UNDERGRADUATE PROGRAM
PANEL REVIEW REPORT

Submitted to:

Clayton State University
Health Care Management Program

Reviewed on
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Review Panel:

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PREFACE

Undergraduate programs in the Association of University Programs in Health Administration (AUPHA) are engaged in the education of students at the baccalaureate level for careers in health services management. While students may come from a variety of backgrounds and disciplines, with or without experience, the purpose of baccalaureate education in health services management is to provide the initial education for professional careers in health services management.

Full Certified Undergraduate member programs are those programs that have been certified by the AUPHA Panel Review process as meeting the stated criteria. Undergraduate programs that desire to meet these criteria are required to join AUPHA as Associate Member programs and stand for certification within eight (8) years of joining AUPHA.

If an Associate Program fails to meet the deadline, it will be automatically converted to Affiliate Member status. Full Certified and Associate Members must be located in the United States or Canada.

The following criteria serve as requirements of a high quality baccalaureate program in health services management. It is the responsibility of the program to demonstrate how it meets the intent of the criteria. AUPHA recognizes that flexibility and innovation are essential to the design and development of curricula. Each program must define its mission and objectives and must, therefore, be judged within the context of that mission and defined objectives. However, it is incumbent on the program to demonstrate how its curriculum meets the intent of the AUPHA criteria.

I.   ELIGIBILITY

The program must present evidence of eligibility, which includes the following four elements:

A.   A health management baccalaureate program located in the United States shall be eligible for Full Certified Undergraduate Membership if it is part of 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 are eligible for Full Certified Undergraduate Membership if they are part of a college or university that is accredited by the appropriate accrediting body for that country.

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.

C.   The program must have graduated its first cohort of students no later than the time of application for Full Certified Undergraduate membership status.

D.   A program must be an Associate Undergraduate Program member of AUPHA for at least one year prior to applying for advancement to Full Certified Undergraduate membership.

E.   There shall be a minimum of two full-time 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).

I—DISCUSSION

Clayton State University (CSU) is a mid-sized university located in Morrow, Georgia. With an overall student population of 6,000, CSU offers thirty undergraduate degree programs and six graduate programs.

Health Care Management is a distinct department at CSU residing within the College of Professional Studies. The Department includes an undergraduate B.S. in Health Care Management (HMP), reviewed here for AUPHA certification, and an M.H.A. in Health Administration.

CSU was approved to provide a HMP degree in 1994 by the Georgia Board of Regents and had its first graduating class in June 1996. There have been 348 graduates from the program through 2007. CSU is accredited by the Southern Association of Colleges and Schools (SACS) and was most recently accredited in 2004. Its current SACS accreditation runs through 2014.

Clayton State University has been a member of AUPHA since 2001 and was last reviewed for Full Certified Undergraduate status in 2003. The Program has six designated faculty including four with terminal degrees. All six of the designated faculties hold academic rank of at least Assistant Professor.

I—STRENGTHS

None

I—CONCERNS

None

I—CONCLUSIONS

The Program meets the criteria.

I—CRITERION-RELATED RECOMMENDATION(S)

None

I—CONSULTATIVE RECOMMENDATION(S)

None

II.   CRITERIA FOR FULL UNDERGRADUATE CERTIFICATION

A.   Program Structure

The program must demonstrate that its structure, to include the mission, goals and objectives, faculty composition, resources, student support services and linkages to professional communities are appropriate given the needs of the health care system and the educational mission of both the program and the college/university.

1.   Program Objectives

a.   The program must have a statement of its mission, goals, and objectives which includes a description of the school's student population, the rationale for the program, the role of faculty teaching, research and service and the program's expected outcomes and the expected career paths for graduates.

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

c.   The program must have a designated leader (Chair, Director, Coordinator, etc.) whose authority and responsibility are clearly defined.

d.   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.

II.A.1.—DISCUSSION

The Program has clearly articulated a mission that is specific to its student population, location, the industry environment, and the larger missions of the College of Professional Studies and the University. Broadly stated, the mission involves meeting the needs of the community served by the University. The Program's mission includes preparing non-traditional, minority students for entry into mid-level management positions in health care. The Program does not specifically articulate the role of faculty teaching, research and service in achieving its mission. The Program notes that it has a unique mission statement for the baccalaureate program.

CSU Department of Health Care Management does include an M.H.A. graduate program in Health Administration, but the mission statement above, the Program Director, and faculty are focused on the undergraduate HMP.

The Program Director is the Department Head of the Department of Health Care Management and bears responsibility for all administrative tasks related to the HMP Program. The Program Director receives release time of approximately 50% for these administrative roles. Based on discussion with the Program Director, however, it is not clear that this release is actually being realized, as the Director appears to be held to similar expectations for teaching and scholarship as other faculty members. A separate individual serves as Director of the graduate program.

CSU and the HMP have comprehensive policies related to affirmative action and the composition of the student population (a majority of current program enrollees are minority female students) reflects success in adherence to these statements. Indeed, the Program reports that over 90% of the CSU student population is African American, Hispanic or Asian American.

The HMP maintains a non-discriminatory and affirmative action program for hiring of all staff and faculty. Of the six faculty members during the self-study year, two are female and one faculty member is African American.

II.A.1.—STRENGTHS

1. The demographics of the student body reflect the Program's success in attracting non-traditional, minority students to pursue study in health management.

II.A.1.—CONCERNS

1. While it is stated that the Program Director is given 50% release for administrative responsibilities, it is not clear that this release actually takes place given the heavy teaching load and scholarly expectations also reportedly associated with the position. While the current Director appears to be able to juggle these responsibilities effectively, it is not clear that this will be the case should a different Director be in this position.

II.A.1.—CONCLUSIONS

The program meets the criteria.

II.A.1.—CRITERION-RELATED RECOMMENDATION(S)

None

II.A.1.—CONSULTATIVE RECOMMENDATION(S)

1. Attention should be paid to ensure that the Program Director position actually receives a 50% release for administrative responsibilities.

