCompetencyModel" which is attached at the end of the self-study. The full model contains additional information related to the competency level for each domain. The program plans of study are also attached at the end of the report titled, "Criteria20b_PlansofStudy"

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

[Criteria20b_CourseCompetenciesWorksheet.xlsx](#)

25. CURRICULUM AND TEACHING (Criterion 21)

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

[ACCT211_Fall2020.pdf](#)

[ACCT212_Spring.pdf](#)

[HCAD101_Spring2021.pdf](#)
[HCAD302_Fall2020.pdf](#)
[HCAD303_Spring2021.pdf](#)
[HCAD321_Spring2021.pdf](#)
[HCAD325_Spring2021.pdf](#)
[HCAD401_Fall2020.pdf](#)
[HCAD402_Fall2020.pdf](#)
[HCAD420_Spring2021.pdf](#)

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

[HCAD421_Fall2020.pdf](#)
[HCAD421_Spring2021.pdf](#)
[HCAD422_Spring2021.pdf](#)
[HCAD424_Spring2021.pdf](#)
[HIIM304_Fall2020.pdf](#)
[HIIM407_Fall2020.pdf](#)
[PHLT201_Fall2020.pdf](#)
[PHLT232_Spring2021.pdf](#)
[PHLT302_Spring2021.pdf](#)
[PHLT309_Fall2020.pdf](#)

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

[PHLT311_Fall2020.pdf](#)

26. CURRICULUM AND TEACHING (Criterion 22)

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

[Criteria22a_CourseContentWorksheet.xlsx](#)

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

In 2021, faculty collaborated to review program content and to map out the AUPHA course content worksheet. The meeting brought to light ways that post-acute care is already being covered in the program and new ways faculty can further cover this content.

For example, post-acute care is introduced to students in HCAD 101: Contemporary Issues in Healthcare Administration; however, a more thorough learning experience was needed. In HCAD 420: Insurance and Reimbursement, a post-acute care administrator came to speak to the class. In PHLT 309: Cultural Competence and Spirituality in Public Health, the faculty member invited a hospice administrator guest speaker and required volunteer hours at the hospice site. In addition, the HCAD 421: Healthcare Administration Internship course has options for organizations that offer post-acute care services. Some students complete their internships at these sites.

27. EXPERIENTIAL AND APPLIED LEARNING (Criterion 23)

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

The Healthcare Administration program uses the internship to demonstrate and enhance student competencies as well as to

meet the goals and objectives of the program. The internship provides students the opportunity to apply topics and concepts that were learned throughout the curriculum. Specifically, in the internship, students and preceptors work together to establish goals and establish projects for the internship to facilitate reaching those goals. The internship courses are designed for students to integrate, synthesize, and apply the knowledge acquired during their coursework through cumulative and experiential activities.

The internship is consistent with the goals and objectives of the program found in Criteria 2.

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

Two internships are required in the Healthcare Administration program, one internship with 120 hours and one internship at another site with 120, equaling 240 hours. The internships are offered in the Fall, Spring, and Summer semesters of the student's senior year, depending on when they began their plan of study. By having the internships towards the end of the plan of study, this allows students to complete the majority of their classes prior to commencing a concentrated internship learning experience.

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

The internship requirement is not waived.

28. EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

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

Students are required to complete the Healthcare Administration Internship (HAI) and are responsible for identifying an interest area in consultation with the course professor. Based on student interest, the professor identifies a potential HAI site and preceptor.

Clinical affiliation agreements are coordinated by the program through the university attorney in the College of Health Sciences. This process is initiated by the HAI professor and completed by the appropriate department. Not all sites require agreements. Students are required to discuss their interests the semester prior to their internship. If a clinical affiliation agreement is required and not in place, the process of securing one is initiated. All sites requiring agreement are active prior to a student beginning their internship.

Students may propose in writing to the HAI professor to complete a HAI in an organization where they are already or have previously been employed. This may be permissible, provided that appropriate program objectives are clearly stated in the proposal and met through a new experience (i.e., no credit will be awarded for work previously undertaken). Due to the traditional student population who are currently not employed in the healthcare sector, this is of rare occurrence.

