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**ALL FIGURES DOCUMENT**

**2021 Standards**

*All Figures Taken From the HMA & HQS Self-Study Handbooks*

*based on the*

Criteria for Accreditation

Effective Fall 2021

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# **REVISION HISTORY**

|  |  |  |
| --- | --- | --- |
| **Date** | **Section** | **Description** |
| 2/9/2023 | Cover Page, Rev History & ToC | New |
| Figure 1 | Updated with new table from Self-Study |
| Old Figure 23 | Renamed to Figure 24 |
| New Figure 23 | Newly added figure |
| Many figures | Formatting changes |

## **Figure 1: Goals Objectives & Performance Outcomes (Example) – Criterion I.A.2**

**EDUCATIONAL**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Educational Goal #1** - To provide outstanding executives to the healthcare industry | | | | | |
| **PLAN** | | **DO** | | **STUDY** | | **ACT** |
| **Why is this important? How does it align with your mission, vision, values?** | **Target** | **Measurement** | **Date of Assessment** | **Results** | **Achieved** | **Actions Based on Results** |
|  | All students will achieve at least an 80% score on the comprehensive core competency exam at the end of their studies | Score on core competency exam | 2020-2021 | 100% of our students achieved at least an 80% score on the core competency exam | Yes | Continue to monitor and improve. |
|  | All professors will achieve at least 90% score on didactic core competency knowledge exam | Score on didactic core competency training exam | 2020-2021 | 92% of our professors achieved a score of at least 80% on the didactic core competency training exam | No | Continue to work with professors who did not reach the satisfactory score and improve knowledge of core competencies across faculty members. |
|  | Add another target here |  |  |  |  |  |

## **Figure 2: Organizational Chart (placing program within the University) – Criterion I.B.2**

## **Figure 3: Recruitment Activity Outcomes – Criterion II.A.2**

*Note: Repeat for each degree, or joint degree, Program, as applicable.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Degree Program**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **CURRENT AY** (if different from Self-Study year)  **Dates: \_\_\_\_\_\_\_** | **SELF-STUDY AY**  **Dates: \_\_\_\_\_\_** | **PRIOR AY**  **Dates: \_\_\_\_\_** |
| Complete applications received |  |  |  |
| Applicants offered admission |  |  |  |
| Total applicants enrolled *(aka new students enrolled)* |  |  |  |

## **Figure 4: Characteristics of Newly Enrolled Students – Criterion II.A.2**

*Note: Repeat for each degree, or joint degree, Program, as applicable*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Degree Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **CURRENT AY**  (if different from Self-Study year) |  | **SELF-STUDY AY** |  | **PRIOR AY** |
| Start Date of AY (MM/DD/YY) |  |  |  |  |  |
| End Date of AY (MM/DD/YY) |  |  |  |  |  |
| Median Entering GPAof Newly Enrolled Students Only |  |  |  |  |  |

## **Figure 5: Distribution of Enrolled Students – Criterion II.A.2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Enrolled Students** | **Total** | **Full-time** | **Part-time** |
| First Year |  |  |  |
| Second Year |  |  |  |
| Third Year |  |  |  |
| Nth year (specify): |  |  |  |
| **TOTAL** |  |  |  |

## **Figure 6: Gender of Graduating Students – Criterion II.A.2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Current AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Self Study AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Prior AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** |
| Male |  |  |  |
| Female |  |  |  |
| Other Gender Identity |  |  |  |
| **Total Students** |  |  |  |

**Figure 7: Race and Ethnicity of Graduating Students – Criterion II.A.2 (***Gender, race and ethnicity percentages not applicable to Programs outside of the United States and its Territories)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Current AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Self Study AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Prior AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** |
| **Hispanic Students (A)** | |  |  |  |
| **Non-Hispanic**  **Students** | American Indian or Alaska Native |  |  |  |
| Asian |  |  |  |
| Black or African American |  |  |  |
| Native Hawaiian or Other Pacific Islander: |  |  |  |
| White or Caucasian |  |  |  |
| Other (including more than one races/ethnicities) |  |  |  |
| **Sub-total (B)** |  |  |  |
| **Unknown Race and Ethnicity (C)** | |  |  |  |
| **Total Graduating Students (A + B + C)** | |  |  |  |