2. **Faculty**

A program must have an adequate number of academically qualified faculty to meet the program's stated mission, goals and objectives. 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.

a. In university settings where appointments are not related to programs, the program must demonstrate how it meets the intent that there are at least two full-time faculty members responsible for the program. At least one full-time faculty person must possess an earned doctoral degree in health services management, management disciplines, education, public health, juris doctorate, or other areas as appropriate to the mission of the program.

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

c. Full-time faculty must have demonstrated scholarly and/or professional activity in health care management / administration consistent with the mission, goals and standards of the program and the university.

d. In colleges or universities in which undergraduate and graduate programs share faculty, the program must demonstrate that adequate faculty resources are directed to the undergraduate program.

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

II.A.2.—DISCUSSION

At the time of the self-study the Program reported that undergraduate instruction was supported by seven full-time faculty members with primary appointment in the Department of Health Care Management. Since the self-study was completed, one full-time faculty member has left the Program. Another faculty member with a primary appointment in Health and Fitness Management also teaches in the Program. Four core faculty members have earned doctorates (Ed.D., Ph.D. – Sociology, Ph.D. – Health Services Organization and Research, Ph.D. – Communication Research). It appears that two of the full-time faculty hold major industry positions in addition to their faculty responsibilities with the Program.

The Program notes that faculty meet at least monthly, as well as at an annual retreat, to discuss program issues including curriculum development. All full-time faculty are members of the Curriculum Committee which oversees curriculum design and implementation. It is also noted that a joint curriculum committee exists between the School of Business and the Department to ensure that required courses in accounting, economics, and computer applications include appropriate content for Program students.

Program faculty are involved in all key aspects of the program, including curriculum development, student advising and evaluation, and faculty recruitment and evaluation. For

example, the Program has an active process of peer evaluation of faculty that involves all faculty. Faculty evaluations are also done annually using peers from outside the department.

For a program with a large complement of students, the number of adjunct instructors utilized is quite small. Only four adjunct faculty are identified in the self-study document and all appear to be instructing a relatively small number of courses, all of which are related to their professional experience. All adjuncts are interviewed by the Department Chair and full-time faculty members are provided an opportunity to provide input on adjunct faculty appointments. The procedure for selection and retention of acceptable adjunct instructors appears to be sound.

Expectations of Program faculty in relation to promotion and tenure are explicitly set out by the HMP and CSU. Faculty resources available to the baccalaureate program appear to be adequate, although Program faculty carry a heavy teaching load of four courses each semester. In terms of scholarly and professional activities, the Program notes that in addition to receiving strong student evaluations for teaching, each full-time faculty member is also ***"at a minimum, expected to produce one peer-reviewed paper/presentation or journal article every year and serve on both professional and community committees."*** In addition to these activities, full-time faculty are also heavily involved in student advising and mentorship of student internships.

The Program recognizes that this workload is quite challenging, particularly given the large number of undergraduate students. The Program reports that one way in which these expectations can be achieved is by focusing on collaborative scholarship involving multiple members of the department on a single project/publication. The panel notes that much of the research documented were team-based research projects or in areas tangential to Health Services Management. A review of self study materials (faculty CV's) does reveal some fairly recent success in publication of collaborative scholarship; e.g., professors Gritzmacher and Cody in areas related to ethical decision making and issues related to minority students and populations.

Overall, however, the level of faculty productivity as reflected by recent peer-reviewed scholarship is modest and it appears that not all full-time faculty are maintaining active scholarly agendas. Some may not be achieving the above stated minimum level of scholarly productivity.

In terms of professional activity, all Program faculty are engaged with relevant associations and organizations, notably including leadership positions; e.g., Professor Fitzpatrick's work with AUPHA.

II.A.2.—STRENGTHS

None

II.A.2.—CONCERNS

1. Faculty workload expectations in relation to teaching, scholarship and service are quite heavy.

2. The level of scholarly productivity among Program faculty is modest, most likely due to the heavy teaching and student support responsibilities.

II.A.2.—CONCLUSIONS

Program partially meets the criteria.

II.A.2.—CRITERION-RELATED RECOMMENDATION(S)

The Program should consider strategies (e.g., reductions in teaching load, increased use of adjuncts, less frequent course offerings with larger class size, etc.) to enable faculty to develop productive scholarship agendas.

II.A.2.—CONSULTATIVE RECOMMENDATION(S)

None

3.   Resources

Given the mission, goals and objectives of the program, the program must demonstrate the adequacy of resources in the following areas:

   a.   Financial base - The program must have adequate financial resources to support the operations of the program including faculty, research and students.

   b.   Facilities - This generally includes, but is not limited to, such things as office space, classrooms, and information technology.

   c.   Academic resources - This frequently includes such things as websites and other promotional materials, teaching and learning resources, libraries and information services, writing laboratories, computer education and technology support.

   d.   Non-traditional teaching resources - This includes the technology and resources necessary to support alternative education methods, such as online courseware, computer simulations, etc...

II.A.3.—DISCUSSION

The Department's budget is obtained from the University and the Program has an independent budget. The self-study notes that the Department Head has budget development and expenditure authority for the Program, and that allocation decisions are made by him in consultation with the Dean. Not surprisingly the vast majority of the budget is allocated to "personal services," with relatively modest allocations for other expenses.

The Program expressed its concern about the adequacy of ongoing financial support given the "tuition-based" nature of CSU revenues, as well as a concomitant dependence of the University on State appropriations, a situation which is particularly troubling in periods of State budgetary constraints. Historically, Program faculty have not been active in seeking external funding. It was noted by the Program Director that expectations for faculty will need to evolve to include seeking external funding through grants, contracts, etc. Given the heavy faculty workloads discussed earlier it will be difficult for faculty to simply add this responsibility on top of their current activities. However, enhanced faculty engagement in seeking extramural funding will become more important in the future. The Panel concurs with the Director's notion that faculty workload should be modified in some manner to include this responsibility.

Facilities and academic resources for the Program appear to be adequate. The Program notes that the library resources available at the University have improved dramatically over the past few years, and that extensive additional resources are available within the Atlanta area.

In 1998 the University began equipping all students and faculty with notebook computers and the self-study notes that the College of Professional Studies and the Department of Health Care Management are extremely active in computer-based instruction.