The HAI Handbook is provided in the supplemental documents section for referencing purposes and is titled, "Criteria24a_HAIHandbook"

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

HAI preceptors are provided a copy of the HAI Handbook, which describes the requirements for the internship. If questions arise, the expectations are then discussed further with the preceptor by the course professor. Students and preceptors are required to complete and sign an attestation form stating receipt of the HAI Handbook.

It is expected that the student and preceptor will work together to help the HAI to be a meaningful experience for both parties. Students are expected to create value and generate meaningful work products during the HAI. In return, preceptors are expected to provide meaningful assignments and projects in addition to exposing the student to the work environment. The objective of the HAI is for students to apply what they have learned in their classroom studies to a real-life environment and prepare for their eventual transition to the workforce. When the HAI is a meaningful experience, that objective will be met.

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

The student will complete the "Evaluation of the Preceptor and Site" at the end of the semester using the evaluation form provided in Exhibit D in the HAI Handbook. This form is due according to the date as established in the course syllabus. All documents related to feedback and performance evaluations should be provided by the student to the professor as evidence of performance during the HAI.

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

The preceptor and student meet to review internship goals. During this time, project options are discussed. The preceptor is encouraged to set expectations for performance early in the HAI. As part of the HAI experience, the preceptor is required to evaluate the performance of the student by competency and the expected level of attainment. An evaluation form is provided to the preceptor in Exhibit C (see HAI Handbook). The preceptor reviews this with the student, creating an opportunity for the student to have dialogue regarding their performance. The student submits the evaluation to Canvas as part of their course grade. At any point in time, the preceptor has the option to contact the course faculty with questions or concerns.

24e. Describe the faculty role in internship supervision.

The internship professor is a full-time faculty member assigned as an instructor of the HAI course, HCAD 421: Healthcare Administration Internship, and serves as the primary contact between the program and the internship site. The professor discusses internship goals and objectives with the students, advises on the best site location, facilitates contact between the student/preceptor, and approves the site location and all required documentation to begin the internship.

Throughout the course of the internship, the professor provides feedback to students after they submit their evaluation reports and complete their evaluation surveys. The professor also responds to questions, comments, and/or concerns as they arise during the semester. At the end of the semester, evaluations from both the students and preceptors are reviewed and feedback is provided. After final reports are provided, the professor assigns final grades based on the grading scale established in the syllabus. The course is administrated through the Canvas Learning Management System. Canvas is utilized for submission of internship forms and related documents, student communication, ensuring proper internship progression, and grades.

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

3 credit hours are awarded for the successful completion of a 120-hour internship. Again, two internship courses are required in the program plan of study. This creates a 6-credit hour total and 240 internship hours. A minimum of 6 credit hours is required and the course may be repeated for a maximum of 9 credit hours. The 3 additional credits would be counted towards program electives.

Students may propose in writing to the internship professor to complete a HAI in an organization where they are already, or have previously been, employed. This may be permissible, provided that appropriate program objectives are clearly stated in the proposal and met through a new experience (i.e., no credit will be awarded for work previously undertaken). This is a rare occurrence due to the traditional student population who are currently not employed in the healthcare sector.

However, a HAI may not be completed in retrospect for previous work. The course syllabus requirements must be met concurrently for course credit. The majority of internships are uncompensated.

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

The internship requirement is never waived. Students are advised of this requirement upon acceptance into the program.

However, in light of COVID-19, an alternative for the completion of hours was created for students who either contracted COVID-19 or whose preceptor site had to omit internships from their organizations due to the spike in COVID-19 cases. Content was gathered from Coursera.org for students to complete to help bolster internship experiences based on student-specific internship goals. During the self-study year, all internships occurred as normal with no modification.

29. EXPERIENTIAL AND APPLIED LEARNING (Criterion 25)

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

Program Outcome and Student Learning Outcome Aligned Activities

Service-Learning Project:

The project is designed in collaboration with community partners, who help identify community needs and opportunities for student involvement. Through the community service placement, students develop a relationship with the organizational partner and one or more specific community members, whose cultural background is different from the student's. The project consists of at least 20 hours in a selected organization. As part of this engagement, students develop relationships with diverse community members and apply cultural competencies and communication skills. The assignment allows students to engage in experiential learning while providing an impactful service to the community.

