2019 Undergraduate Certification Review Report (2017 Criteria)

Response ID:12 Data

1. Review Team Report Instructions

Report Format:

Each section of the report contains the following elements:
Criterion – This is a reiteration of the AUPHA Undergraduate Certification Criterion
Discussion – The discussion should draw from the self-study report as well as the panel review
Strengths – Here the review panel should highlight any aspect of the program that is a strength of the program. If the panel feels that this represents a best practice, it should be noted later in the conclusion of the report.
Concerns – The panel should use this section to identify any concerns associated with the program's ability to meet the criterion. The concerns should be specific to the criterion and relate directly to whether or not the criterion is being met.
Conclusion – There are three possible conclusions for each criterion:
Fully meets the criterion
Partially meets the criterion
Does not meet the criterion
CRITERION-RELATED RECOMMENDATION(S)
If the the conclusion selected was "Partially meets" or "Does not meet" , a Criterion Related Recommendation is required and a text box will automatically open so you can include the recommendation. The program will be required to address the progress toward meeting the criterion in a Progress Report. The review team will explain to the program in the Criterion Related Recommendation(s) what the program must accomplish in order to meet the criterion at the time that the Progress Report is due. Recommendations should be specific and actionable and relate to the criterion. Do not use phrases such as - "The program should consider adding…" A more effective recommendation is, "In order to meet the criterion the program must demonstrate…" The program must address how it is meeting the Criterion Related Recommendation(s) in their progress report(s).
If the conclusion selected was "Fully met", no text box will open and you can continue on.
CONSULTATIVE RECOMMENDATION(S):
If the team has no consultative recommendations, select "No consultative recommendation".
If the certification review team identifies areas for improvement in the program that do not relate directly to the criteria or that would help the program do more than meet the minimum standards, select "No consultative recommendations". A text box will open so you can include the recommendation. For example, if the program would benefit from more Healthcare IT content in the curriculum, the review panel might say "The program would benefit from the addition of a dedicated course in Healthcare IT."
Summary of Self Study

At the conclusion of the report, the Review Panel should summarize their findings in the following categories:
Overall Assessment of Program: This should be a narrative on the overall state of the program, particularly in relation to where it is today vs. the previous review in the case of programs undergoing re-certification.
Strengths / Best Practices of Note: Please summarize those particular strengths of the program that are notable, particularly if any could be considered a best practice to share with other undergraduate programs.
Substantial Concerns, if any: Please summarize any significant concerns that the review team may have had with the overall quality of the program.
Summary of Criteria-Related Recommendations: The recommendations will automatically pre-populate from the answers provided.
Consultative Recommendations: The recommendations will automatically pre-populate from the answers provided.
How to use, save and submit the report
Progressing through the report
Use the "Back" and "Next" buttons at the bottom of each page to progress through the report. Using these buttons, you can go back and edit previously answered questions.
Saving the Report

The report is quite long. You are able to save the report in order to complete at another time. You should also occasionally save the report to protect from accidentally losing information. Every page that requires an entry has a "Save and continue later" bar at the bottom. To save, click on the "Save and continue later" bar. You will be asked to enter your email address. You will receive an email from Survey Gizmo that contains a link that will take you back to your survey.

Submitting the Report

The final page of the survey contains the submit button. Only click on the button if your survey is complete. You can use the Back and Next buttons to review and edit answers. If you accidentally submit your report before it is complete or you need to edit an answer, please contact Carly Evans at cevans@aupha.org and she can send you a link to edit your report.

The draft report is due to AUPHA within 60 days of the face to face review. You will receive a notice that the report has been submitted.

DO NOT SEND THE REPORT TO THE PROGRAM BEFORE IT HAS BEEN REVIEWED BY AUPHA.

AUPHA staff will review the report, and, if necessary, consult with the Review Team Chair(s) regarding the contents and may amend the report based on that consultation. The draft report is then sent to the program. The recommended action by the AUPHA Board is not included with the copy sent to the program; it is only included in the final copy of the report sent to AUPHA. After the Board action, the program will be notified of the outcome.

2. Program and Review Team Information

Undergraduate Review Report

1. Program Under Review

University of New Hampshire

2. Review Team

Chair : Nailya DeLellis
Chair email address : delel1no@cmich.edu
Reviewer : David Williams
Reviewer : Jose Quintana
Observer : Amanda Scarbrough

3. Date of Review

09/30/2019

3. 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. 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.

4. Eligibility

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.

Health Management and Policy program is located within the College of Health and Human Sciences; the university is accredited by NEASC.

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.