## **Figure 8: Retention Rate/Time to Graduate Worksheet – Criterion II.A.5**

|  |  |  |  |
| --- | --- | --- | --- |
| The *Retention Rate* reflects the percent of students who continued in the program past the *“initial period of study”*.  Programs should define the *“initial period of study”* as either the first semester, first quarter, or period that reflects approximately 25% of the total course of study.    This measure reflects how well the program keeps students engaged. | **Self-Study year** | **One year prior** | **Two years prior** |
| Enter the number of enrolled students in the first semester/quarter/ *“initial period of study”* in question.**(a)** |  |  |  |
| Enter the number of enrolled students ***who were enrolled in (a) who subsequently re-enrolled*** in the immediately following semester/quarter/period of the time period in question. (b) |  |  |  |
| Calculate:  **b/a.**  Enter as a percentage.  This is the percent of students who continued in the second “period of study” after initially enrolling in the “first period of study”. In no case should this percent be greater than 100% | % | % | % |
| If the percentage is less than 80 percent, in any year, comment on the percent of students returning.  If improvement is needed, describe the initiatives in place to improve. |  | | |
| The *Time to Graduate* reflects the variability in the length of time it takes students to graduate in the program.  CAHME examines the median (50th percentile) time to graduate and compares it to the outlier (80th percentile).  This data enables students to understand how long and how much variation occurs in completing the program. | | | |
| Enter the median (50th percentile) months to graduate for students in the graduating class of the time period in question. Note that this is **NOT** the mean or average. **(a)** |  |  |  |
| Enter the months to graduate of the student at the 80th percentile in the graduating class of the time period in question. (b) |  |  |  |
| Calculate **(b-a)/a.**  Enter as a percentage.*This is the amount of time more (expressed as a percent) that it takes for the 80th percentile student to get through the program compared to the median.* | % | % | % |
| Comment on the variability in the time to graduate. If improvement is needed, describe the initiatives in place to improve. |  | | |

## **Figure 9: Employment Settings of Program Graduates – Criterion II.A.5**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Position** | **#Graduates**  **1st Year Prior**  **to SS Year** | | **#Graduates**  **2nd Year Prior to SS Year** | | **#Graduates**  **3RD Year Prior**  **to SS Year** | |
|  | **Count** | **Count** | **Count** | **Count** | **Count** | **Count** |
| **Not Eligible** | Already Employed in Healthcare and stayed in same position post-graduation |  |  |  |  |  |  |
| International student returned home without seeking employment |  |  |  |  |  |  |
| Pursuing other Graduate Degree |  |  |  |  |  |  |
| **TOTAL NOT ELIGIBLE/NOT SEEKING TO BE PLACED (A)** |  |  |  |  |  |  |
| **Placed Students** | Post-Graduate Fellowship |  |  |  |  |  |  |
| Hospital/Health System |  |  |  |  |  |  |
| Physician Practice |  |  |  |  |  |  |
| Military Health System or Veterans Health Administration |  |  |  |  |  |  |
| Governmental agencies (i.e., local, state & federal agencies) |  |  |  |  |  |  |
| Trade Association (e.g., AHA, HFMA, ACHE, Blue Cross/Blue Shield Association) |  |  |  |  |  |  |
| Foundation or Voluntary Agency (e.g., RWJ Foundation, Red Cross) |  |  |  |  |  |  |
| Long-Term Care Facility |  |  |  |  |  |  |
| Home Health Agency |  |  |  |  |  |  |
| Consulting |  |  |  |  |  |  |
| Insurance/HMO |  |  |  |  |  |  |
| Information Technology/Analytics |  |  |  |  |  |  |
| Pharmaceutical/Biotech/Medical Device Company |  |  |  |  |  |  |
| National health organizations (CVS/Aetna, Walgreens, Haven aka Amazon-JP Morgan-Berkshire) |  |  |  |  |  |  |
| Investment banking re: healthcare (merger & acquisition, etc.) |  |  |  |  |  |  |
| Venture Capital or Private Equity |  |  |  |  |  |  |
| Employed outside Healthcare |  |  |  |  |  |  |
| Employed overseas in healthcare (but site is unknown) |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **TOTAL PLACED (B)** |  |  |  |  |  |  |
| **Not Placed (C)** | |  |  |  |  |  |  |
| **Unknown (D)** | |  |  |  |  |  |  |
| **Students Eligible to be Placed (E = B + C + D)** | |  |  |  |  |  |  |
| **Placement Percentage (B / E)** | |  |  |  |  |  |  |