This activity is aligned with Program Outcomes 4.2 - To support the PHLT 309: Cultural Competence and Spirituality in Public Health course where students participate in a required service-learning project of 20 hours.

Case Study Analysis and Presentation:

The Healthcare Administration curriculum includes a Capstone course (HCAD 422: Healthcare Administration Capstone), which is designed to integrate all of the program curriculum and supporting coursework. Case studies are used throughout this course. Students work in teams to undertake a case analysis to assess and make recommendations toward an organizational issue using knowledge and skills from all courses in the program. The teams work together to develop a coherent plan and deliver an oral presentation to course faculty. Students use technical, analytical, problem-solving, critical thinking, leadership, collaboration, and creative skills to analyze the case and give an oral presentation. Students are expected to consider and include interprofessional aspects of these case studies and plans.

Throughout the entire Capstone course, students use what they have learned during their time in the program and all they have learned through their course work, internship experience, and other educational opportunities they have engaged with, such as professional development opportunities, alumni panels, and speaker opportunities.

This activity is aligned with Student Learning Outcomes #4 - Students will show the skills to lead and be part of a team to complete projects.

Descriptive Statistics Assignment:

In PHLT 232: Biostatistics: Numbers That Matter students conduct descriptive statistics utilizing MS Excel. The exam is comprised of questions related to 25% data entry/collection, 20% data display, 30% data manipulation, and 25% data analysis.

This activity is aligned with Student Learning Outcome #6 - Students will exhibit proficiency in data analysis and interpretation.

Additional Integrative Experiences

In addition to the above activities, faculty utilize a variety of integrative experiences in courses that allow students to apply the skills and knowledge obtained in the liberal arts foundation, conceptual and technical competencies in healthcare administration. Below are examples, but not an exhaustive list of the types of integrative experiences utilized:

Simulation Shell:

A resource provided by the department is a 'Simulation Shell' made available to students on the department's Canvas page. The purpose of this simulation shell is to provide simulation opportunities, virtual field trips/tours, and other resources to connect the world of healthcare to students through virtual means. In doing so, students can prepare and train to address the ever-changing dynamics in healthcare. Students have the opportunity to learn, problem-solve, and analyze through the use of this simulation shell. Simulation activities are a critical way for faculty to prepare students ready for real-world healthcare situations. Throughout our program outcomes, we wish to provide high-quality, innovative instruction to students. And, to provide an interprofessional learning environment that prepares students to successfully enter the health care administration workforce and/or pursue graduate education. Integrating simulation activities into our department resources helps bridge the gap between what is learned in the classroom and applying it to the healthcare environment. This resource is referenced throughout courses for students to refer to.

College of Health Sciences Interprofessional Education Events:

The College of Health Sciences' commitment to interprofessional education (IPE) reflects today's team-based approach to health care. We prepare graduates to be more than practice-ready with the understanding and skills to be leaders in the workplace, distinctive in their readiness of knowledge, practice, service, faith, and collaboration. The College of Health Science hosts an IPE event for all CHS students each semester.

School of Public Health Expo Day:

The School of Public Health Expo Day is an annual day dedicated for students to showcase their research and service-learning projects in an interprofessional setting. All students are invited to submit and present their work. Students' presentations and digital posters of their work are presented in sessions held throughout the day. Students and faculty from across the College of Health Sciences as well as selected community members are invited to view the presentations and interact with the presenters. The event provides an opportunity for students to present their work to an interprofessional audience and showcase the achievements of School of Public Health students. Taking part in the Expo Day is a requirement in PHLT 309: Cultural Competence and Spirituality in Public Health, HCAD 421: Healthcare Administration Internship, and PHLT 311: Health Systems, Organizations, and Policy.