The program is officially approved by university and listed in college catalog as a course of study leading to a baccalaureate degree (BS HMP)

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

The program was established in 1975 and have graduated its first cohort of students in 1978, prior the self-study year

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.

The program reported having less than 150 students enrolled; the program has more than two full-time terminally degreed faculty members.

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

The students receive more than 25% of the instruction from full-time university faculty

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

The program requires a 400-hours internship

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.

The program does not discriminate based upon race, ethnicity, creed, gender, or disability and is in full compliance with relevant laws.

5. OVERALL ELIGIBILITY DISCUSSION

Strengths

The program has a long history of successful preparation of bachelor level graduates for the healthcare workforce. Since first cohort, the program graduated more than 1400 students; with 12 full-time terminally degreed faculty members, the program is fully equipped with necessary expertise, skills, and knowledge.

Concerns

None

Conclusion

Eligibility Conclusion

Fully meets

Eligibility Criterion Related Recommendation(s)

Eligibility Consultative Recommendation

No Consultative Recommendation

Eligibility consultative recommendations(s)

6. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

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.

Discussion

The mission, vision and values of the program are fully reflected in its descriptions of focus, structure, and curriculum. Further, the faculty created a department-specific set of values that feature their aspiration to deliver problem-solving leaders for the healthcare industry; sustainable public/private ventures; effective healthcare policy; cultural sensitivity; multidisciplinary approach and; evidence-based development of healthcare policy. This multi-level and thoughtful expression of aspirations constitutes an exceptionally strong statement of faculty intent.

Strengths

Conclusions

Criterion 1 Conclusion

Fully meets

Criterion 1 Criterion Related Recommendations(s)

Criterion 1 Consultative Recommendation

No Consultative Recommendation

Criterion 1 Consultative Recommendations(s)

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

Discussion

The program has established a set of program objectives (distinct from student learning objectives). These objectives address teaching, service and scholarship.

Teaching objectives established standards for student achievement in communications, analytical thinking, health and disease, public and private health systems, organizational behavior, management of health systems, decision-making, problem identification and solution, competency in commonly used software in managerial functions, and ethics and morality in managerial decision making. In addition, the program has the objective of participating in the UNH writing intensive program and other selected teaching initiatives (e.g., honors program).

Service and scholarship objectives call for the program to create an environment that will enable tenure track faculty to engage in scholarship with an aim for each one to produce at least one peer reviewed article annually. Further, a culture will be developed so that faculty (it is not clear if this refers only to tenure track faculty) will be able to make at least one professional presentation annually and to collaborate within and outside of the university in furthering scholarship. This objective calls for faculty to include undergraduates in all phases of the scholarly process consistent with the UNH undergraduate research initiative. Specific objectives of the "Department/Program" include service to the University community, to professional associations in the health field, and to federal and state agencies and; service to the practitioner community and the general populations on matters of professional competence and public interest in health respectively. There are ten program outcomes listed, one of which has two parts, all of which are measurable.. They compliment the program's teaching, scholarship and service goals and objectives.

Strengths

The program has established a set of objectives and outcomes related to teaching, service and scholarship. They are observable and largely measurable. As with all such sets of objectives and outcomes, some are more easily measured than others.

Conclusions

Criterion 2 Conclusion

Fully meets

Criterion 2 Criterion Related Recommendations(s)

Criterion 2 Consultative Recommendation

Criterion 2 Consultative Recommendations(s)

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.

Discussion

The program has a designated leader with experience and expertise in healthcare and academic fields.

Strengths

Conclusions

Criterion 3 Conclusion

Fully meets

Criterion 3 Criterion Related Recommendations(s)

Criterion 3 Consultative Recommendation

No Consultative Recommendation

Criterion 3 Consultative Recommendations(s)

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9. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

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

Discussion

The self study identified Dr. Caron as the Program Director. The professional development activities listed are adequate, even commendable, and relevant to the role. She plays leadership roles as a member of the AUPHA Board of Directors and the AUPHA Undergraduate Program Committee, and she is a member of the Editorial Board of the Journal of Health Administration Education. In addition, Dr. Caron plays active roles as a presenter and moderator at national conferences (AUPHA and APHA) and peer reviewer for the American Journal of Public Health. She a Committee member for the Filerman Award and a member of the Publications Committee of the American Public Health Association. In addition to the foregoing national service activities Dr. Caron undertook in-service training on teaching and learning through the Center for Excellence and Innovation in Teaching and Learning at the University of New Hampshire.