II.A.3.—STRENGTHS

1. The Program appears to be well-equipped to provide technological support to its primarily non-traditional student population.

II.A.3.—CONCERNS

1. The Program historically has not pursued external funding opportunities. Continuing this pattern may threaten the long-term sustainability of the Program as traditional sources of revenue become more challenging to obtain.

II.A.3.—CONCLUSIONS

The program meets the criteria.

II.A.3.—CRITERION-RELATED RECOMMENDATION(S)

None

II.A.3.—CONSULTATIVE RECOMMENDATION(S)

The Program should develop a strategy to allow and encourage faculty to pursue external funding opportunities as a component of their workload and to reward them for successes in this area.

4. **Student Support Systems**

The program must demonstrate that student support systems have been formally designed and implemented to ensure appropriate and equitable entry into the profession of health services management.

  a. The program must demonstrate that the procedures for admitting students to the program are compatible with the mission, goals and objectives of the program.

  b. Students must have access to adequate academic advising, career placement, and peer networks.

  c. Programs must provide students with the appropriate process to address concerns or complaints regarding academic or other issues.

II.A.4.—DISCUSSION

An area in which the Program has "abdicated" responsibility/oversight to the University is in the admission of its students. The Department does review students' grade point averages at the junior level to insure a minimum level of 2.0 in order to continue with upper division courses. The self-study notes, however, that 95% of students declaring Health Care Management as their major when applying to the University were admitted to the Program last year. Data indicate that *"there are currently 293 students with a declared Health Care Management major; 167 full-time and 125 part-time… (The) student population is 91% female with an average age of 35. 95% of the students are minorities."* The Program is clearly attracting/serving a student population consistent with its mission.

The Program reports that in many cases students, particularly those coming to the University from public secondary schools in Georgia are not well prepared for college level work. In addition, the University has historically not denied admission to high school graduates from the state of Georgia. This situation has created instructional challenges for faculty, requiring them to include substantial remedial work in classes. By all accounts faculty members embrace this challenge and consider it an important and rewarding, though challenging, part of their job.

With such a large group of off-campus, part-time, and non-traditional students, adequate advising of students is a major challenge. Students in the Program work with two advisors, a staff advisor to assist with issues related to "transfer credit, program admission criteria, drop/add issues, course substitutions, and graduation requirements," and a faculty advisor to "discuss issues pertaining to a student's progression within the major and any concerns with required course work." In terms of employment and career advice, students also have contact with local healthcare employers as a component of various courses, and the services of the University's Career Services Office are also available.

The Program Director reported that efforts to track student progress through the courses are reasonably successful. All students are said to take all courses, however, the courses are not necessarily taken sequentially. While this inconsistency is understandable given the difficulties associated with formally advising such a large group of students who move through the program at different "rates," it is nonetheless a concern in terms of maintaining continuity of the curriculum. It may not be possible to ensure that all students have the necessary pre-requisite

knowledge or information when registering for a more advanced course, in spite of the best advisement efforts by faculty.

The Program has a well-articulated process for addressing academic and other issues, involving student concerns and complaints.

II.A.4.—STRENGTHS

1. The University and Program assign multiple advisors to each student to guide and support each student's progress through the curriculum.
2. The Program has a well-articulated process for addressing academic and other issues.

II.A.4.—CONCERNS

1. Despite the presence of multiple advisors for program students, there is no requirement that all students take courses in the recommended sequence. While the HMP is consistent with the eligibility criteria listed above, the program should review the requirements for students' sequencing of courses and its open admission policy.

II.A.4.—CONCLUSIONS

The program meets the criteria.

II.A.4.—CRITERION-RELATED RECOMMENDATION(S)

1. None

II.A.4.—CONSULTATIVE RECOMMENDATION(S)

The "open admission policies" of the HMP appears to result in substantial remedial instruction by faculty throughout the curriculum. Sequencing of coursework and requiring passage of introductory courses for admission to the HMP major and more advanced coursework would improve the quality of student outcomes without limiting the program for its targeted student population.
The Program should also consider a process that ensures that courses are taken in the correct sequence and that all students have the prerequisite knowledge and background for more advanced courses.

5. Professional and Alumni Linkages

The program must have established relationships with alumni and the professional community.

> a. The program must have established relationships with the appropriate professional communities. This includes opportunities for professional socialization and leadership development.

> b. The program must 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.

II.A.5.—DISCUSSION

The Program has many well-established linkages with healthcare organizations and professionals in the Atlanta metropolitan area, and there are obviously many outstanding healthcare resources in the area upon which to draw. In addition to the ongoing professional involvement of faculty members, the Program also maintains an active Advisory Board comprised of representatives from a variety of key organizations. This Board is charged, in part, with providing feedback to the Program on issues related to changes in the field, curricular needs, student recruitment and retention, the internship experience and employment opportunities.

The self-study notes that area healthcare professionals are frequent contributors to Program courses, and students are required to interview practitioners as a part of the curriculum. This exercise assists students with the process of professional socialization. The students also have a Health Care Management Student Association that interacts with the Georgia Association of Healthcare Executives and the Program Director encourages students to avail themselves of the opportunities available through this student association. It is not clear, however, how active the student group is nor how many HMP students are active members in the Association.

The Program's alumni network is growing, with most HMP graduates assuming jobs in the Atlanta metropolitan area. That geographic proximity should make the tracking of alumni somewhat easier. However, as with many programs, obtaining and retaining an accurate alumni database is challenging. According to the Program Director, surveys of recent graduates reveal that 85%-90% of Program graduates are obtaining positions in entry or mid-level jobs in health management organizations. These data suggest that the Program is being successful in meeting its overall educational objective. Tracking of alumni beyond the initial two years post-graduation period, however, has been less successful, and the Program is working to strengthen its system for doing this.

There is not an active alumni association for the Program, however an alumni website is being developed. The self-study notes that alumni frequently serve as preceptors for internships as well as a "research resource" for faculty.