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

Health Policy Research Paper and Presentation:

This assignment is required in HCAD 424: Health Policy and Politics. The purpose of the paper and presentation in its entirety is to enable students to develop knowledge and skills when it comes to implementing the healthcare policy-making process and finding appropriate solutions to policy problems. The intent of the project is to assist students to think through the larger moving piece of health policy and how these dynamics fit within a particular healthcare landscape. This involves both written and verbal communication, an important objective in the program.

This project is aligned with Student Learning Outcomes #2 - Students will have the ability to communicate clearly and concisely through verbal and writing means

Comparative Health System Assignment:

This is a team-based assignment in PHLT 311: Health Systems, Organizations, and Policies, where students complete a comparative health system analysis. They compare the U.S. health system to another country. This assignment helps students understand the fundamental and distinguishing characteristics of the U.S. healthcare system. Additionally, the assignment provides insight into how healthcare is organized and delivered in other parts of the world.

This project is aligned with Student Learning Outcome #5 - Students will have an understanding of the healthcare system and its environment

In some cases, these assignments lead to students participating and presenting at academic conferences. These major assignments bolster student learning outcomes and student program outcomes. Students have presented their research projects during the School of Public Health Expo Day.

30. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 26)

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

The Healthcare Administration program uses a variety of performance measures to determine student progress towards mastery of student learning outcomes. Best practices indicate that departments and programs should meet regularly to work on their assessment plan, which includes defining/revising measurable outcomes for the program, establishing ways to assess those outcomes, gathering results, and determining necessary actions/follow-ups based on the results. The program continually engages in this assessment cycle to help show institutional and program effectiveness toward attaining learning outcomes.

By using tracking software, the program captures data noting if students are progressing toward achieving specific outcomes. Student learning outcomes are related to the five key competency domains. These outcomes are evaluated throughout course assignments, activities, lectures, and other related learning modalities.

The following identifies and describes the types of assessments used in the evaluation process:

Overall Process -

Tracking Software: Taskstream

The department uses Taskstream, a software program designed to capture, track, and house data while reporting outcomes based on competencies and program goals. The software allows faculty to develop and assess student learning outcomes, determine targets for the achievement of outcomes, identify the most appropriate means for assessment, collect results, and make revisions based on these results.

Taskstream helps to drive systematic improvement in the curriculum. Further, designated university reviewers audit the content that is captured in Taskstream. This supplemental feedback ensures that our processes are appropriate. Implementation strategies and action plans can then be developed based on the results. The results direct us to provide a program and curriculum consistent with the expected student learning outcomes.

Measures Aligned with Student Learning Outcomes -

Competency Based Internship (SLO #1):

Students complete two internships before graduating from the program. Students identify their area of interest and are matched to a healthcare administrative preceptor by the faculty. Both the student and preceptor are provided a copy of the Healthcare Administration Internship Handbook. Both the student and preceptor sign and submit attestation forms agreeing to the requirements of the internship. Students create an internship plan with measurable objectives around the following competency domains: Communication & Relationship Management, Leadership, Professionalism, and Knowledge of the Healthcare Environment that are approved by the faculty. The plan is submitted prior to the start of the internship and at the end of the internship. The student submits proof of hours completed and a final paper. The preceptor evaluates the student and submits the evaluation to the course faculty.

Health Policy Research Paper and Presentation (SLO #2):

In HCAD 424: Health Policy and Politics, students write a research paper related to a health care policy of the student's choice.

Students also provide a presentation on their research paper topic. Students will receive a score between 0 and 100 and will be evaluated using a grading rubric to meet the criteria.

Internship Plan & Accomplishments Form (SLO #3):

In HCAD 421: Healthcare Administration Internship, students will submit Part A & B of this plan at the beginning of the semester outlining the learning objectives for the Internship experience. The student is expected to follow their plan during the semester and stay on track. The student will submit Parts A and B and complete and submit Part C at the end of the semester connecting their plan to the outcome of the internship experience. The initial plan will be reviewed and approved by the professor and must include measurable objectives related to leadership, task and time management, organizational culture, organizational communication, organizational strategy, and operations management consistent with the competency objectives of the course.