Strengths

Conclusions

Criterion 4 Conclusion

Fully meets

Criterion 4 Criterion Related Recommendation(s)

Criterion 4 Consultative Recommendation

No Consultative Recommendation

Criterion 4 Consultative Recommendations

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.

Discussion

Teaching loads appear to be appropriate for the goals and objectives of the program and consistent with teaching loads in similar programs. They appear also to be consistent with expectations for reappointment, promotion and tenure at the University.

Strengths

Conclusions

Criterion 5 Conclusion

Fully meets

Criterion 5 Criterion Related Recommendation(s)

Criterion 5 Consultative Recommendation

Consultative Recommendation

Criterion 5 Consultative Recommendation(s)

During review meeting a question of increased class size was raised. Considering the high quality of the program, it may be reasonable to keep class size at currently established levels; that may require having two sections of the same course.

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.

Discussion

The Department faculty in its entirety serves as a committee of the whole regarding matters of governance and and organization. with ultimate responsibility held by the Department Chair (the Department Chair serves also in the role of Program Director).

The faculty of the Department work collaboratively with the Dean and human resources offices to design faculty positions and to search for new faculty. Faculty, Department Chair and Dean interview prospective faculty candidates. Faculty make a hiring recommendation to the Dean. Final hiring decisions and compensation are determined by the Dean. No faculty recommendation to hire has ever been denied by the Dean.

Evaluation of faculty is structured and is in compliance with University regulations and collective bargaining agreements. Input is sought from numerous sources, review is conducted by the Department Chair, Promotion and Tenure Committee, and Dean. Review of faculty is annual for both tenure eligible and non-tenure eligible faculty, with a third year review for those in both categories that is more extensive than annual reviews.. Once tenure is conferred, post-tenure review is conducted every five years.

Promotion and tenure are governed, in part, by collective bargaining agreements. This includes peer review by a Department

level Promotion and Tenure Committee. Multiple levels of review take place: Department level Promotion and Tenure Committee; Department Chair separately; College level Promotion and Tenure Committee and; Dean separately. The Dean makes a recommendation to the Provost and Dean of the Graduate School, and the University Board of Directors makes the final decision.

The faculty of the Department meet monthly during the academic year to discuss matters of governance and administration, and to set organizational goals and objectives and reflect on past efforts.

Strengths

Guidelines, procedures, and collective bargaining agreements and procedures are well established and have been refined over the years. They are strong. Faculty involvement in self governance is strong.

Conclusions

Criterion 6 Conclusion

Fully meets

Criterion 6 Criterion related recommendation(s)

Criterion 6 Consultative Recommendation

No Consultative Recommendation

Criterion 6 Consultative Recommendation(s)

12. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

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

Discussion

The workloads of employed full-time faculty, including tenured, tenure-eligible, clinical, and lecturers, are described in the "...Collective Bargaining Agreement between the USNH Board of Trustees/University of New Hampshire and the University Chapter of the American Association of University Professors..." The Agreement specifies the respective roles and load for each category of faculty regarding scholarly activities, external consulting, teaching, and service to the profession and University. This includes release time from teaching duties for the purpose of pursuing scholarship

Strengths

The statements in the Agreement are specific and comprehensive, but simultaneously require that there be some flexibility in how the expectations are applied to each faculty member in consultation among faculty member, Department Chair and Dean.

Conclusions

Criterion 7 Conclusion

Fully meets

Criterion 7 Criterion Related Recommendations(s)

Criterion 7 Consultative Recommendation

No Consultative Recommendation

13. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

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.

Discussion

Adjunct faculty are employed by the program on an as-needed basis, considering the needs of students. The background of adjuncts is considered by the Department faculty prior to hiring, and each hire is based upon the experience and expertise of the adjunct faculty member.

As with all faculty at UNH, a standard assessment instrument is employed by students in all classes. Results are shared with the Department Chair, and this is followed by a meeting with between faculty member and Department Chair to discuss performance. Also available to adjunct faculty are the services of the UNH Center for Excellence in Teaching and Learning (CEITL) to improve teaching skills.

Core faculty who have taught the same or similar course of the adjunct faculty member provide an orientation to the course and related expectations. At the discretion of the Department Chair a senior mentor may be provided to offer more continuous guidance. Also, all adjunct faculty are encouraged to seek assistance from the CEITL.

Adjunct faculty are invited to participate in all faculty meetings and they receive all Departmental communications. It is understood that they can participate in faculty meetings only to the extent they are available.

Strengths

Some may argue that the use of adjunct faculty is not desired; however, when specific expertise and experience are essential to further student learning, there can be no doubt that prudent use of adjuncts can be very beneficial. In the case of this program the use of adjunct faculty appears to be prudent, limited, targeted and beneficial to students.

