

Electronic Self-Study (2014 Cycle)

INTRODUCTION AND INSTRUCTIONS

Welcome to AUPHA's Electronic Self-Study. This page provides you, the program, the necessary information needed to complete and submit your Self-Study. Let's begin! This Self-Study Guide and all documentation is based upon the self-study year, the most recently completed academic year. This may be supplemented with more recent data to add to the understanding of the program and its future direction. Evidence should focus exclusively on information related to the specific program for which certification is sought. One of the biggest changes that you will notice with the Electronic Self-Study is that you are no longer required to create appendices. The documents that previously comprised the appendices will be uploaded under the corresponding criteria. We have also provided uploads at the end of each section for supplemental information. All tables and figures have now been converted to Excel spreadsheets and are contained within one workbook titled the AUPHA Self Study Tables. Please download and save the [AUPHA Self Study Tables](#). As you progress through the Self-Study, you will be asked to complete each tab contained within the workbook. At the conclusion of the Self-Study, you will be asked to upload the completed document.

Please do not hesitate to contact [Lacey Meckley](#) at any time if you have questions or concerns about your Self-Study.

ABOUT THE PROGRAM

University Name

School/College Name

Department Name

Program Name

Main Campus Address

Name (with suffix and degrees) of Program Leader

Program Leader Telephone

Program Leader Email

Certification Status

- New Certification
- Re-Certification

Start Date of Self-Study Year

ELIGIBILITY CRITERION A

Programs in the United States must be located in a college or university accredited by a regional agency recognized by the Council for Higher Education Accreditation. Programs outside of the United States and its territories must be located in a college or university that is accredited by the appropriate accrediting body for that country.

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

Name of Regional
Accrediting or
Other Agency

Date of last
accreditation

Length of last
Accreditation

ELIGIBILITY CRITERION B

The Program must be officially approved by the governing body of its college/university and be listed in the college catalog as a course of study leading to a baccalaureate degree.

B1. Year Program was Established

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

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

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

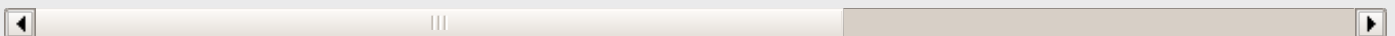
Campus 2:

Campus 3:

Campus 4:

Campus 5:

Campus 6:



B5. Provide a URL for the online university catalog.

B6. Provide a URL for the program webpage.

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

ELIGIBILITY CRITERION C

The program must have graduated its first cohort of students prior to the self-study year.

C1. Year the first cohort graduated.

C2. Number of students in first cohort.

C3. Total number of students graduated to date.

ELIGIBILITY CRITERION D

Programs with 150 or less students enrolled (inclusion of both Full-time and Part-time) must have a minimum of two full-time terminally degreed faculty members whose primary appointments are in the health services management program and who hold academic rank (at the level of Assistant, Associate, or Full Professor). Programs with more than 150 students enrolled must have an additional faculty member meeting the above criteria for every 100 additional students over 150.

Considerations:

- **Where there are joint graduate and undergraduate programs where the faculty is shared between the programs, multiple qualified faculty may be combined to justify 2 FTE. Not more than 3 qualified faculty may be used to support one FTE.**
- **In programs offered at multiple sites, there must be 2 qualified faculty responsible for each site. One may be the program chair located off-site so long as that person has primary responsibility for the program. The second qualified faculty member responsible for the program must be on-site.**
- **Terminally-degreed faculty members are those faculty that hold the highest academic degree in their given field. This includes all earned doctorates, medical doctorates, and juris doctorate degrees. While terminally-degreed faculty are strongly preferred and, in most cases, expected, a faculty member holding a master's level degree may be appropriate in certain circumstances. In such circumstances, it is the program's responsibility to document the faculty member's qualifications as it pertains to both professional experience and teaching ability. In all cases, at least one faculty member must hold a doctorate.**

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

Full Time

Part Time

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

Full Time

Part Time

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

Each upload box below will allow you to upload 10 CV's. If you need to upload additional files you may do so below.