**Figure 10: Positions Currently Held by Program Graduates during the most recent graduating class and the Self Study AY – if different. – Criterion II.A.5** *You may supplement survey data with data from LinkedIn. The* ***total*** *number of graduates in this table should equal the number of graduating students in Figure 9, Row E.*

|  |  |  |
| --- | --- | --- |
| **Positions by Type** | **Current AY** (if different from Self Study Year) **Enter dates:**  **\_\_\_ to \_\_\_** | **Self-Study AY**  **Enter dates:**  **\_\_\_ to \_\_\_** |
| **Executive Office**  (e.g. CEO, President, Chief Medical Officer, Chief Information Officer, Chief Operating Officer, Executive Director, Partner, Owner, etc.) |  |  |
| **Other Executive Management**  (e.g. Vice President, Senior Vice President, Executive Vice President, Associate Vice President, Other Executive Management, etc.) |  |  |
| **Management**  (e.g. Director, Manager, Unit Administrator, Practice Manager, etc.) |  |  |
| **Administrative Staff**  (e.g. Senior Analyst, Senior Consultant, Financial Officer, Information Officer, Analyst, Consultant) |  |  |
| **Clinical Staff**  (e.g. Registered Nurse, Pharmacist, Physical Therapist, Radiology Technician, etc.) |  |  |
| **Physician** |  |  |
| **Educator / Faculty Member** |  |  |
| **Fellow / Intern** |  |  |
| **Other** (list) |  |  |
| **Unknown** |  |  |
| **Not Placed** |  |  |
| **Total Graduates Eligible to be Placed (equals Figure 9, Row E)** |  |  |

## **Figure 11: Graduate Student Salary – Criterion II.A.5**

**Report**: Programs should report salary data of each graduating class from the respective designated academic year.

**Purpose**: Income is a key outcomes measure.

**Data source**: each year’s annual survey of graduating students. Graduates should report estimated annual income to the program. Income includes signing and other bonuses.

**Directions:** Report salary for Fellowships separately from employed job positions.

Round to whole numbers.

Report the median Income of each Class. Median is the 50th percentile. ***Do not provide the mean or average.***

**Fellowships**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Prior Academic Year**  *(if available)* | **Prior Academic Year**  *(if available)* | **Prior Academic Year** *(required)* | **Most Recently Completed**  **Academic Year** |
| Beginning Date of AY |  |  |  |  |
| End Date of AY |  |  |  |  |
| Median income |  |  |  |  |
| Number of  reporting graduates |  |  |  |  |

**Jobs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Prior Academic Year**  *(if available)* | **Prior Academic Year** *(if available)* | **Prior Academic Year** *(required)* | **Most Recently Completed**  **Academic Year** |
| Beginning Date of AY |  |  |  |  |
| End Date of AY |  |  |  |  |
| Median income |  |  |  |  |
| Number of  reporting graduates |  |  |  |  |