Conclusions

Criterion 8 Conclusion

Fully meets

Criterion 8 Criterion Related Recommendation(s)

Criterion 8 Consultative Recommendation

No Consultative Recommendation

Criterion 8 Consultative Recommendation(s)

14. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

9. Given the mission & goals of the program, the program must demonstrate the adequacy of the financial base.

Discussion

The major support for the program is from a State appropriation. The Department Chair requests a budget for the subsequent

year. This request is considered at several levels within the University. Once approved the funds are distributed to the College and from there to the Department, from where allocations are made to meet the needs of the Program's expenses, including compensation. In making the allocation, projected revenue is considered. Regarding the management of funds, as a state institution, all public funds at all levels of the University are subject to management in accordance with the financial regulations of the Department of Administration of the State of New Hampshire.

Strengths

The Program is funded through a system that requires multiple levels of review and approval

Conclusions

Criterion 9 Conclusion

Fully meets

Criterion 9 Criterion Related Recommendation(s)

Criterion 9 Consultative Recommendation

No Consultative Recommendation

Criterion 9 Consultative Recommendation(s)

15. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

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

Discussion

Considering the conference room and reception area dedicated to the Program along with the shared classroom and conference spaces in the College that are allocated on an as-needed basis the needs of the Program are being met. "Each faculty member has an office, as does the full-time support staff." other workers have desk space near staff members. The Department has priority use fo the Computer Lab (29 up to date Macintosh computers, supported by University Computer Information Services).
There is a small collection of reference materials in the Department, and several faculty maintain their own collections. "...the University's main library...maintains a good collection of resources pertinent to health management and policy. In addition, the library's online research resources are excellent and offer an online librarian to assist with locating items."

Strengths

Conclusions

Criterion 10 Conclusion

Fully meets

Criterion 10 Criterion Related Recommendation(s)

Criterion 10 Consultative Recommendation

No Consultative Recommendation

Criterion 10 Consultative Recommendation(s)

16. PROGRAM STRUCTURE, FACULTY, AND RESOURCES

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.

Discussion

The collection at the UNH Library, the Dimond Library, addresses health services administration, public health administration, management, organizational theory and behavior, economics, finance, marketing, human resources, informatics, sociology, psychology, environmental health, government and policy, The UNH Library has approximately 2.5 million print and electronic items, 91,350 current print and electronic serial subscriptions, 106.000 media titles, 22,400 items in digital collections, and 11,000 records in its institutional repository. The program also has access to a number of academic resources, including research centers, scholarship programs, writing center, and so on. The program also maintains functional relationships with other academic units on campus, such as Peter T. Paul College of Business and Economics; Department of Nutrition; Department of Occupational Therapy; Department of Biomedical Sciences and Medical Microbiology and; Health Management and Public Health.

Strengths

Library materials are available through on-campus, electronic, and wide-ranging consortium access. Computer facilities, smart classrooms, and technology support services are extensive. The limited online Program offering is well supported technically and through online curriculum development internal consulting expertise.

Conclusions

Criterion 11 Conclusion

Fully meets

Criterion 11 Criterion Related Recommendation(s)

Criterion 11 Consultative Recommendation

No Consultative Recommendation

Criterion 11 Criterion Related Recommendation(s)

17. Student Support Systems

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.

Discussion

here is a published procedure for considering and accepting students into the Program. The student wishing to transfer into the Program must have a 3.0 GPA; write a typed 1-2 typed essay explaining why the HMP major is an appropriate choice for the student, including a comment on future career goals, and; provide a copy of their grades from a designated source. The Academic Coordinator has authority to make admission decisions. 95% of internal applicants are accepted. Requirements regarding admission requirements for applicants who apply from outside the University are listed, including requirements for specific level math courses, total number of transfer courses allowed, level of transfer courses allowed, status of AP courses and CLEP courses, and others. Once admitted to the Program a student is recognized as an HMP major

Strengths

All 116 students in the HMP are full-time students. There are no part-time HMP students. 32 students graduated during the self-study period. The HMP Program offers only one curriculum option. Students may declare a major in another field if they so choose. During the self-study period two students external to the HMP Program declared a minor in HMP.

Information about the HMP Program is disseminated externally through University-wide events and through target communication with prospective students, parents, and high school guidance counselors. Within UNH information is disseminated through selected courses, including a required course that explores opportunities in the University, In addition, the Academic Department engages in a variety of communication opportunities and through a variety of media specified in the self-study report. Marketing materials (four files) were uploaded as part of the self-study report. Links to five sites relevant to this question were provided in the self-study report.