CV's should be named as follows: lastname.pdf

Note: To save time you may want to create a single PDF containing all faculty CVs in alphabetical order by last name.

No file selected

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

Each upload box below will allow you to upload 10 CV's. If you need to upload additional files you may do so below. CV's should be named as follows: lastname.pdf

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

Each upload box below will allow you to upload 10 CV's. If you need to upload additional files you may do so below. CV's should be named as follows: lastname.pdf

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Complete the Faculty Overview & Faculty Teaching tabs in the AUPHA Self Study Tables.

ELIGIBILITY CRITERION E

All students enrolled in the program must receive not less than 25% of the instruction within the program from full-time university faculty.

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

ELIGIBILITY CRITERION F

The program must require each student to complete a faculty-supervised internship of at least 120 hours.

Considerations:

- **Faculty-supervised means that, at a minimum, the program has an organized reporting system in place for students to report back to a faculty member.**

F1. Length of internship (in hours)

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

- Required for All
- Required for Some but not All

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

F4. Upload the course syllabus for the internship.

Choose File No file selected

Upload

F5. Describe how the experience is supervised.

ELIGIBILITY CRITERION G

The program may not unlawfully discriminate based upon race, ethnic origin, creed, gender or disability in any of its activities and must be in full compliance with relevant laws as well as university policies regarding affirmative action and equal opportunity. Institutions with religious affiliations may adopt policies related to such affiliations provided adequate notice of such policies is given to all applicants, students, faculty, and employees.

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

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

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PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 1)

Criterion 1. The program will have statements of mission, vision, and values that are reflected in the program's focus, structure, curriculum, faculty, and student composition

Considerations:

Where graduate and undergraduate programs exist in the same unit, the undergraduate program must have its own mission statement.

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

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

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 2)

Criterion 2. The Program will have established goals, objectives, and outcomes that are action-based, observable, and measurable.

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

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

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 3)

Criterion 3. The program must have a designated leader (Chair, Director, Coordinator, etc.) who is responsible for the organization, administration, continuous program review, planning, development, and general effectiveness of the program. The program director must be given adequate release time to devote to curriculum development and evaluation, counseling of students, program management and administrative duties within the institution

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

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 4)

Criterion 4. Program Directors must demonstrate continuing professional development related to their role and responsibilities, and the healthcare management profession.

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 5)

Criterion 5. Teaching loads and student/faculty ratios must be consistent with the program's mission, goals and objectives as well as the college/university's standards for promotion and tenure.

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

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.

No file selected

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.

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)

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 6)

Criterion 6. Full-time faculty must have primary roles in the governance and organization of the program including academic planning, curriculum development and review, advising, and program improvement.

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

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

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

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 7)

Criterion 7. Full-time employed faculty must have demonstrated scholarly and/or professional activity in healthcare management / administration consistent with the mission of the program and scholarship expectations of the University.

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.

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

Complete the Faculty Scholarship & Faculty Service tabs of the Self Study Tables.

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 8)

Criterion 8. If the program uses adjunct faculty then the program must have established procedures for selection, orientation, and evaluation of practitioners and must demonstrate how it involves adjunct faculty in the academic program.

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

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

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

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

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?

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

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Upload

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 10)

Criterion 10. Given the mission & goals of the program, the program must demonstrate the adequacy of the facilities and equipment.

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 11)

Criterion 11. Given the mission & goals of the program, the program must demonstrate the adequacy of the both traditional and non-traditional academic and teaching resources.

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.

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

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

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.).

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

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?

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

Supplemental Information for Program Structure, Faculty, and Resources

This is your chance to upload any supplemental information for those criteria under **Program Structure, Faculty, and Resources**.

The upload below will accept up to 10 files. Please label each file with the number of the criterion that the file pertains to (e.g. 2bProgramObjectives.pdf)

Upload supplemental information here:

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Upload

STUDENT SUPPORT SYSTEMS (Criterion 12)

Criterion 12. In programs where admission is selective, the program must demonstrate that the procedures for admitting students to the program are compatible with the mission, goals and objectives of the program.

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?