Case Study Analysis and Presentation (SLO #4):

In HCAD 422: Healthcare Administration Capstone, students will be assigned to groups to conduct an analysis and give an oral presentation on a case study provided by the faculty. Students will use technical, analytical, problem-solving, critical thinking, and creative skills to analyze the case and give an oral presentation. Students will be evaluated using a grading rubric to meet the criteria.

Comparative Health System Assignment (SLO #5):

In PHLT 311: Health Systems, Organizations, and Policy, students will complete the Comparative Health System Assignment. This assignment is comprised of a comparative health system analysis. Students will compare the U.S. health system to another country. Students will work in teams, receive feedback, making revisions, practice completing deliverables, and try to make sense of information and concepts.

Descriptive Statistics Assignment (SLO #6):

In PHLT 232: Biostatistics: Numbers That Matter, students conduct descriptive statistics utilizing MS Excel. The exam is comprised of questions related to 25% data entry/collection, 20% data display, 30% data manipulation, and 25% data analysis.

Further details of the linkage of the evaluation tools to the student learning outcomes can be found in the Strategic Plan attached as a Supplemental Document at the end of this report titled, "Criteria2_StrategicPlan"

Additional Evaluation Tools -

Additional evaluation tools that are not captured within Taskstream include individual course and assignment grades, student self-assessments, preceptor evaluations, and course-embedded learning outcomes. These are stored internally.

Individual Course and Assignment Grades:

A variety of formative and summative assessments/assignments are utilized in core courses to gauge student progress toward learning objective mastery. Each course has assessment methods (outlined in syllabi) that tie back to course-specific student learning objectives, program competencies, and the expected level of attainment. Faculty track performance through course assessment methods and grading rubrics. Assessments are reviewed in aggregate as well as at the individual level. The program also monitors student GPAs.

Student Self-Assessments:

Students complete self-assessments beginning with a baseline and reassess additional self-assessments at periodic times as they progress through the program. In the self-assessment, students are provided the competency levels and definitions (found

in Criteria 20b) to rate themselves against each program competency as defined within the five domains: Communication & Relationship Management, Leadership, Professionalism, Knowledge of the Healthcare Environment, and Business Skills and Knowledge. Student progression is evaluated over time.

A copy of the survey can be found in the supplemental documents section at the end of the report titled, "Criteria26a_StudentSelfAssessmentSurvey"

Preceptor Evaluation:

In the Healthcare Administration Internship course, HCAD 421, the preceptor plays a key instructive role. The preceptor's supervision and active educational involvement with the student play a key role in meeting student-learning objectives. The preceptor evaluation is used to measure feedback from the preceptor of the student in the five key competency domains (listed above). As part of the internship experience, the preceptor is required to evaluate the performance of the student by competency and the expected level of attainment. The preceptor reviews the evaluation with the student, creating an opportunity for the student to have dialogue regarding their performance. The student submits the evaluation to Canvas as part of their course grade. At any point in time, the Preceptor has the option to contact the course faculty with questions or concerns.

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

Student Program Goal 1, Objective 1.1 & 1.2 Outcomes:

Percentage of students employed and/or in graduate school within 1 year of graduation.

- 2020-21: 100% of students employed and/or in graduate school within 1 year of graduation
- 2019-20: 100% of students employed and/or in graduate school within 1 year of graduation
- 2018-19: 100% of students employed and/or in graduate school within 1 year of graduation

Comprehensive Examination Grades:

- 2020-21: There was a 100% pass rate with all graduates receiving a grade of 83.33 or higher. Students are required to score a 75 to pass and the ideal score is an 83.33.
- 2019-20: There was a 100% pass rate with all graduates receiving a grade of 84 or higher. Students are required to score a 75 to pass and the ideal score is an 83.33.
- 2018-19: There was a 100% pass rate with all graduates receiving a 75% or higher. Students are required to score a 75 to pass and the ideal score is an 83.33.

Some of the below Student Learning Outcomes have been tracked over time while some are new measures that are now being tracked. The outcomes are provided that are on record.