Conclusions

Criterion 12 Conclusion

Fully meets

Criterion 12 Criterion Related Recommendation(s)

Criteiron 12 Consultative Recommendation

No Consultative Recommendation

Criterion 12 Consultative Recommendation(s)

18. Student Support Systems

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

Discussion

The Academic Department Coordinator provides academic advising to HMP Program students. In addition, undergraduates are encouraged to establish relationships with one or more faculty members with whom they share mutual interests. The University provides career guidance through a program , Career and Professional Success (CaPS). It assists students in a variety of ways, including a framework called, "Wildcat Way to Professional Success" which seeks to help students build awareness about their interests, build a professional image, build professional experience, and build relationships. During the self-study year students in the HMP Program were required to attend a session of resume development and a career and internship fair (required in both fall and spring semesters). Also, the director of CaPS visited two HMP Program classes.

Strengths

Conclusions

Criterion 13 Conclusion

Fully meets

Criterion 13 Criterion Related Recommendation(s)

Criterion 13 Consultative Recommendation

No Consultative Recommendation

Criterion 13 Consultative Recommendation(s)

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

Discussion

The Program enables students to engage with professional peers and networks in a variety of ways. This includes: Student Organization for Health Leadership (SOHL); ACHE sponsored student memberships; participation in ACHE/HFMA annual meeting; visits to UNH health services units; introduction to state level health organizations; presence on Facebook, LinkedIn, Twitter, 2 websites sites for SOHL; engagement with the Northern New England Association of Healthcare Executives, and with the Alumni Association; field trip to Boston Children's Hospital and; more.

Strengths

Conclusions

Criterion 14 Conclusion

Fully meets

Criterion 14 Criterion Related Recommendation(s)

Criterion 14 Consultative Recommendation

No Consultative Recommendation

Criterion 14 Consultative Recommendation(s)

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

Discussion

Students are encouraged to bring issues to any faculty member or administrator. If an issue warrants, the Department Chair may be consulted. If warranted, concerns may be referred to the Associate Dean and, beyond this, the University's formal grievance system. This is detailed in the University's publication, "Student Rights, Rules and Responsibilities."

Strengths

Conclusions

Criterion 15 Conclusion

Fully meets

Criterion 15 Criterion Related Recommendation(s)

Criterion 15 Consultative Recommendation

No Consultative Recommendation

Criterion 15 Consultative Recommendation(s)

21. Professional and Alumni Linkages

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

Discussion

The HMP Program has an advisory board with membership consistent with the letter of the AUPHA requirements, except that current students do not participate in meetings. The board meets annually. Student input regarding Program maters is solicited through an annual survey, and results are shared at the advisory board meetings.

Strengths

Membership represents a broad range of professional occupations and institutions related to Program goals

Conclusions

Consider or reconsider having student representation on the board, either elected by students or appointed by faculty (appointment criteria might include GPA, formal leadership position in student organization, or professional healthcare experience).

Criterion 16 Conclusion

Fully meets

Criterion 16 Criterion Related Recommendation(s)

Criterion 16 Consultative Recommendation

No Consultative Recommendation

Criterion 16 Consultative Recommendation(s)

22. Professional and Alumni Linkages

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

Discussion

Relationships exist at the Department level and via individual faculty affiliations with ACHE, APHA, HFMA, MGMA, and NHPHA. This is in addition to student relationships with NHPHA, ACHE, and student organizations within the University. Multiple speakers are invited to the UNH campus, including those specifically related to HMP Program topics. The Program collaborates with the Northern New England Association of Healthcare Executives to sponsor Half-day discussion panels.

Strengths

Conclusions

Criterion 17 Conclusion

Fully meets

Criterion 17 Criterion Related Recommendation(s)

Criterion 17 Consultative Recommendation

No Consultative Recommendation

Criterion 17 Consultative Recommendation(s)

23. Professional and Alumni Linkages

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.

Discussion

The HMP Program is thoroughly connected to alumni. This is accomplished by having alumni in Department faculty leadership, alumni on the advisory board, and alumni in preceptor roles.. AS WELL, Some alumni in professional practice will routinely share job postingS and event announcements with the Department. In addition, students and faculty participate in a wide ranging array of professional events in which alumni play important roles. Alumni are involved in fund raising for the Program.

Strengths

Conclusions

Criterion 18 Conclusion

Fully meets

Criterion 18 Criterion Related Recommendation(s)

Criterion 18 Consultative Recommendation

No Consultative Recommendation

Criterion 18 Consultative Recommendation

24. Curriculum and Teaching

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.