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.

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.

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

No file selected

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

URL1

URL2

URL3

URL4

STUDENT SUPPORT SYSTEMS (Criterion 13)

Criterion 13. Students must have access to adequate academic advising and career placement support.

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.

STUDENT SUPPORT SYSTEMS (Criterion 14)

Criterion 14. Students must have access to peer networks and means to communicate.

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

STUDENT SUPPORT SYSTEMS (Criterion 15)

Criterion 15. Programs must provide students with an appropriate process to address concerns or complaints regarding academic or other issues.

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

Supplemental Information for Student Support Systems

This is your chance to upload any supplemental information for those criteria under **Student Support Systems**.

The upload below will accept up to 10 files. Please label each file with the number of the criterion that the file pertains to (e.g. 12aAdmissions.pdf).

Upload supplemental information here:

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PROFESSIONAL AND ALUMNI LINKAGES (Criterion 16)

Criterion 16. The program must have a committed community advisory board that meets at least once per year.

Considerations:

Advisory boards may consist of part-time faculty, adjunct faculty, community practitioners, alumni, current students, healthcare professionals, etc.

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?

PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

Criterion 17. The program must have established relationships with appropriate professional communities in order to provide students with opportunities for professional socialization and leadership development.

Considerations:

Professional communities might consist of local chapters of professional organizations (ACHE, MGMA, HFMA, etc.), other local healthcare-focused organizations, etc.

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

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

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.

PROFESSIONAL AND ALUMNI LINKAGES (Criterion 18)

Criterion 18. The program must show good faith efforts/have a plan in place to have established linkages to alumni. This includes but is not limited to, alumni involvement in an alumni association, mentoring, internships, educational activities and program support.

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.

Supplemental Information for Professional and Alumni Linkages

This is your chance to upload any supplemental information for those criteria under **Professional and Alumni Linkages**.

The upload below will accept up to 10 files. Please label each file with the number of the criterion that the file pertains to (e.g. 16AdvisoryBoard.docx).

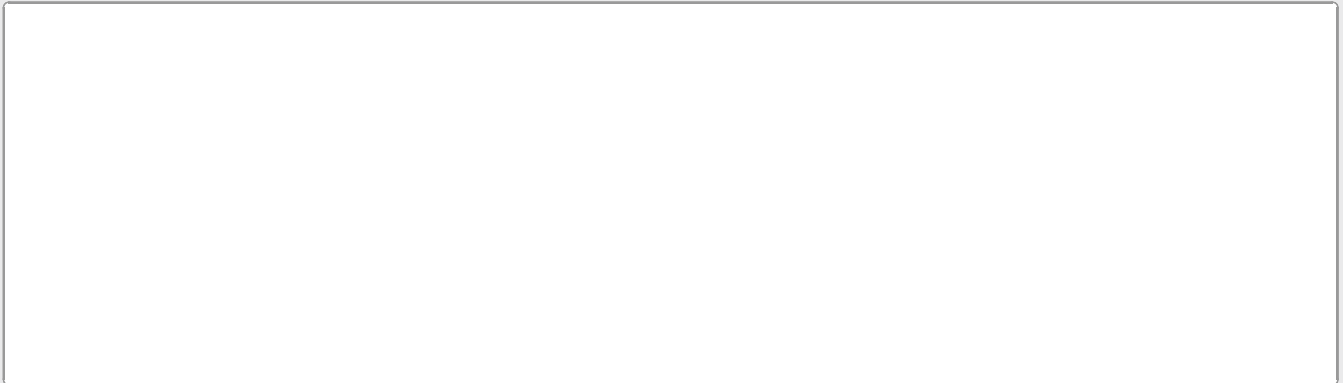
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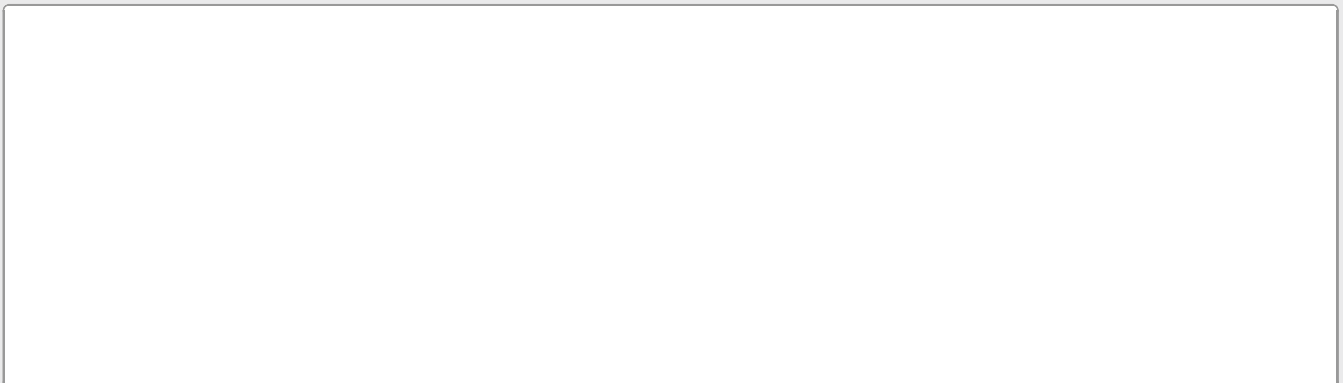
CURRICULUM AND TEACHING (Criterion 19)