SLO #1: Students will reach the goals agreed upon with the preceptor on the following domains: Communication & Relationship Management, Leadership, Professionalism, Knowledge of the Healthcare Environment, and Business Skills and Knowledge. Students were assessed using the Likert Scale Strongly Agree (5), Moderately Agree (4), Neutral (3), Moderately Disagree (2), Strongly Disagree (1), Not Applicable (N/A). A review of the Internship assessment processes identified the need to replace this Likert Scale beginning fall 2021 with the competency assessment levels No Knowledge (0), Novice (1), Advanced Beginner (2), Competent (3), Proficient (4), Expert (5) - Competency Based Internship:

- 2020-21: 80% of the students had a score of 4 or higher by domain. Only 2 of 10 had an aggregate score of less than 4 by domain. The acceptable target – an aggregate score of 4 (moderately agree) for 80% of the students for each domain. The ideal target – an aggregate score of 4 (moderately agree) for 90% of the students for each domain.
- 2019-20: 93.75% of the students had a score of 4 or higher by domain. Only 1 of 16 had an aggregate score of less than 4 by Domain. This included two of the five Domains: Leadership and Business Skills and Knowledge. The acceptable target – an aggregate score of 4 (moderately agree) for 80% of the students for each domain. No ideal target was defined.

- 2018-19: 100% of students had a score of 4 or higher by domain. No acceptable or ideal target was defined.

SLO #2 - Students will have the ability to communicate clearly and concisely through verbal and writing means – Health Policy Research Paper:

- 2020-21: 90% of the students made a grade of 86.67% or greater.
- 2019-20: 63% of the students made a grade of 86.67% or greater.
- 2018-19: Another faculty member taught this course and did not use this assignment.

SLO #3 - Students will be able to demonstrate their knowledge about leadership – Internship Plan and Accomplishments Form:

- 2020-21: 100% of students in the course received an 83.33% or greater.
- 2019-20: 100% of students in the course received an 83.33% or greater.
- 2018-19: 100% of students in the course received an 83.33% or greater.

SLO #4 - Students will show the skills to lead and be part of a team to complete projects - Case Study Analysis and Presentation:

- 2020-21: 100% of students received a grade of 89% or higher. A total of 8 students in the course. Students were assigned into 2 groups of 4.
- 2019-20: 100% of students received a grade of 89% or higher. A total of 9 students in the course. Students were assigned in groups of 3.
- 2018-19: N/A

SLO #5 - Students will have an understanding of the healthcare system and its environment – Comparative Health System Assignment:

- 2020-21: 100% of students received a grade of 89% or higher. A total of 6 students in the course (new measure)
- 2019-20: Not measured in Taskstream
- 2018-19: Not measured in Taskstream

SLO #6 - Students will exhibit competence in data analysis and interpretation - Descriptive Statistics Assignment:

- 2020-21: 75% of students scored 75% or higher. The acceptable target - 80% of students in the course will obtain a grade of 75% or greater. The ideal target – 80% of students in the course will obtain a grade of 83.33% or greater.
- 2019-20: 100% of students scored 75% or higher. The acceptable target - 80% of students in the course will obtain a grade of 75% or greater. No ideal target was defined.
- 2018-19: 88.9% of students received a score of 75% or higher. The benchmark - 80% of students in the course will obtain a grade of 75% or greater

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

The Program Director and the Department Chair track progress toward learning objective attainment utilizing the tools and resources described in Criterion 26a. These data are then brought to the department faculty for review, discussion, and action. This can also involve collaboration across other programs/schools at Samford University. If areas of concern could possibly impact other programs within the School of Public Health, that information is shared with the School of Public Health Faculty Assembly for discussion and action. Depending on the issue or area of concern, the Advisory Board may also be consulted for advice. The discussion and action from these meetings inform the Improvement Plan located in Criteria 28c.

An example of a recent improvement is modifications to course assignments in order to clarify assessment details and grading rubric criteria. Another example is the addition of the Institute for Healthcare Improvement (IHI) Basic Certificate in Quality and Safety across four interprofessional courses in the curriculum. These courses include: HCAD 302: Managing Healthcare Organizations: Principles, PHLT 311: Health Systems, Organization, and Policy, HIIM 407: Healthcare Patient Safety and

31. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 27)

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

The Department Chair and Program Director are primarily responsible for the ongoing evaluation and assessment of the program. Department faculty and the program Advisory Board are involved as described in 27b. The strategic plan for the program is a guiding tool for evaluations and assessment purposes. This plan is aligned with the department's strategic plan, which is then aligned with the School of Public Health's strategic plan.