Discussion

The Program uses lecture, class discussion, group assignments, invited guest lecturers, team projects, case study method, use of practical application via internship experience, HMP syllabi address teaching methods for each course. In online

courses the technical platform employed is Canvas. Teaching methods used in online courses are similar to those in oncampus courses. A discussion board facilitates group interaction and discussion. Audio and visual software are employed. Learning assessment is accomplished through means of forced choice, fill-in-the-blanks, matching, and essay. During the self-study year 4% of the Program curriculum (1 course in 23) was available online. Thus, there are no students in the Program defined as "distance education students." Twe section of the online course were offered, one in summer and one in spring, with class sizes of 6 and 15 respectively. The faculty member who taught online also taught the same course on campus. There is no difference in course content or standards between online and on campus sections. The Program does not offer hybrid courses (i.e., combined online and on camus in the same section). The Help Desk is located in the library, and is available to assist with technical issues by email, telephone, and drop-in hours. Educational parity is assured between online and on campus sections by requiring the same course content and learning objectives, having the same faculty member teach both, and by using similar learning assessment methods. Prior to electing to take the one online course, with its condensed format, students are required to assess whether a condensed format is appropriate for them. When students in the online course reach out to the teacher of that course they are assured of response from the teacher within one business day. All students in the Program have access to all of the University's resources. In addition, UNH Online supports online education; the Teaching and Learning Services Group provide consultation to faculty teaching online, and the staff of Academic Technology assist both faculty and students. Training of faculty who teach online is provided by UNH Academic Technology in a four-week online asynchronous course.

Strengths

hose who believe that online courses are less rigorous will consider the Program is stronger because only 4% of its offerings are online. Regardless of one's opinion on this question, the Program appears to be managing both sections of its one online course appropriately.

Conclusions

The Program clearly states the teaching methodologies and modalities, with these being appropriate for the student demographic, learning objectives, and content delivered.

Criterion 19 Conclusion

Fully meets

Criterion 19 Criterion Related Recommendation(s)

Criterion 19 Consultative Recommendation

No Consultative Recommendation

Criterion 19 Consultative Recommendation(s)

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25. Curriculum and Teaching

20. 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.

Discussion

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)

The Program has developed three lists, two of competencies and one of knowledge and sensitivities. Among the competency lists, General Competencies included those that are necessary in all disciplines (e.g., critical thinking) and; Discipline-Specific Competencies, those specific to, though not necessarily unique to, health administration (e.g., create a flow chart). The competencies were determined with consultation from the Program Advisory Board at the annual meeting. The two lists of competencies are comprehensive and thoughtful. The list of Knowledge and Sensitivity was created by the faculty. It addresses, not what one must be able to do, but what one "... should know or be sensitive to in order to do" (e.g., knowing the importance of corporate culture). All competencies are reviewed and updated by Advisory Board and faculty once per year, and faculty review and update knowledge and sensitivities annually. This is an exceptionally useful list in the formation of the HMP Program curriculum, and is manifest in Criterion 26.

Strengths

The 4 competencies listed above, communication, computation, critical thinking, and societal and cultural context are included, along with numerous others, in the curriculum of the Program. They are integrated into a strong curriculum of general competencies, discipline-specific competencies, and selected fundamental requirements of knowledge and sensitivities. All are specified later in this report. The entry requirements for the Program, what may be referred to in some cases as prerequisites, assure the 4 competencies at a fundamental level; however, once in the Program those 4 competencies and others are required to be refined by the Program curriculum.
Competencies, knowledge and sensitivities are comprehensive and insightful.

Conclusions

Criterion 21 Conclusion

Fully meets

Criterion 20 Criterion Related Recommendation(s)

Criterion 20 Consultative Recommendation

No Consultative Recommendation

Criterion 20 Consultative Recommendation(s)

26. Curriculum and Teaching

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

Discussion

Most of the course syllabi are identical to one another in format. Although they are not 100% uniform in format, they are reasonably similar so as to address the need for students to know the nature of their course, learning objectives, expectations, assessments methods, contact information for the teacher, and more.

Strengths

Conclusions

Criterion 21 Conclusion

Fully meets

Criterion 21 Criterion Related Recommendation(s)

Criterion 21 Consultative Recommendation

Consultative Recommendation

Criterion 21 Consultative Recommendation(s)

Although the minor extent of existing deviation from standard format is not critical, it is recommended that the Program consider the merits of striving for closer conformity in format.