Criterion 19. The program must utilize teaching methodologies and modalities appropriate to the curriculum of the program and needs of the student and must demonstrate that various teaching modalities utilized achieve learning objectives of the student and are appropriate for the educational content being delivered.

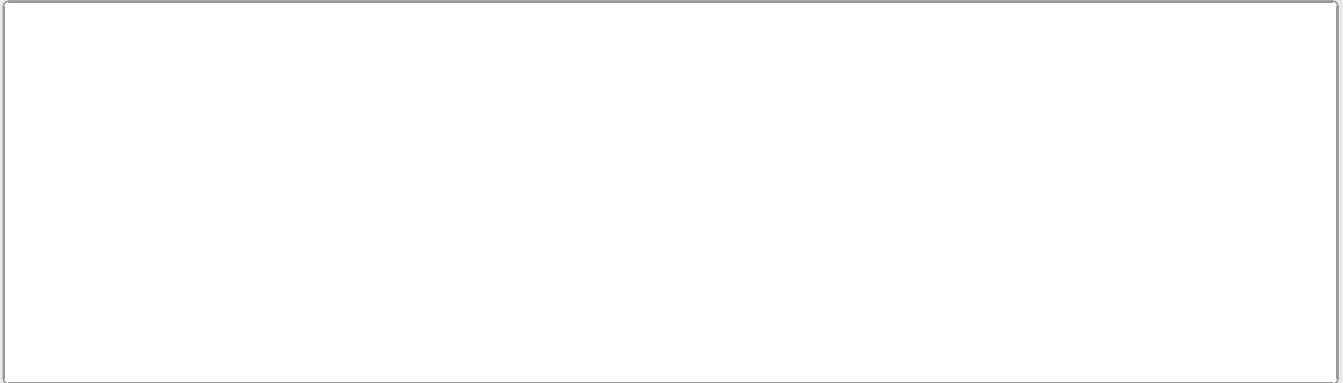
19a. Describe the extent to which various traditional teaching methodologies or formats are utilized for courses offered by the program, including but not limited to traditional lecture or classroom-based education; team teaching; guest lectures; team projects and presentations; the case study method;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