II.A.5.—STRENGTHS

1. The Program is building a strong network of linkages with healthcare organizations in the Atlanta metropolitan area.

II.A.5.—CONCERNS

1. The Program does not have an effective ongoing system for tracking alumni, particularly longitudinally.

2. The Program lacks an active alumni association.

II.A.5.—CONCLUSIONS

The program partially meets the criteria.

II.A.5.—CRITERION-RELATED RECOMMENDATION(S)

The Program should develop a system for tracking and maintaining contact with its alumni beyond the initial post-graduation period. The proposed website is one possible avenue, as are regular alumni surveys or an alumni association.

The Program should develop a HMP alumni association.

II.A.5.—CONSULTATIVE RECOMMENDATION(S)

None

B. **Educational Process**

1. Teaching Methodologies

The program must utilize teaching methodologies appropriate to adult learners that are consistent with its educational mission, goals and objectives.

a. Programs must demonstrate that various teaching formats achieve learning objectives of the student and are appropriate for the educational content being delivered.

b. If distance education courses are taught by faculty not employed by the program's university, the program must have a process in place to assure that the course content is consistent with the program's goals and objectives for student learning.

II.B.1.—DISCUSSION

As the student population of CSU-HMP includes a significant number of "older" and non-traditional students, the program employs a variety of teaching methodologies throughout the curriculum appropriate to adult learners. Individual courses seem constructed to appropriately transmit the required course material. Courses utilize a variety of formats including lectures, guest speakers from the industry, site visits to health care organizations, and the use of case studies in the teaching environment. There is significant development of online course delivery across the curriculum.

Many of the courses offered (some 65%) can be taken in an online format. This could have a negative impact on the students' learning experience. However most or all of these distance education courses are taught by the regular faculty of the program and the HMP program provides oversight of its online as well as classroom courses. The online instruction appears to be effective and meets the requirements.

II.B.1.—STRENGTHS

1. The curriculum employs a variety of teaching methodologies focused particularly on the mid-career adult learner. There is extensive use of online instruction for many courses.

II.B.1.—CONCERNS

None

II.B.1.—CONCLUSIONS

The program meets the criteria.

II.B.1.—CRITERION-RELATED RECOMMENDATION(S)

None

II.B.1.—CONSULTATIVE RECOMMENDATION(S)

None

2.   Program Curriculum

The program must have a curriculum consistent with its mission, goals and objectives and which meets the following four general content areas as well as the specific areas within each. More than one content area may be covered in a single course or a single content area may be covered in multiple courses. Some content areas may be covered by courses taught in other academic units.

Appropriate faculty effort should be directed toward the conceptualization of the curriculum given its statement of mission, goals and objectives.

a.   Liberal Arts Foundation

Baccalaureate education is the foundation for further formal and informal learning and must provide the essentials of a liberal arts education. The term liberal arts education may vary from one university to another. This may include terms such as liberal arts, general education or baccalaureate cores. The program must demonstrate how the following areas are integrated into the professional education:

▪ Communication (written and oral)

- Computational Skills (mathematics and quantification)

- Critical Thinking (ability to analyze problems)

- Societal and Cultural Context (historical, philosophical, social, cultural, economic, political and scientific foundations)

II.B.2.a.—DISCUSSION

The University of Georgia's Core Curriculum establishes requirements for liberal arts curriculum for all students, including those at CSU. These include required curricula in English, Humanities/Fine Arts, Science/Mathematics/Technology, and Social Sciences. The liberal arts curriculum at CSU seems to be consistent with HMP's mission, goals, and objectives. The documentation indicates that students receive an adequate liberal education foundation.

Particular liberal arts course requirements specifically address Communication (including English Composition and Public Speaking), Critical Thinking (a specific course on critical thinking (CRIT 1101), plus inclusion in multiple HMP courses), and Computational Skills (computer technology competencies and quantitative calculation skills). All students at CSU are to be computer literate and proficient in portable computer technology. The university has encouraged programs to evolve into teaching more online courses and the HMP has been progressive in adapting its curriculum to an online format.

II.B.2.a.—STRENGTHS

None

II.B.2.a.—CONCERNS

None

II.B.2.a.—CONCLUSIONS

The program meets the criteria.

II.B.2.a.—CRITERION-RELATED RECOMMENDATION(S)

None

II.B.2.a.—CONSULTATIVE RECOMMENDATION(S)

None

b.   Conceptual and Technical Competency in Management

Health services managers derive skills and knowledge from basic management theory and practice. The program must demonstrate how the following competencies are developed in the program of study:

      i.   General Management

        (a)   Theories of Management: This area usually includes, <u>but is not limited to</u>, content in business, law, organizational behavior, organizational design and strategic management.

        (b)   Functional Areas of Management: This area usually includes, <u>but is not limited to</u>, content in accounting, computer literacy, financial management, human resources management, operations analysis, management information systems, strategic planning, marketing, research methods and statistics.

        (c)   Managerial Skills: This area usually includes, but is not limited to, content in leadership, interpersonal skills, managerial ethics, professional development, cultural competence, and motivation for continued learning.

II.B.2.b.i.—DISCUSSION

The self-study portrays many courses as including the General Management Competencies. The required competencies are provided through a number of business, health sciences, and health care management courses. These are mostly required courses for HMP students and the competencies are evaluated through course-specific testing and the HMP Post-Test given to all graduating seniors.

All of the General Management skill sets and competencies are presented as being addressed by multiple of the required curricular courses. There is substantial overlap of courses covering these three competency areas. Subsequent documentation from the Program Director further delineated the courses that are central in instruction of the various General Management areas.

Overall the documentation indicates that students receive the required competencies in the areas of "General Management" and therefore, meets this requirement.

II.B.2.b.i.—STRENGTHS

1. There is broad treatment of General Management theory and practice through the required curriculum.

II.B.2.b.i.—CONCERNS

None

II.B.2.b.i.—CONCLUSIONS

The program meets the criteria.