27. Curriculum and Teaching

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

- **The US Healthcare System**
- **Population/community health**
- **Cultural competence/diversity**
- **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**
- **Post-Acute Care**
- **Healthcare Marketing**
- **Financial analysis and management**
- **Ethics in business and healthcare decision-making**
- **Strategy formulation and implementation**
- **Quality assessment for patient care improvement**

Discussion

The program provides comprehensive and sufficient coverage of the areas listed by AUPHA. At the same time, the self-study listed a number of courses with more than 100% coverage in content areas. While it is reasonable to have an overlap in the content areas among the courses, the self-assessment of courses may need to be reviewed carefully to reflect actual content coverage.

Strengths

Conclusions

Criterion 22 Conclusion

Fully meets

Criterion 22 Criterion Related Recommendation(s)

Criteiron 22 Consultative Recommendation

Criterion 22 Consultative Recommendation(s)

28. Experiential and Applied Learning

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

Discussion

The Program requires that students fulfill 400 hours of internship within a health setting HMP 622 is the course in which student enroll for internship. It requires 400 hours of internship over 10 consecutive weeks. The syllabus for HMP 622 describes the detailed learning objectives, procedures, and assessment methods. The internship is sequenced in three phases: an on-campus course to prepare; practical field experience in a health setting; follow-up course on-campus. The Internship Coordinator, an HMP Program faculty member, conducts the on-campus courses and coordinates and oversees the field experience. The sequence was determined as a function of logistics and place in the curriculum (described in detail in the self-study report). The sequence allows time for students to become informed about potential opportunities, consider various internship sites, prepare formally for the internship, engage in the internship, and follow-up with a course in which they engage in analysis, discussion, and assessment of the site, critique, and more. The internship site selection is the responsibility of the Internship Coordinator, with input from students and other faculty. The Internship Coordinator interviews preceptors prior to the internship, makes a site visit during the internship, and conducts an assessment. Students provide online blogs describing their internship experience and learning. They evaluate preceptors. The agency provides an assessment of the student. Students produce written products that are evaluated by the faculty.
The internship is not waived for any student who majors in the HMP Program.

Strengths

The three course sequence is very comprehensive, and displays rational design keyed to student learning objectives.

Conclusions

Criterion 23 Conclusion

Fully meets

Criterion 23 Criterion Related Recommendation(s)

Criterion 23 Consultative Recommendation

Criterion 23 Consultative Recommendation(s)

29. Experiential and Applied Learning

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

Discussion

The Program maintains an ongoing list of approximately 45 internship sites. It is updated continuously by the Internship Coordinator. Each site is assessed each time it is used through on-site visits by the Internship Coordinator and student assessment after the completion of the field experience. New sites are identified by students, preceptors and other practitioners. Before interns are placed the Internship Coordinator and prospective preceptors discuss expectations, and the Internship Coordinator provides a written description of expectations (20 items).

Strengths

Conclusions

Criterion 24 Conclusion

Fully meets

Criterion 24 Criterion Related Recommendation(s)

Criterion 24 Consultative Recommendation

Criterion 24 Consultative Recommendation(s)

30. Experiential and Applied Learning

25. 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/administration.

Discussion

During the self-study year HMP 742 Strategic Management for Healthcare Organizations was the capstone course in which students experienced an …"...integrated or synthesis of the curriculum." In this course students were required to apply information and skills learned in the Program. The methodology included case studies and group projects, in which students were required to demonstrate analytical skills, problem identification, "...problem solving, interpersonal and presentation skills (oral and written)." The course is not intended to present new information but to employ that already learned. No major paper or thesis is universally required of student; however, Honors students do have such a requirement. Honors students must complete HMP 789H Honors Project and HMP 799H Honors Project. During these two courses Honors students select a topic, write a thesis under the direction of faculty, and present their work to the Department faculty and to other Honors students.

Strengths

This is an exceptionally well designed aspect of the Program, with elements such as the case study, "Middleboro" authored by faculty and employed at UNH and at multiple other programs throughout the United States.

Conclusions

Criterion 25 Conclusion

Fully meets

Criterion 25 Criterion Related Recommendation(s)

Criterion 25 Consultative Recommendation

No Consultative Recommendation

Criterion 25 Consultative Recommendation(s)

31. Program Evaluation and Improvement

26. The program must demonstrate an annual assessment process of student learning outcomes.

Discussion

The Program employs a variety of methods to measure student progress and measure the extent to which learning objectives are met. They include: student self-assessments, instructor assessments, preceptor assessments, standardized cumulative (exit) examinations, course grades, and student pre-post exams. Faculty employ quizzes, examinations, case studies, problem sets, written papers, and oral presentations to assess student learning. In addition, at the end of each course students fill out instruments that contain a question regarding the extent to which the course reflected the learning objectives of the Program. Further, the Academic Coordinator has regular contact with students, and may informally assess student learning and can formally raise issues with the faculty. The Internship Coordinator works with preceptors and students formally and informally, is also in a position to raise issues with the faulty. Finally, graduating seniors are surveyed to obtain their feedback on several questions that relate to learning objectives achieved and other questions.