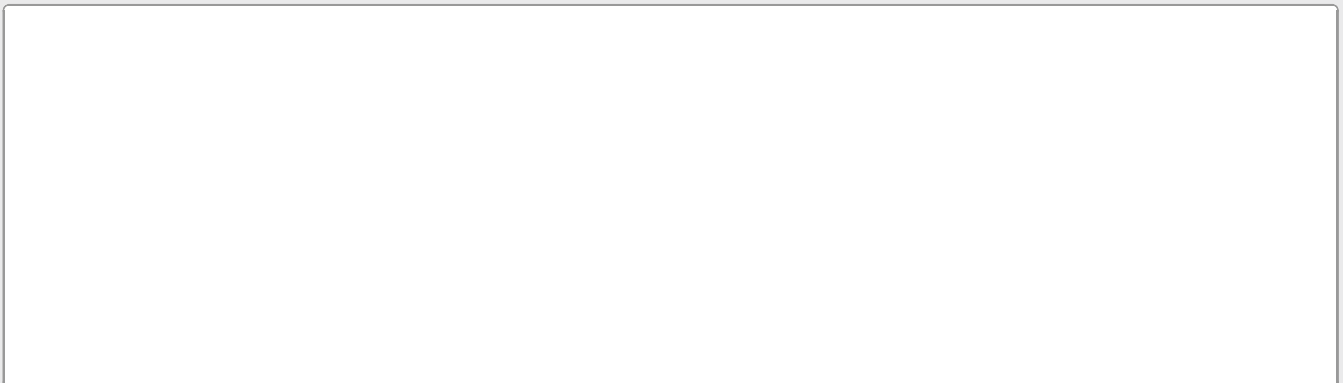
19b. Describe the program's involvement in distance education, explaining the teaching format used for distance education (such as synchronous or asynchronous on-line teaching, teleconference, or other modalities).



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?



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?



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

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

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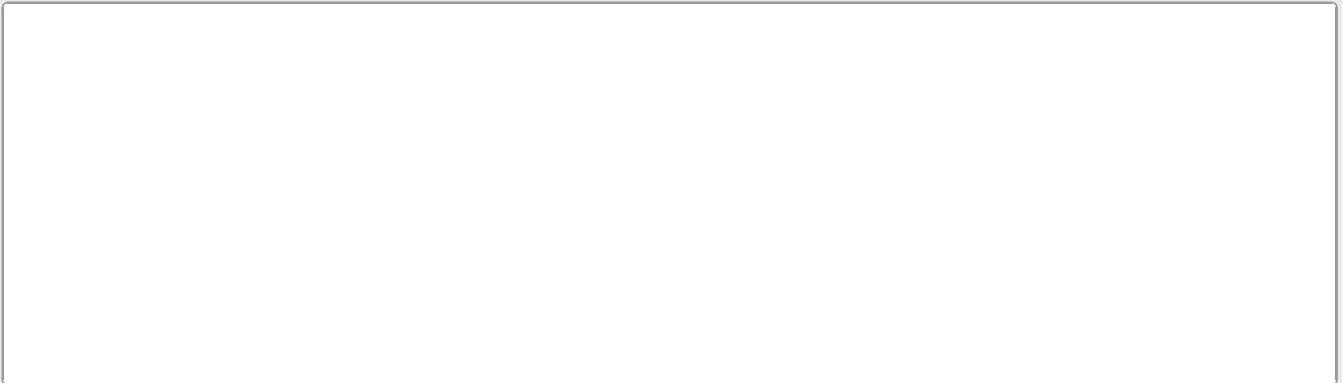
19g. Describe how the program assures that students in distance learning programs have access to all necessary resources, including libraries and computer networks and other retrieval capabilities and that they have the capability to use them effectively.

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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.



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.



CURRICULUM AND TEACHING (Criterion 20)

Criterion 20. The program must require a prerequisite course of study that ensures that the student has the following minimum competencies:

- a. Communication (written and oral)
- b. Computational Skills (mathematics and quantification)
- c. Critical Thinking (ability to analyze problems)
- d. Societal and Cultural Context (historical, philosophical, social, cultural, economic, political and scientific foundations)

Considerations:

More than one content area may be covered in a single course or a single content area may be covered in multiple courses.

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

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

Choose File No file selected

Upload

CURRICULUM AND TEACHING (Criterion 21)

Criterion 21. The program will develop or adopt a set of competencies to serve as the foundation of its curriculum that will relate to the program's mission and the market that it serves.

21a. Provide a list of the competencies used by the program, and describe how these competencies align with the program's mission and the types of jobs graduates enter.