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

The Healthcare Administration program's progress review is ongoing. The progress towards the goals and objectives are reviewed based on predetermined time frames and as needed. During monthly faculty meetings, outcomes are reviewed as needed. Outcomes are also reviewed during Advisory Board meetings. Student feedback may also be called upon for input on the strengths and weaknesses of the program and/or course content. A department report that includes program data is submitted annually to the Dean of the School of Public Health. The report is written by the Chair who gathers information from program faculty based on requested information. Some items included in this report are enrollment numbers, students who graduated, employment rates, retention rates, curriculum revisions, student awards and honors, faculty awards and honors, faculty service appointments, faculty scholarship, and aggregate course evaluations scores. This information serves as a basis for ongoing discussion about program strengths and areas that need to be improved upon.

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

- Student Course Evaluations: Student course evaluations are gathered by the university. These evaluations are used by the Department Chair to evaluate faculty and program performance. Faculty use these evaluations to improve/modify their individual courses as well.
- Alumni Surveys: Alumni are surveyed approximately 3 months after graduation to determine how well prepared they feel to perform in their employment positions and/or graduate school.
- Advisory Board Feedback: Additionally, the Department of Healthcare Administration and Informatics Advisory Board provides advice and guidance for the program related to curriculum, internships, competencies, and any other items that need to be discussed. The Advisory Board includes alumni, a current student, and practitioners and is expected to meet twice per academic year.
- Faculty Annual Evaluation: Faculty submit an annual self-evaluation of their performance in teaching, scholarship, and service including goals for the following year. Faculty are asked to communicate resources that they may need to accomplish those goals. The Department Chair meets with faculty to review their self-evaluation and discuss any recommendations. The evaluation serves as a navigating tool for faculty's progress towards promotion and tenure criteria.
- Internal Documentation: Some program goals are measured with internal tools. Students who are in professional organizations, attending professional conferences and seminars, and who are members of This is Samford H.E.A.L.T.H. are all documented within the department. Another internal document is related to enrollment, retention, and faculty/student ratios, which is also kept within the department. Our clinical affiliation agreement data are kept within the College of Health Sciences legal services. The department also conducted a SWOT analysis with input from the Advisory Board to further detail the strengths, weaknesses, opportunities, and threats for the program.

Evaluation tools used to measure program outcomes are noted within the Assessment Report below in Criteria 27d. These tools help to identify strengths and weaknesses in the program and strengthen the program's improvement plan, located in Criterion 28c. The student learning outcomes assessment report from Taskstream is also included in the file below.

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

[Criteria27d_AssessmentReport_TaskstreamReport.pdf](#)

32. PROGRAM EVALUATION AND IMPROVEMENT (Criterion 28)

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

The Department Chair, Program Director, and faculty discuss assessment findings during department meetings. This discussion is based upon gathered quantitative and qualitative data and drives decisions for revisions and improvements to be made in the program. Much of this information comes from our assessment data, such as the aforementioned sources (student feedback, preceptor evaluations, etc.).

The leading source of information is from the comprehensive data stored in Taskstream. This is where the goals and outcomes that have been met as well as those that need refinement and improvement are evaluated. Subsequently, we prioritize goals/outcomes that are not met and can be modified effectively and in a timely manner. A summary of the findings is discussed with the Advisory Board, and feedback is requested. After input is received, an action plan is created in order to refine student learning outcomes or programmatic changes.

In addition, individual faculty members evaluate their course outcomes and student feedback/surveys to make modifications to the courses that they teach. For example, at the end of the Spring 2020 semester in HCAD 424: Health Policy and Politics, students emphasized the need for more thorough rubric details. This change was made and added to the course for the following cohort in Spring 2021. Another example is that competency assessment level definitions were created and implemented. The preceptor evaluation tool was revised to include the revised competency levels and definitions. These changes align our course student learning outcomes assessments, students' self-assessments, and our preceptor assessments with the same methodology.