Strengths

Multiple methods, multiple administrator and faculty roles, student and preceptor involvement in this process render it extensive and detailed.

Conclusions

Criterion 26 Conclusion

Fully meets

Criterion 26 Criterion Related Recommendation(s)

Criterion 26 Consultative Recommendation

No Consultative Recommendation

Criterion 26 Consultative Recommendation(s)

32. Program Evaluation and Improvement

27. The program must demonstrate an annual assessment process of programmatic outcomes.

Discussion

A variety of evaluation tools are used to identify strengths and weaknesses of the Program. The Department Chair is

responsible for evaluation and assessment of the Program's progress toward goals, objectives, and outcomes. The Program strategic plan is re-visited and updated annually; with Program's stated goals, objectives and outcomes being discussed at the Department's annual faculty retreat and at the annual Advisory Committee meeting.

Strengths

Conclusions

Criterion 27 Conclusion

Fully meets

Criterion 27 Criterion Related Recommendation(s)

Criterion 27 Consultative Recommendation

No Consultative Recommendation

Criterion 27 Consultative Recommendation(s)

33. Program Evaluation and Improvement

28. The program must demonstrate how the annual assessment of student learning and programmatic outcomes is used in program revision and improvement.

Discussion

The self study presented a number of examples where annual assessment of student and program outcomes led to revision and improvement of curriculum and student services. The changes range from revision of course sequence to changes in student financial support during internship.

Strengths

Conclusions

Criterion 28 Conclusion

Fully meets

Criterion 28 Criterion Related Recommendation(s)

Criterion 28 Consultative Recommendation

Criterion 28 Consultative Recommendation

34. SUMMARY OF SELF-STUDY REVIEW

Overall Assessment of Program

Strengths/Best Practices of Note

Specific Concerns

Criterion Related Recommendations

Eligibility

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Criterion 7

Criterion 8

Criterion 9

Criterion 10

Criterion 11

Criterion 12

Criterion 13

Criterion 14

Criterion 15

Criterion 16

Criterion 17

Criterion 18

Criterion 19

Criterion 20
[Invalid question ID: "475". Check your merge code.]
Criterion 21

Criterion 22

Criterion 23

Criterion 24

Criterion 25

Criterion 26

Criterion 27

Criterion 28

Criterion 29

Consultative Recommendations

Eligibility

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Criterion 7

Criterion 8

Criterion 9

Criterion 10

Criterion 11

Criterion 12

Criterion 13

Criterion 14

Criterion 15

Criterion 16

Criterion 17

Criterion 18

Criterion 19

Criterion 20
[Invalid question ID: "477". Check your merge code.]
Criterion 21

Criterion 22
Although the minor extent of existing deviation from standard format is not critical, it is recommended that the Program consider the merits of striving for closer conformity in format.
Criterion 23

Criterion 24

Criterion 25

Criterion 26

Criterion 27

Criterion 28

Criterion 29

36. Review Team Recommendations to AUPHA Board and Progress Report Schedule

Certification Recommendation:

Recommend Certification

Term of Certification

Six-year certification—program is in substantial compliance

Comments

Progress Report Requirement

None Required

37. Progress Report Requirements

The program must address the following Criteria Related Recommendations and provide proof of these efforts by the first business day of the next year. The report should be submitted via email to Chris Sanyer at csanyer@aupha.org.

Eligibility

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Criterion 7

Criterion 8

Criterion 9

Criterion 10

Criterion 11

Criterion 12

Criterion 13

Criterion 14

Criterion 15

Criterion 16

Criterion 17

Criterion 18

Criterion 19

Criterion 20
[Invalid question ID: "475". Check your merge code.]

Criterion 21

Criterion 22

Criterion 23

Criterion 24

Criterion 25

Criterion 26

Criterion 27

Criterion 28

Criterion 29

38. Thank You!

Many thanks to the University of New Hampshire Review Team for your hard work. Your draft report has been submitted. Carly Evans will review the report and contact you if there are any questions.
If you submitted your report before it was complete or you have any other questions, please contact Carly Evans at cevans@aupha.org.

Confirmation Email

Confirmation Email