<u>**II.B.2.b.i.—CRITERION-RELATED RECOMMENDATION(S)**</u>

None

<u>**II.B.2.b.i.—CONSULTATIVE RECOMMENDATION(S)**</u>

Consider breaking down the curricula content (for future reviews) of the General Management courses to more clearly delineate the major relevant content material covered in which course.

    ii.   Health Service Management

The characteristics of the health services delivery system must be addressed in the student's program of study. Students must have an understanding of the interaction of health, environments, organizations, populations and the health professions. The program must demonstrate how the following competencies are developed in the student's program of study:

(a)   Determinants and measurement of health and disease: This area usually includes, but is not limited to, content in epidemiology, public health, health promotion and disease prevention.

(b)   Health services organization and delivery: This area usually includes, but is not limited to, content covering the structure and function of a wide variety of health organizations, professions and delivery systems across the continuum of care.

(c)   The characteristics of economic, legal regulatory, managerial, political, historical and social aspects of health services organization and delivery: This area usually includes, <u>but is not limited to</u>, content in courses such as bioethics, health finance, health law, health economics, health policy and quality/performance improvement.

<u>**II.B.2.b.ii.—DISCUSSION**</u>

The Health Care Management program of study includes the major categories of Health Service Management: determinants and measurement of health and disease, health services organization and delivery, and the characteristics of economic, legal regulatory, managerial, political, historical and social aspects of health services organization and delivery.

The self-study and subsequent documentation lists multiple courses as providing specific health management curricula. The intent of the panel review is to assure that all students in an AUPHA-certified program are receiving adequate health services management content areas. They do not have to all be distinct course offerings, but listing a plethora of courses that may touch on the required curricular issues does not assure that the material is adequately delivered or received.

It is also implied that all HMP students are required to take each designated course which is acceptable as long as all students take all the courses. If there is variance, as with multiple elective courses that provide parallel content, then that should be noted.

Determinants and measurement of health and disease: All students take a Health Care Environments course that covers the basic health care system components. Most, but not all, students appear to take an Epidemiology course, or a Women's Health course or an AIDS course.

Health services organization and delivery: These competency areas are covered in five courses covering the structure and functions of modern health care organizations. Two courses (Health Care Finance and Healthcare Economics) address the financial issues of health care management.

The characteristics of economic, legal regulatory, managerial, political, historical and social aspects of health services organization and delivery: There are separate courses on Legal Issues in Health Care, Ethical Issues in Health Care, and Health Policy as well as several more general course offerings. This area seems to be covered well by distinct offerings, although again the question is raised as to whether all HMP students take all of these targeted courses.

The Self-Study documentation and additional material provided by the Director indicate that HMP students do receive the required competencies in the area of "Health Services Management."

II.B.2.b.ii.—STRENGTHS

1. All of the content areas for the Health Service Management skill set areas appear to be covered somewhere in the required HMP curriculum.

II.B.2.b.ii.—CONCERNS

1. It still remains difficult for the Review Panel to differentiate across all the courses offered to assure that designated content is being taught to every student. The additional material provider by the Director addressed this concern but did not remove it.

2. Some of the course syllabi submitted in the Self-Study contained references and readings that were significantly outdated.

II.B.2.b.ii.—CONCLUSIONS

The program meets the criteria.

II.B.2.b.ii.—CRITERION-RELATED RECOMMENDATION(S)

None

II.B.2.b.ii.—CONSULTATIVE RECOMMENDATION(S)

The Program should consider breaking down the curricular content (for future reviews) of the Health Services Management courses to show the major relevant content material covered in

each course.

Course syllabi should be reviewed / updated regularly and the most recent syllabi provided for the Self-Study documentation. If links to BlackBoard or other web-based course structures are used, then links to those materials would reduce the need to copy out-of-date course material.

      iii.   Health Services Management Applications & Integration

Integration of conceptual and technical competencies must be demonstrated. These activities usually include, but are not limited to practica, internships, portfolios, projects, etc.

      (a)   Faculty supervised practica/internships: The types and numbers of practica/internship sites must be consistent with program's mission, goals and objectives. The program must demonstrate how it provides all students with a faculty-supervised and evaluated field experience in health services management. The program must have established procedures for selection, orientation, and evaluation of practicum/internship sites and preceptors. When a student presents a compelling case for not completely participating in one of these experiences, the program must demonstrate that an appropriate evaluation process is used to make determination of waiver or reduction of this requirement.

      (b)   Integrative exercises: The program must demonstrate the mechanisms it uses to integrate the skills and knowledge obtained in the liberal arts foundation, conceptual and technical competencies in management. These frequently are found in a capstone course, case studies, simulations, etc.

II.B.2.b.iii.—DISCUSSION

Course competencies are primarily integrated through the Internship experience (HCMG 4970), the senior-level Health Care Management Capstone course (HCMG 4999), a Graduation Portfolio submission by all students, and a departmental Post-Test administered to all graduating seniors. As presented these are all intended to be integrative courses / evaluations tying together curricular material from students' completed business and health management courses.

The HCMG 4970 Internship course is generally taken in the senior year, but before completion of other HMP required courses including the senior Capstone course, although the Capstone course may be taken concurrently. The Internship course requires a 225 hours experience at an approved Internship organization. Students are permitted to do their experience in their current employment organization which in some cases is not healthcare related. All Internship experiences are approved through the Program Director and many of the non-healthcare related sites are reported to be Human Resource positions. The Internship course also purports to provide students with the opportunity to apply information and knowledge they received from previous didactic courses in a healthcare management setting. The Internship experience appears to be evaluated via the Capstone course and Post-Test assessment.

In addition there is also a required HCMG 4999 – Health Care Management Capstone course for

seniors targeted at the transition from school to practice. Creation of the Capstone Course was one of the recommendations from the 2003 AUPHA Program Certification Review. The Capstone Course is designed to *"capture the salient issues from required courses and to allow the students to synthesize and integrate what they have learned into meaningful outcomes. The course relies heavily on case studies to demonstrate that this expertise has been achieved."* It includes case study work to draw together curricular concepts from other HMP coursework. It also includes preparations for graduation including the Graduation Portfolio, departmental Post-Test, and the Exit Interview.

There was concern expressed from the Review Panel that this one course, as currently structured, attempts to provide "all things to every student." The mixture of such divergent curricular items in one course was a concern that this course may not provide a meaningful capstone experience. Several of the curricular items (such as the Portfolio, Exit Interview, and post-Test) while important, may stand better if structured distinct from the HCMG 4999 Capstone Course.