--

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

--

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

CURRICULUM AND TEACHING (Criterion 22)

Criterion 22. The program will ensure that course syllabi are uniform and include course content, assignments, readings, teaching and assessment methods, and learning objectives.

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

No file selected

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.

No file selected

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.

No file selected

CURRICULUM AND TEACHING (Criterion 23)

Criterion 23. The program will have adequate coverage of the following content areas in its curriculum:

- The US Healthcare System
- Population/community health
- Organizational development/organizational behavior theory
- Management of healthcare organizations
- Operations assessment and improvement
- Management of human resources and health professionals
- Information systems management and assessment
- Healthcare Law
- Governance
- Health policy
- Leadership
- Statistical analysis and application to decision making
- Healthcare Economics
- Healthcare Marketing
- Financial analysis and management
- Ethics in business and healthcare decision-making
- Strategy formulation and implementation
- Quality assessment for patient care improvement
- Managerial Epidemiology
- Research Methodology

Considerations:

More than one content area may be covered in a single course or a single content area may be covered in multiple courses. Adequate coverage means that students should correlate to the competencies listed in Criterion 21.

23a. Complete the Course Competencies tab in the Self Study Table to demonstrate how your curriculum covers the required content areas.

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

Supplemental Information for Curriculum and Teaching

This is your chance to upload any supplemental information for those criteria under **Curriculum and Teaching**.

The upload below will accept up to 10 files. Please label each file with the number of the criterion that the file pertains to (e.g. 19eDistanceLearningRubric.pdf).

Upload supplemental information here:

No file selected

EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

Criterion 24. The program must ensure that an internship experience of at least 120 hours meets the stated goals and objectives of the program.

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

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

24c. If the internship requirement is ever waived for a student, please describe the criteria for which that waiver might be granted, and how that is applied consistently to all students.

EXPERIENTIAL AND APPLIED LEARNING (Criterion 25)

Criterion 25. The program must have established procedures for selection, orientation, and evaluation of practicum/internship sites and preceptors.

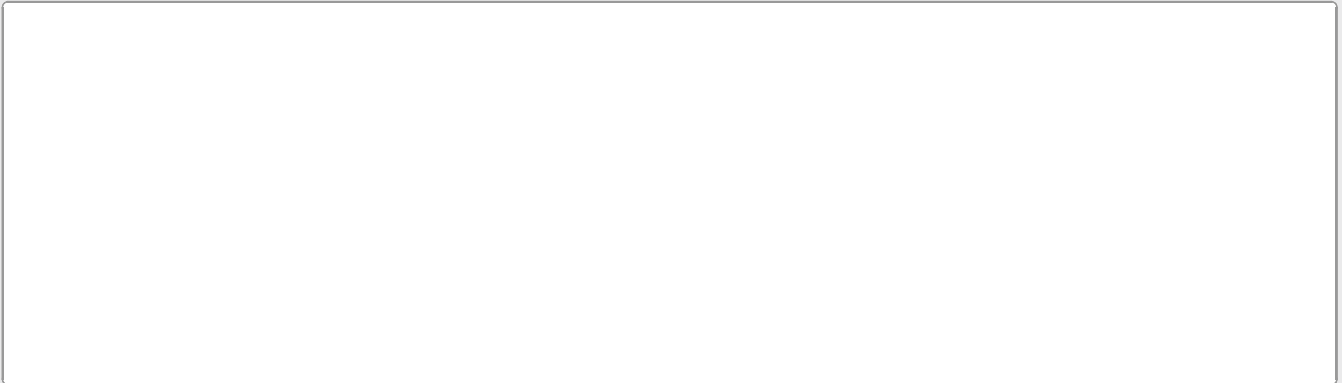
25a. Describe how internship sites are identified and selected.