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

Because this is the initial certification period for the program, listed changes over the past three years are provided below:

2021:

- Creation of a School of Public Health Strategic Plan in Fall 2021
- Completed SWOT analysis for the Department of Healthcare Administration and Informatics
- Review and updates to the competency map and completion of the AUPHA content area worksheet
- Creation of a comprehensive strategic plan, with goals, objectives, and key performance indicators for the program
- Undergraduate student orientation presentation created
- Presentations added as a requirement to the HCAD 421: Healthcare Administration Internship course
- HIIM 407 course title was changed from "Healthcare Quality" to "Healthcare Patient Safety and Quality"
- HIIM 304: Principles of Health Informatics and Information Technology added cyber security content to the course

2020:

- A Program Director with sole responsibilities for the undergraduate healthcare administration program was hired in January 2020. Prior to this hire, the program was directed by another individual until moving to another university for employment. After the previous Program Director announced their leave, the Department Chair led the program. It was determined that a dedicated Program Director was needed to assure the ongoing and future success of the healthcare administration program.
- Department title change – Department of Healthcare Administration to Department of Healthcare Administration & Informatics. The two separate departments were combined into one.
- The Advisory Boards were merged into one and modified to reflect the disciplines experts needed.

- Service hours were a requirement for students in the program until Fall 2020. After which, this requirement was eliminated. Service hours are now a requirement in one course, and service is part of the student organization's activities.
- Department scholarships called the "Brown Scholarship" began to be awarded.
- Department Canvas page expanded to include a Simulation Shell, Library Resources, Orientation Recordings and Documents, Student Handbooks, Terminology Hub, Scholarships, Competitions, and Job Sites, and Professional Associations and Events.
- Eliminated exit exam and implemented student case studies in HCAD 422: Healthcare Administration Capstone
- Capstone course modification from students performing projects to analyzing cases
- Capstone course required to be completed at the end of Spring semester of Senior year
- Created standard course syllabus content
- Competency levels were defined
- In-person classes switched to the online format in Spring 2020 until Fall 2020 due to COVID-19
- An alternative for the completion of hours was created for students who either contracted COVID-19 or whose preceptor site had to omit internships from their organizations due to the spike in COVID-19 cases. Content was gathered from Coursera.org for students to complete to help bolster internship experiences based on student-specific internship goals.

2019:

- Department began covering the cost of student membership in ACHE
- First two fast-track students were accepted Fall of 2019
- Embedded the Institute for Healthcare Improvement (IHI) Basic Certificate in Quality and Safety
- Began financially supporting students for professional development
- Created and implemented student self-assessments
- Addition of a full-time faculty member
- Recruited full-time Department Chair
- Revisions to competency mapping related to changes in curriculum
- Expanded hands-on application of Microsoft Excel in PHLT 201: Disease Detectives: Introduction to Epidemiology and PHLT 232: Biostatistics: Numbers That Matter following observation of student competency level

2018:

- First graduating class from the program with four total students
- Revisions to course curriculum

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

[Criteria28c_ImprovementPlan.pdf](#)

33. Supplemental Information for Electronic Self-Study

Upload supplemental information here:

[Criteria1_DeptHAI_StudentHandbook.pdf](#)
[Criteria2_StrategicPlan.pdf](#)
[Criteria5a_LetterRegardingTeachingLoad.pdf](#)
[Criteria16_AdvisoryBoardBylaws.pdf](#)
[Criteria20b_PlansofStudy.pdf](#)
[Criteria24a_InternshipHandbook.pdf](#)
[Criteria5a_FullFacultyHandbook.pdf](#)
[Criteria5a_SPHPromotionandTenure_GuidelinesandProcedures.pdf](#)
[Criteria4_UpdatedCVs.pdf](#)
[Criteria26a_StudentSelfAssessmentSurvey.pdf](#)

35. Congratulations

Thank you for submitting your 2020 Self-Study

Dec 10, 2021 11:36:21 Success: Email Sent to: chaun@samford.edu