The Program also requires graduating students to submit a Graduate Portfolio meant to demonstrate students' attainment of health care management competencies. These portfolios are then reviewed by program faculty. Students can be blocked from graduation for underperformance on the Portfolio, although the program noted that this seldom occurs.

There is also a Post-Test examination provided to all graduating seniors as part of the Health Care Management Capstone Course and a formal Exit Interview with multiple HMP faculty. The Post-Test is currently being reviewed and updated. The Review Panel commented that the quantitative issues relevant to health care administration were only lightly touched in the post-test sample provided to the Panel. The Exit Interview seems an additional important tool for evaluating student readiness for graduation and competency attainment.

The Self-Study documents and the additional information provided to the Panel present several purported integration components (the Internship, the Capstone course, the Graduate Portfolio, and the post-Test). However delineation of how these items tie together to assure competency attainment by all HMP students by graduation is not clear.

II.B.2.b.iii.—STRENGTHS

1. The HMP appears to comprehensively evaluate its students prior to their graduation. The Internship experience, the Health Care Management Capstone course, the Graduation Portfolio, the Exit Interview, and a Departmental Post-Test provide a multidimensional assessment strategy for HMP students.

II.B.2.b.iii.—CONCERNS

1. The Internship experience is presented as a key integrative experience. While no minimum hours of internship is required under the AUPHA certification guidelines, the internship experience is intended to be a work-based experience that ties together curriculum from across the curriculum. The 225-hour internship experience in the HMP program was a concern of the Review Panel. The concern focused on whether this five-week experience would be enough to guarantee a fully integrated experience for all students. Some of the internship sites in the Self-Study were also not within healthcare organizations, which raised concern of how these internships could integrate curricular-based competencies.

2. The Capstone course also purports to link the previous coursework in an integrated course experience. There is concern that the Capstone incorporates too many distinct but important elements, including the Graduation Portfolio, the Post-Test assessment and the Exit Interview. By overloading the Capstone Course with all these disparate elements, the curricular integration that is the intent of a Capstone exercise / course seems diluted.

II.B.2.b.iii.—CONCLUSIONS

The program partially meets the criterion.

II.B.2.b.iii.—CRITERION-RELATED RECOMMENDATION(S)

The Program should impose greater rigor in the selection of internship sites and placement of students for their internship experiences. Acceptable sites should be in health care organizations, with measureable internship outputs to assure students receive an integrative health administration experience.

The Program should modify the Capstone Course to remove some of the evaluative items (like the Graduate Portfolio. Post-Test and Exit Interview) from this specific course offering, thus freeing more course time for integration of material from elsewhere in the curriculum. These other evaluative items are important to the Program, but seem to dilute the course content of the Capstone Course.

II.B.2.b.iii.—CONSULTATIVE RECOMMENDATION(S)

None

C.   Program Evaluation and Improvement

The program must regularly and systematically evaluate its structure, processes, and outcomes consistent with its mission, goals and objectives.

1.   The program must identify the measures used to assess both programmatic and educational outcomes.

Programs are encouraged to identify measures that consider the unique attributes of their Program and the dynamic nature of the field. These may include <u>but are not limited to:</u>

a.   Programmatic outcomes

i.   measures of faculty productivity in teaching, research, service and civic engagement;

ii.   measures of student recruitment, retention, advising, and post-graduation placement;

b.   Educational outcomes

i.   measures of student learning

II.C.1.—DISCUSSION

The CSU-HMP program has an evaluation program including evaluation of faculty, curricular elements and exit interviews related to student learning. Evaluation measures are tied back to department and university goals for teaching and scholarship.

CSU completes a systematic review of all courses at the completion of each semester. Courses taught throughout the university (on campus or online) are consistently evaluated by the university with a common course evaluation instrument. Course evaluation results are reported to the Department to support course and faculty evaluations.

CSU's emphasis is on faculty competencies that support student learning. Faculty evaluations extend from measures involving individual intellectual activities to those that impact on students. Faculty members are specifically evaluated on their teaching competency, advising competency, and intellectual contributions.

Faculty productivity is monitored by the program and included in the annual faculty evaluations. The HMP program benefits tremendously from a highly committed faculty, who are involved in teaching, student advising, and student evaluations. The Review Panel noted major faculty productivity measures (such as number of courses taught, number of students advised and other programmatic measures). Sustainability of this exceptional faculty productivity was questioned, but the HMP Director assured the Panel that this strong cadre of committed faculty do not appear deterred from overwork.

Student recruitment to the HMP is not evaluated specifically (see II.A.4. above), but the program continues to have sufficient numbers of students seeking the major. Student enrollees include a

large number of older (over 25 yeas old) non-traditional undergraduate students seeking health management careers.

Student retention rates are tallied through the University's Office of Retention and Student Services. Since HMP students include many non-traditional students, including many working adults, and part-time students, traditional retention measures may not be accurate. There is a large amount of support provided by faculty and the program to students in the HMP. Anecdotal data presented that students are generally completing the program to graduation within six years.

Education outcomes are evaluated both by the university and the department. There are university-wide course assessments that provide on-going evaluation of the program consistent with educational evaluations across the university. The HMP program then extensively evaluates its students prior to graduation from the program. This includes a program Post-Test that must be passed for students to graduate, a required Capstone Course that ties together competencies from throughout the curriculum, a Graduation Portfolio that highlights student competencies and an Exit Interview by students with multiple faculty members (see section II.B.2.b.iii above).

II.C.1.—STRENGTHS

1. Student competencies are extensively evaluated prior to graduation including a required Post-Test to gauge student understanding of curricular material, a Graduation Portfolio, and an individual Exit Interview with multiple HPM faculty. This allows an extensive evaluation of individual students to assure readiness for placement in the health care management field.

2. There also appears to be success of Program Graduates in entry-level and mid-level health care management careers including entry into the CSU MHA program. Longer term career progression has not been tracked in any systematic way although the program intends to address this.