## **Figure 12: Competency Coverage across the Curriculum** **– Criterion III.A.1**

| Competency  (abridged) | Required Courses (abridged) | | | | Other Requirements | |
| --- | --- | --- | --- | --- | --- | --- |
| HSMP 800 Health Care Organization I | HSMP 815 Health Services Organizational Management. | BIO 701 Design & Analysis of Studies in the Health Sciences Organization I | EPI 710 Principles of Epidemiology | Summer Admin Residency | Professional Development |
| Domain: Communications & interpersonal effectiveness. | | | | | | |
| Organizational Behavior Theory |  | 3 |  | 1 | 2 |  |
| Organizational Management |  | 3 |  |  | 2 |  |
| Management of Human Resources & Health Professionals | 1 | 2 |  |  | 1 | 1 |
| Domain: Critical thinking, analysis & problem solving | | | | | | |
| Financial Skills |  |  |  |  | 1 |  |
| Project Management |  |  |  |  | 1 |  |
| Domain: Management & leadership | | | | | | |
| Performance Measurement | 1 |  | 1 |  | 2 |  |
| Structural Design of Health Care Organizations | 1 | 3 |  | 1 | 2 | 1 |
| Operations Assessment & Improvement | 1 |  |  | 1 | 2 |  |
| Information Technology Management & Assessment | 1 |  |  |  | 1 |  |
| Domain: Professionalism & ethics | | | | | | |
| Health Care Ethics |  | 1 |  |  | 2 | 1 |

*Key: e.g. 1 = Beginning Competency; 2=Basic Competency; 3=Professional Competency (as defined by the program).*

## **Figure 13: Courses Offered in Self-Study Year – Criterion III.A.2**

*Describe the typical course of study for full-time and (if different) part-time students in each major degree Program offered.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year in Program | Session | Course Number & Title | Credits | Instructor(s) | Dept | Student Enrollment Program students (non Program) | Offered:  Online Only (O,)  Traditional (T),  Blended/Hybrid (B) |
| **CORE/REQUIRED COURSES** | | | | | | | |
| Year One | Fall | HM503 Healthcare Finance | 3 | L.Garroway | MGMT | 15 (4) | O |
|  |  |  |  |  |  |  |  |
| **ELECTIVES** | | | | | | | |
|  |  |  |  |  |  |  |  |

## **Figure 14: Teaching & Learning Methods - Competency Integration in Health Management Education - Criterion III.B.1**

| **Level** | **Teaching and Learning Method** | **Definition** |
| --- | --- | --- |
| Lower | Readings | Students complete assigned readings in textbook , articles, websites, etc. |
| Lecture no media | Professor does most of the talking, without any media support. |
| Lectures with media | Professor does most of the talking, with some sort of media support (e.g. PowerPoint, overheads, video, whiteboards, etc.). Students participate via discussion that is primarily characterized by students asking clarifying questions, etc. |
| Guest Speakers | Individual/panel of experts from the field present to student. |
| Online discussions | Students actively engage in an online discussion, either synchronous or asynchronous, with the professor and with each other. Students can stimulate or respond to discussion. |
| Class Discussions | Students actively engage in open discussion with the professor and with each other. Students can stimulate or respond to discussion. |
| Web-based modules | Interactive learning via CD/DVD/Internet that is more than searching for information or reading websites. |
| Higher | In-class Presentations | Students formally deliver information to the rest of the class in a well-prepared format that required analysis and preparation. |
| Cases | Students actively engage in analyzing a case study to determine causes, implications, strategies etc. Case analysis is either shared with the class through open and interactive discussion or debate, or students prepare a written case analysis for review and feedback. |
| Team activities | Three or more students collaborate as a group to complete one deliverable. |
| Simulation exercises | Interactive learning in which students’ actions significantly affect how the learning unfolds and the subsequent outcomes of the learning. Simulations may or may not be computer based (e.g. tabletop simulations). |
| External Field Experiences | Students are placed in non-academic applied or real-world work settings and allowed to learn from the work experience, including externships and internships. Learning outcomes are shared in the academic environment and evaluated. |
| Strategic/Consulting Projects | Students actively engage in completing an actual consulting project for a health organization. Alternatively, students complete an assignment that simulates a realistic project in a health organization. |
| Reflective learning | Students complete structured process (e.g. journaling, one-minute response, assessment instruments, weekly reports) to review, understand, analyze, and evaluate their own learning and/or performance. The evaluation should be based on pre-selected criteria. In addition, the assessment could include a comparison of their performance assessment with their peers and/or experts in the field. |

*Adapted from NCHL (2006): Competency Integration in Health Management Education: A Resource Series for Program Directors and Faculty. Used with permission.*

## **Figure 15: Health Organizations Utilized by Program – Criterion III.B.3**

| **Organization Name** | **POC Name and Title** | **Location** | **Utilization Purpose** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## **Figure 16: Teaching & Learning Methods - Competency Integration in Health Management Education - Criterion III.C.1**

| **Level** | **Assessment Method** | **Definition** |
| --- | --- | --- |
| Lower | Pre/Post knowledge or skill testing | Any formal comparative assessment of the student’s knowledge or skills both before and after a learning intervention. |
| Knowledge Based Exams | Any formal exam that evaluates student knowledge attainment. |
| Papers/reports | Student generated written work that is part of the learning process or is the final documentation of learning, including research reports, mid-term and or final papers. |
| Higher | Observation Checklists | Faculty or student-generated observational assessment of skills or behaviors; could be completed by self, peers, faculty, or other experts etc. |
| Synthesis & Analysis Based Exams | Any formal exam that evaluates student synthesis, analysis and/or evaluation ability. |
| Case review and feedback | Utilization of a predetermined set of variables/criteria to evaluate case analysis work, and to provide effective suggestions/recommendations for improvement. |
| Project review and feedback | Utilization of a predetermined set of variables/criteria to evaluate case analysis work, and to provide effective suggestions/recommendations for improvement. |
| Team effectiveness assessment | Criterion-based observational feedback of student behavior (and possibly work products) in team projects. |
| Journals | Collection of reflective writings, either structured or free form, about a topic. |
| Experiential Report/Portfolios | Collection of evidence, prepared by the student and evaluated by the faculty member, to demonstrate mastery, comprehension, application, and synthesis against a standardized assessment rubric. |
| Reflective Modeling | Standardized techniques to facilitate awareness and evaluation of one’s behavior and to generate plans for improvement, including self, peer, faculty, preceptor or other expert assessment. |
| Class participation | Active monitoring, assessment, and feedback focused on the frequency, consistency, and quality of the student’s participation during face to face and online discussions. |
| Strategic or Consulting Projects | Students actively engage in completing an actual consulting project for a health organization. Alternatively, students complete an assignment that simulates a realistic project in a health organization. |

*Adapted from NCHL (2006): Competency Integration in Health Management Education: A Resource Series for Program Directors and Faculty. Used with permission.*

## **Figure 17: Summary of Current Program Faculty - Criterion IV.A.1**

| **Faculty Name**  (last, first) | **Highest degree**  **earned & year** | **Year**  **appointed to**  **Program** | **Qualified**  (academic)/ (practitioner) | **Faculty**(Core)/(Adj) | **Program responsibility** | **Percent of renumeration carried in budget** | **Courses Taught in Self-Study Year**  (# of credits) | **Significant Experiences Qualifying the Faculty for Courses Taught** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Thomassen, Robert | PhD, 2010 | 2014 | Academic | Core | Teaching =40%  Admin =50%  Research =10%  Service = 0%  Non-Program =0% | 100% | HM 502 Management of Healthcare Organizations (3) | * 4 years as Managing Director, Cardiology Associates of Denver Physician Practice * Taught organizational management in graduate program at Big State University |
| HM 509 Governance and Ethics in Healthcare (3) | * 8 years COO at Sisters of Health |

## **Figure 18: Faculty by Status (not Full Time Equivalents) – Criterion IV.A.2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Status** | **Current AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Self Study AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Prior AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** |
| Professor |  |  |  |
| Associate Professor |  |  |  |
| Assistant Professor |  |  |  |
| Adjunct Faculty |  |  |  |
| Instructor |  |  |  |
| Lecturer |  |  |  |
| Clinical |  |  |  |
| **Total** |  |  |  |

## **Figure 19: Faculty by Status (not Full Time Equivalents) – Criterion IV.A.2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Current AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Self Study AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Prior AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** |
| Full Time Faculty |  |  |  |
| All Other Faculty |  |  |  |
| **Total Faculty** |  |  |  |

## **Figure 20: Gender of Faculty (not Full Time Equivalents)- Criterion IV.A.2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Current AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Self Study AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Prior AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** |
| Male |  |  |  |
| Female |  |  |  |
| Other Gender Identity |  |  |  |
| **Total Faculty** |  |  |  |

## **Figure 21: Race and Ethnicity of Faculty (United States and US Territories only) – Criterion IV.A.2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Current AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Self Study AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** | **Prior AY**  **Dates: \_\_\_\_\_\_\_\_\_\_** |
| **Hispanic Faculty (A)** | |  |  |  |
| **Non-Hispanic**  **Faculty** | American Indian or Alaska Native |  |  |  |
| Asian |  |  |  |
| Black or African American |  |  |  |
| Native Hawaiian or Other Pacific Islander: |  |  |  |
| White or Caucasian |  |  |  |
| Other (including more than one races/ethnicities) |  |  |  |
| **Sub-total (B)** |  |  |  |
| **Unknown Race and Ethnicity (C)** | |  |  |  |
| **Total Faculty (A + B + C)** | |  |  |  |

**Figure 22: Listing and Description of Program Research and Scholarship Activity – Criterion IV.B.1** *(Aggregate Summary for Self-Study Year and Prior Two Years)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Core  Program  Faculty | **Competitive Grants & Consulting** | | | | | | **Publications** | | | | | **Presentations** | | |
| Grants  Awarded As PI | | Grants  Awarded with other PI | | Contracts  awarded | | Books/chapters  Published | Monographs  published | | Journal articles  published | Reviews  performed | Paper  Presentations | Invited lectures/ presentations | |
| # | $ | # | $ | # | # | | # | # | | # | # | # |
| John Smith |  |  |  |  |  |  | |  |  | |  |  |  |
|  |  |  |  |  |  |  | |  |  | |  |  |  |
| TOTALS |  |  |  |  |  |  | |  |  | |  |  |  |

## **Figure 23: Faculty Pedagogical Development Table Template – Criterion IV.C.1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FACULTY** | **PLAN** | | **DO** | **STUDY** | **ACT** |
| **Faculty Name** | **Faculty Goals** | **Learning opportunities *(trainings, workshops, professional affiliations, research, etc.)***  **Date** | **How did faculty apply their learnings to their classroom, community, or healthcare field as a healthcare field educator?** | **Evaluation Tools** | **What outcomes are achieved?** |
| Sarah Winston, PhD | Goal #1: To understand the extent to which the COVID-19 pandemic has influenced the role of healthcare management workers | ACHE Congress 3/2023 session on impact of COVID 19.  AUPHA Annual Meeting 6/2023.  Session on epidemiological evaluation of disease.  NCHL Conference: Healthcare: managers and the pandemic: how to adapt to the COVID-19 world? 11/2022 | Dr. Winston incorporated her learning by introducing a new section in her syllabus dedicated to discussing COVID-19, the history of pandemics, and how to deal with them as healthcare managers. | Knowledge Assessment score from LMS tests | Knowledge scores of students on COVID-19 increased 35% |
| Goal #2: Stay up to date on new healthcare software used by hospitals and private practices | HIMSS 2021: Healthcare software: what is on the horizon in 2023?  7/2022 | Dedicated a class session with an outside speaker to discuss different software that students may need to use in future positions at healthcare settings | Student Assigned Coursework | Student paper of the software tools they would use in the position that they have set as a goal. |
| Faculty #2 |  |  |  |  |  |
| Faculty #3 |  |  |  |  |  |

## **Figure 24: Description of Faculty Health Related Community Service and Continuing Education Activities (For Self-Study year only) – Criterion IV.D.1**

| **Faculty** | **Health Related Community Service Activities** | **Professional Affiliations / Continuing Education** |
| --- | --- | --- |
|  |  |  |