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

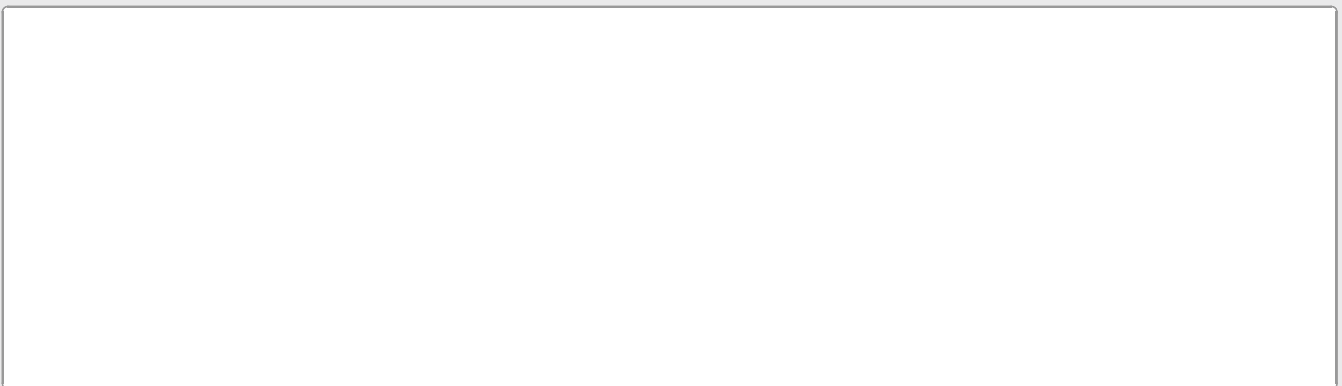
25c. Describe how internship sites and preceptors are evaluated.



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



25e. Describe the faculty role in internship supervision.



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

EXPERIENTIAL AND APPLIED LEARNING (Criterion 26)

Criterion 26. The program must demonstrate how it provides integrative experiences that allow students to apply the skills and knowledge obtained in the liberal arts foundation, conceptual and technical competencies in healthcare management.

Considerations:

This can include, but is not limited to, case studies, strategic planning courses, summative papers, capstone courses, consulting projects, etc.

26a. Describe the activities provided by the program, other than the field experience, that are primarily integrative in nature. Describe how each activity provides students with opportunities to draw upon and apply material covered throughout the program of study.

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

Supplemental Information for Experimental and Applied Learning

This is your chance to upload any supplemental information for those criteria under **Experimental and Applied Learning**.

The upload below will accept up to 10 files. Please label each file with the number of the criterion that the file pertains to (e.g. 25cPreceptorEvaluationForm.pdf).

Upload supplemental information here:

No file selected

PROGRAM EVALUATION AND IMPROVEMENT (Criterion 27)

Criterion 27. The program must have a process and method to assess, and be able to demonstrate the accomplishment of, student learning outcomes and conduct that assessment at least annually.

27a. Describe how the program measures student progress towards mastery of student learning objectives. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes.

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

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

PROGRAM EVALUATION AND IMPROVEMENT (Criterion 28)

Criterion 28. The program must have a process and method to assess programmatic outcomes and conduct that assessment at least annually.

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

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

28c. Describe how program evaluation tools have been used with students, faculty, alumni, and practitioners to identify strengths and weaknesses in the program structure and educational processes.

28d. Upload the report from your most recent program assessment process. This report should list program goals, objectives and outcomes, how they were measured, and progress against those goals.

No file selected

PROGRAM EVALUATION AND IMPROVEMENT (Criterion 29)

Criterion 29. The program must provide evidence that the outcome assessments are the basis for program revision and improvement through an action plan.

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

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

No file selected

Supplemental Information for Program Evaluation and Improvement

This is your chance to upload any supplemental information for those criteria under **Program Evaluation and Improvement**.

The upload below will accept up to 10 files. Please label each file with the number of the criterion that the file pertains to (e.g. 27bOutcomeTrends.pdf).

Upload supplemental information here:

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AUPHA Self Study Table Upload

After you have completed each of the tabs within the AUPHA Self Study Tables, please upload the file below.

Upload AUPHA Self Study Tables

Choose File No file selected

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Congratulations

Thank you for your self-study submission. You will receive a copy of your submission soon. If you have any further questions about your completed self-study, please do not hesitate to contact Lacey Meckley at lmeckley@aupha.org.