II.C.1.—CONCERNS

1. Student retention rates in the program should be more regularly monitored.

2. The workload for program faculty is extensive, however the Program Director assured the Review Panel that this has been the program standard for some time.

3. Although the program is reviewing and revising the Pre/Post Test used in student evaluations, there was concern that some of the quantitative competencies of health care management need to be evaluated to a greater extent.

II.C.1.—CONCLUSIONS

The program meets the criteria.

II.C.1.—CRITERION-RELATED RECOMMENDATION(S)

None

II.C.1.—CONSULTATIVE RECOMMENDATION(S)

The program should more regularly monitor student retention rates through the existing reports from the University's Office of Retention and Student Services, or its own monitoring of students registered as HMP majors.

Include greater attention to evaluating the quantitative competencies in health care management in the review/revisions of the program's Pre/Post-Test.

2.   Evidence of Input

The program must provide evidence of student, faculty, alumni and practicing health service manager's input into program evaluation.

II.C.2.—DISCUSSION

The HMP program has included input from current students, alumni, faculty, and practicing health care managers in the review of the CSU program. Primary to these inputs are regular faculty review and augmentation of the curriculum, an alumni satisfaction survey, assessments of internship site preceptors, the review of student graduation portfolios, and feedback from the HMP Advisory Board.

All Program faculty members are part of the HMP Curriculum Committee which routinely reviews and evaluates curricular questions at its monthly meetings. The Program also completes a regular survey of program alumni (Health Care Management Graduates' Satisfaction Survey). This survey assesses alumni satisfaction with career preparation provided by the HMP as well as monitoring alumni career progression.

Current students also provide feedback to the Program via the required Graduate Portfolio and Exit Interviews with faculty. Both these items are reviewed by the Program for items that should be modified in the Program.

The Program also maintains an external Advisory Board (twelve individuals currently) representing health care management within the Atlanta, Georgia metropolitan area. Advisory Board members represent hospitals, community and governmental health organizations. The Advisory Board reviews and provides input and feedback to the program at their bi-annual meetings.

II.C.2.—STRENGTHS

The HMP program provides ample opportunity for feedback and input to the Program from students, alumni, and health management professionals.

II.C.2.—CONCERNS

None

II.C.2.—CONCLUSIONS

The program meets the criteria.

II.C.2.—CRITERION-RELATED RECOMMENDATION(S)

None

II.C.2.—CONSULTATIVE RECOMMENDATION(S)

None

3.   Programmatic and Educational Outcomes

The program must demonstrate the accomplishment of programmatic and educational outcomes.

II.C.3.—DISCUSSION

The HMP program has used the results from its various evaluation measures to address both student-oriented and program-oriented goals. The program evaluates its educational outcomes through their implementation of the Department's Post-Test, the required student Graduation Portfolio, the Exit Interview and Internship Preceptor Evaluations. The program monitors the progress of its students through feedback from its Alumni Survey, Preceptor Evaluations, and the progression of CSU-HMP graduates in their careers.

II.C.3.—STRENGTHS

The HMP program has multiple evaluations to assure that program graduates are reaching acceptable skill competencies by graduation. These include the program Post-Test, the Capstone Course's emphasis on career preparation, and the Exit Interview.

II.C.3.—CONCERNS

None

II.C.3.—CONCLUSIONS

The program meets the criteria.

II.C.3.—CRITERION-RELATED RECOMMENDATION(S)

None

II.C.3.—CONSULTATIVE RECOMMENDATION(S)

None

4.   Evaluation as Basis for Program Improvement

The program must provide evidence that the program evaluation is the basis for Program revision and improvement.

II.C.4.—DISCUSSION

The Program receives feedback from its Advisory Board, alumni surveys, review of the Graduation Portfolios, and internship site feedback. Based on these feedbacks, multiple curricular modifications have been made and continue to be made in the HMP program. Feedback from these various entities has modified the HMP program to adapt to changes in the industry and identified community needs. Some specific program modifications, based on these recommendations, include:

Improved Program Publicity and Promotion
- Creation and maintenance of a program website
- Modifying course scheduling to meet the needs of non-traditional students (evening courses and web-based offerings)

Greater Program Emphasis on Skill Competencies for Graduates
- Implementation of the program's pre-test and post-test of all students
- Implementation of the Exit Interviews for graduates
- Improving the computer literacy of students

New or Modified Course Offerings
- Establishment of a required capstone course
- Creation of a health care marketing course

II.C.4.—STRENGTHS

1. The program has used feedback from its students, preceptors, and the Advisory Board to modify and update the curriculum. This seems to be a marked example of continual program improvement.

II.C.4.—CONCERNS

None

II.C.4.—CONCLUSIONS

The program meets the criteria.

II.C.4.—CRITERION-RELATED RECOMMENDATION(S)

None

II.C.4.—CONSULTATIVE RECOMMENDATION(S)

None

III.   PROGRAM SELF-ASSESSMENT

Programs should conduct regular self-assessment and demonstrate acceptable progress toward accomplishing recommendations received from the previous program review (if the program is renewing Certification), strengths and weakness of the program and plans for future improvements or changes to the program.

III.—DISCUSSION

The CSU-HMP program has demonstrated application of the previous (2003) AUPHA Review Panel's recommendations including:
- Development and Implementation of required courses in Health Care Marketing, Health Informatics, and Health Care Economics.
- Addition of additional faculty members
- Modification of the Capstone Course to include strategic planning

III.—STRENGTHS

None

III.—CONCERNS

None

III.—CONCLUSIONS

The program meets the criteria.

III.—CRITERION-RELATED RECOMMENDATION(S)

None

III.—CONSULTATIVE RECOMMENDATION(S)

With the Program's intent to increase its emphasis on Long-Term Care in the next few years, adding one or two professionals from related LTC organizations to the Advisory Board would be advantageous.

SUMMARY OF SELF-STUDY REVIEW

Overall Assessment of Program

Clayton State University's Health Care Management Program has developed a health management undergraduate program particularly targeted for the non-traditional student population served in the greater Atlanta area. With over ninety percent of the CSU student population being from minority groups and a majority of current HMP students being female, CSU has adapted the traditional on-campus undergraduate programs to meet the needs of this unique student pool. The HMP student pool is also older (average age 36 years) and many students are working while studying for their degree.

The HMP continues to modify and improve its program in line with recommendations from the 2003 AUPHA Certification Review including creation and modification of multiple courses and hiring of additional faculty.

The Program provides a comprehensive undergraduate program in health care management using a highly dedicated faculty, extensive online educational tools, and many student support systems to meet the distinct needs of its mission and student population.

Strengths/Best Practices of Note

- CSU and the HMP are well-equipped to provide technological support to its primarily non-traditional student population. There is extensive use of online instruction for many courses.

- The Program has built a strong network of linkages with healthcare organizations in the Atlanta metropolitan area, including many with HMP alumni.

- There appears to be success of Program Graduates in finding entry-level and mid-level health care management careers including acceptance to CSU's MHA program.

- The Program comprehensively evaluates students prior to graduation. The multidimensional assessment strategy for HMP students allows for extensive evaluations of individual students to assure readiness for placement in the health care management field.

Significant Concerns

- The workload for program faculty and the Program Director are extensive. While praiseworthy of the dedicated faculty, it raises questions for long-term sustainability of this workload.

- It appears that the process for advising students does not ensure that all students take courses in the prescribed or recommended sequence. While all students presumably

receive similar academic material and training by the time they graduate, there was concern raised as to the academic preparation of some students in advanced level courses. This was of particular concern because of the inadequate academic preparation noted by the program for some entering students.

- The Program lacks a strong system to link with and track program alumni. The Program lacks an active alumni association and there does not appear to be an effective system for tracking alumni by the Program over time.

- The Internship experience is presented as an integrative experience. However it only requires 225-hour commitment by students and is not always in a distinct health care organization.

- The Capstone course is designed to link previous coursework in an integrated course experience. There is concern, however, that the Capstone Course tries to incorporate too many distinct but important elements. By overloading the Capstone Course with all these disparate elements (including the Graduate Portfolio, the departmental post-Test, and the Exit Interview), the curricular integration that is the intent of a Capstone Course may be diluted.

Conclusions

I. The program meets the criteria.
II.A.1. The program meets the criteria.
II.A.2. The program partially meets the criteria.
II.A.3. The program meets the criteria.
II.A.4. The program meets the criteria.
II.A.5. The program partially meets the criteria.
II.B.1. The program meets the criteria.
II.B.2.a. The program meets the criteria.
II.B.2.b.i. The program meets the criteria.
II.B.2.b.ii. The program meets the criteria
II.B.2.b.iii. The program partially meets the criteria.
II.C.1. The program meets the criteria.
II.C.2. The program meets the criteria.
II.C.3. The program meets the criteria.
II.C.4. The program meets the criteria
III. The program meets the criteria.

Recommendations

Criteria-Related Recommendations

II.A.2.

The Program should consider strategies (e.g., reductions in teaching load, increased use of adjuncts, less frequent course offerings with larger class size, etc.) to enable faculty to develop productive scholarship agendas.

II.A.5.
The Program should develop a system for tracking and maintaining contact with its alumni beyond the initial post-graduation period. The proposed website is one possible avenue, as are regular alumni surveys or an alumni association.
The Program should develop a HMP alumni association.

II.B.2.b.iii.
The Program should impose greater rigor in the selection of internship sites and placement of students for their internship experiences. Acceptable sites should be in health care organizations, with measureable internship outputs to assure students receive an integrative health administration experience.

The Program should modify the Capstone Course to remove some of the evaluative items (like the Graduate Portfolio. Post-Test and Exit Interview) from this specific course offering, thus freeing more course time for integration of material from elsewhere in the curriculum. These other evaluative items are important to the Program, but seem to dilute the course content of the Capstone Course.

Consultative Recommendations

II.A.1.
Attention should be paid to ensure that the Program Director position actually receives a 50% release for administrative responsibilities.

II.A.3.
The Program should develop a strategy to allow and encourage faculty to pursue external funding opportunities as a component of their workload and to reward them for successes in this area.

II.A.4.
The "open admission policies" of the HMP appears to result in substantial remedial instruction by faculty throughout the curriculum. Sequencing of coursework and requiring passage of introductory courses for admission to the HMP major and more advanced coursework would improve the quality of student outcomes without limiting the program for its targeted student population.

The Program should also consider a process that ensures that courses are taken in the correct sequence and that all students have the prerequisite knowledge and background for more advanced courses.

II.B.2.b.i.
Consider breaking down the curricula content (for future reviews) of the General Management courses to more clearly delineate the major relevant content material covered in which course.

II.B.2.b.ii.
The Program should consider breaking down the curricular content (for future reviews) of the Health Services Management courses to show the major relevant content material covered in each course.

Course syllabi should be reviewed / updated regularly and the most recent syllabi provided for the Self-Study documentation. If links to BlackBoard or other web-based course structures are used, then links to those materials would reduce the need to copy out-of-date course material.

II.C.1.
The program should more regularly monitor student retention rates through the existing reports from the University's Office of Retention and Student Services, or its own monitoring of students registered as HMP majors.

Include greater attention to evaluating the quantitative competencies in health care management in the review/revisions of the program's Pre/Post-Test.

III.
With the Program's intent to increase its emphasis on Long-Term Care in the next few years, adding one or two professionals from related LTC organizations to the Advisory Board would be advantageous.

V. <u>Review Team Recommendations to AUPHA Board and Progress Report Schedule</u>
   (This page will not be sent in the draft report to the program)

1.   Certification Recommendation (mark with an X):

a. <u> X </u>Recommend Certification
b. <u>   </u>Do Not Recommend Certification

2.   Term of Certification (mark with an X):

a. <u> X </u> Six year certification—program is in substantial compliance
b. <u>   </u>Three year certification—program is in minimal compliance
c. <u>   </u>Three year certification—program underwent initial certification

3. Comments:

4. Progress Report (mark with an X if not required):

a. None required <u>   </u>
b. Reports required December 1 of the following year(s) <u>   2012   </u>.
c. Comments: