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Overview of the Program

SECTION I: Program Overview

The Health Care Systems Administration (HCSA) program is a 4-year degree which culminates in a BS degree. Students have several options for enrollment in the health care systems administration program; they can enter as college freshmen or transfer into the program at any point during their enrollment, or they can be enrolled concurrently in one of the associate degrees within the College of Allied Health Sciences so that they are working concurrently on their associate and baccalaureate degrees. This is particularly advantageous for students who are waiting to get into a quota program and have completed their entrance requirements. During the time that they are waiting to get into the associate degree clinical program, they can be working on completing their requirements for the bachelor's degree. Additionally, we have seen exponential growth in the offering of this program in Grand Rapids. The Grand Rapids program is offered in conjunction with Grand Rapids Community College, and is primarily offered in the evenings. This allows the working adult the opportunity to complete a baccalaureate degree without abruption to their current job.

Graduates of the HCSA program are eligible to take the nursing home administrators licensure examination to practice as a nursing home administrator in Michigan. There are no other specific certification or licensure examinations for which they are eligible. The program is not externally accredited. However, our current faculty and advisory board are considering certification from Association of University Programs in Health Administration "AUPHA". Program graduates enter the work force in a variety of positions-Manager/Supervisors of Clinical Areas, Human Resource Management, Quality, Compliance, and Risk Management, Analyst for the State of Michigan, and Coordinator of Coding Departments to name a few.

A. PROGRAM GOALS

- 1.) The objective of the HCSA to prepare students through classroom instruction, laboratory application, and professional practice experience to assume an entry-level position in a health care field in a technical, supervisory, or management position.

At the conclusion of the student's program, they will be able to:

Demonstrate interpersonal skills necessary to:

- a. Work with others in a group.
- b. Ask questions to gain information necessary to perform assigned tasks.
- c. Deal with conflict.
- d. Show respect for diverse opinions and ideas.

Demonstrate oral communication skills necessary to:

- a. Make professional presentations.

- b. Support a conclusion.

Demonstrate the ability to use the computer to:

- a. Construct a basic spread sheet.
- b. Manipulate data.
- c. Access information.
- d. Use word processing skills

Demonstrate critical thinking skills to apply previously learned knowledge to solving a new problem.

Demonstrate analytical skills necessary to interpret data.

Demonstrate written communication skills to:

- a. Support proposals.
- b. Report the results of investigations.
- c. Convey ideas to appropriate audiences.

Demonstrate professional conduct.

- a. Speak the language of the health care profession(s).

Demonstrate understanding of the laws that pertain to health care.

Demonstrate understanding of the structure of health care in the United States.

Demonstrate appropriate work ethics:

- a. Responsibility for individual's actions
- b. Punctuality
- c. Honesty
- d. Integrity
- e. Understanding of personal value systems
- f. Understanding of expectations of health care work place
- g. Demonstrate an understanding of the pervasive nature of quality assurance throughout the health care professions.

Demonstrate specific knowledge and skills defined by their curriculum.

In addition to the above, HCSA graduates are skilled in the collection, interpretation, and analysis of patient and financial data. They receive the necessary training to assume managerial positions related to health administration.

- 2.) These goals were developed by the faculty of the HCSA program and approved by the program's advisory committee. They are currently being reviewed to assure they remain appropriate for the program.
- 3.) The goals reflect program graduate needs for technical, professional and general education. Graduates of these programs are employed in various health care administration settings including hospitals, nursing homes, physician offices, long term care facilities, ambulatory care clinics, hospices, and insurance companies.
- 4.) The program's goals have not changed since the last APR. They continue to reflect the goals of the program. However, as mentioned above, the faculty is

currently reassessing the program to assure the goals of the programs match the current and future needs of health care employers.

- 5.) The HCSA program fits well into the overall mission of Ferris State University, the College of Allied Health Sciences, and the Department of Clinical Laboratory, Respiratory Care and Health Administration programs. The department goals have been incorporated into the CAHS 5-year Strategic Plan.

The HCSA program aligns with the Academic Affairs 2006-2007 Plan, CAHS 5-year Strategic Plan and the department goals in many areas. The Academic Affairs plan includes insuring a current and relevant curriculum. The HCSA program will be undergoing an extensive review and curriculum revision beginning in September 2007. This review is consistent with the College of Allied Health 5 year strategic plan, which has a 2007 goal to assure relevancy for curriculum, with the revised curriculum to CAHS curriculum committee by May 2008.

The CAHS strategic plan for 2008-2009 will be to expand the program offering by converting 12 credits to on-line, and enrolling students in on-line sections by 2009-2010. This goal aligns with the 2006-2007 Academic Affairs plan in pillar one; Learning Centered Campus by concentrating on on-line development.

The CAHS strategic plan for 2010-2011 is to develop a Master's degree for HCSA. Our advisory board and faculty within the curriculum will consider the possibility of a HCSA concentration within the on-line MBA program at Ferris. This aligns with Pillar II: Working Together through the cross-college initiatives as defined in the 2006-2007 Academic affairs plan.

Mission of Ferris State University: Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

Mission of CAHS: The College of Allied Health Sciences is a leader in educating career oriented allied health professionals.

Vision of the CAHS: The College of Allied Health Sciences will be recognized as a leader in the provision of career oriented education for health professions.

Mission of the HCSA program: The mission of the HCSA program at Ferris State University is to prepare students through classroom instruction, laboratory application, and professional practice experience to assume an entry-level position in a health care field in a technical, supervisory, or management position.

The program is consistent with the university's mission statement. While the program is not prominent nationally, it does provide opportunities for innovative teaching and learning in career-oriented, technological and professional education. Graduates of the programs are employed in numerous states of the United States. Most of the courses within the curricula require computer skills and many are web-enhanced to provide students with the most current information in the field. Weekdays courses, both during the day and evening, are offered on the Big Rapids campus while evening only classes are offered in Grand Rapids.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

1. The HCSA program at Ferris State University is unique in that our students are required to enroll in two internships prior to completing their HCSA degree. Other colleges that offer bachelor degrees in Health Administration suggest internships, but do not require the students participate in such a learning environment. Our students are often offered employment at the end of the final internship as well as establishing mentorships valuable for many years. For summer 2007 while the HCSA internship students accounted for 63 interns, the program has not had difficulty in securing internship sites. Available sites for interns include a sundry of health care venues including acute care hospitals, long term care facilities and private physician practices. Locations for internships include such areas as West Virginia, Florida and Colorado. Interns are not prevented from considering internships outside of the United States.

The HCSA program is unique to Ferris because of its cross fertilization with various clinical programs offered in the Allied Health College. Due to clinical internship site restrictions, many of our clinical programs have waiting lists or the supply of students interested in such program exceeds the number of students they can enroll. The HCSA program dovetails with the clinical programs in many course offerings, such as required scientific understanding classes and core requirements. Additionally, if the clinical students participate in an internship in an acute care facility, the HCSA program substitute's one 6 week internship class for their clinical internship. All HCSA students, regardless of whether they are enrolled in HCSA exclusively, or they are dual enrolled with a clinical program will be required to participate in a 12-week internship course which is designed to allow them to implement the knowledge they have accumulated during their course offerings to the 'real world'.

The HCSA program has faculty with several years of working experience within various health care occupations prior to taking a teaching role. The faculty, both tenure track and full-time temporary, is comprised primarily of Doctorate prepared individuals.

2. We attract quality students by:
 - a. Participating in the Allied Health Dawg Days to explain the advantages and uniqueness of our program; such as the 'inverted baccalaureate' which allows students to work on a BS degree while awaiting placement in a clinical AA degree program.
 - b. For the past 3 years, HCSA faculty participated in the offering of summer camps to capture high school freshman and sophomores interest in Allied Health careers
 - c. Offering the HCSA program in off campus locations, such as Grand Rapids to attract individuals who may not be able to attend the Big Rapids campus to take classes.

3. Within the state of Michigan, the following institutions provide a similar program to our HCSA program. They include;
 - a. Davenport University
 - b. Baker College
 - c. Madonna University
 - d. University of Detroit Mercy
 - e. Eastern Michigan University
 - f. Central Michigan
 - g. University of Michigan-Flint
 - h. Grand Valley State University
 - i. Spring Arbor College

The major competitors for the program are Davenport University, Baker College and Central Michigan University.

- a.) All of the programs listed above (3.a-i) are similar, however the program at Ferris is only one of two in Michigan that requires an internship experience to graduate. The program at Ferris is also designed to accommodate graduates of associate degree programs without significant loss of credit. The program is competitive because of the ability to offer coursework to students who are concurrently enrolled in an associate degree. Increased competitiveness could be achieved through the creation of an on-line presence.

C. PROGRAM RELEVANCE

- 1) Graduates of the Health Care Systems Administration program are primarily securing jobs that the U.S. Department of Labor categorizes as medical and health services managers. Information gleaned from the Bureau of Labor Statistics'

Occupational Outlook Handbook indicates that there is a positive employment outlook for individuals seeking employment as medical and health services managers, with jobs in this area expected to grow “faster than average.” Salaries of individuals working as medical and health services managers are noted to vary according to the employment facility or setting, so median incomes will be focused on when discussing earnings.

In addition to securing employment directly in their field of training, health care systems administration graduates have also reported taking non-medical/non-health managerial positions and human resources management positions. Occupational outlook for these areas was also positive, based on data from the Bureau of Labor Statistics that was found summarized by Career InfoNet. As was found with medical and health services managers, earnings varied according to factors such as employment setting for human resources managers and those in unspecified managerial positions.

The following tables present summary data found on the Career InfoNet website that aggregates information from national and state government agencies.

National Employment Trends

| | Medical/Health Services Managers | Managerial positions not listed separately | Human Resources Management |
|------------------------------|----------------------------------|--|----------------------------|
| Employment 2004 | 248,200 | 968,600 | 61,900 |
| Employment 2014 | 304,700 | 1,044,600 | 71,800 |
| Percent Change | + 23% | + 8 % | + 16 % |
| *Average annual job openings | 10,490 | 26,470 | 2,030 |

*Average annual job openings is based on growth and net replacement

Michigan Employment Trends

| | Medical/Health Services Managers | Managerial positions not listed separately | Human Resources Management |
|-----------------|----------------------------------|--|----------------------------|
| Employment 2004 | 7,950 | 27,190 | 2,010 |

| | | | |
|------------------------------|-------|--------|-------|
| Employment 2014 | 9,070 | 29,220 | 2,160 |
| Percent Change | + 14% | + 8 % | + 7 % |
| *Average annual job openings | 270 | 730 | 50 |

*Average annual job openings is based on growth and net replacement

2005 National Median Wages

| Pay Period | Medical/Health Services Managers | Managerial positions not listed separately | Human Resources Management |
|------------|----------------------------------|--|----------------------------|
| Hourly | \$33.51 | \$38.06 | \$40.47 |
| Yearly | \$69,700 | \$79,200 | \$84,200 |

2005 Michigan Median Wages

| Pay Period | Medical/Health Services Managers | Managerial positions not listed separately | Human Resources Management |
|------------|----------------------------------|--|----------------------------|
| Hourly | \$33.29 | \$42.15 | \$41.64 |
| Yearly | \$69,200 | \$87,700 | \$86,600 |

- 2.) Faculties within HCSA are aware of emerging issues in the discipline by attending national conferences and seminars and maintaining membership in a variety of healthcare management associations. Some of the seminars attended include; American College of Health Care Executives, American Health Lawyers Association Annual Meeting, and Political Engagement Project (PEP) conferences. Additionally, HCSA faculty has attended Ferris sponsored as well as national critical thinking conferences. Faculty read publications that are purchased through the department and rotated to all faculty. Information on current issues is also shared at monthly faculty meetings.

The program becomes aware of changes in the labor force by networking with professionals in the field at conferences and via various on-line employment companies. The HCSA advisory board provides input as to the changes in the labor force at the annual meetings. The employer survey as discussed in Section 2 indicates most employers are very satisfied with the level of knowledge that the FSU HCSA graduate/employee's have within 12 different areas. Additionally at the end of each internship, the site coordinator is asked to complete a survey which addresses employer needs (survey results of 2006 data provided in Section 2); and the overwhelming majority of respondents indicate our students are addressing the current needs of future employers. Review of the graduate surveys

and student program evaluations allow us to make appropriate changes to individual courses in the programs.

Many of our HCSA students are non-traditional students at the Ferris Grand Rapids campus. They need to have classes offered in the evening so they can continue in their current employment. We offer classes near their home or work at times that are convenient to them. Additionally, many of our students request courses be offered on-line. On-line courses meet the needs of place-bound students. The following table provides the number of HCSA students who took required classes for the HCSA curriculum on-line.

Classes offered online for HCSA.

| | HCSA Students Enrolled |
|---------------------------------------|------------------------------|
| CCHS 101 Orientation to Health Care | 15 |
| CCHS 102 Safety Issues in Health Care | 14 |
| EHSM 315 Epidemiology and Statistics | 30 |
| MRIS 103 Medical Terminology | 8 |
| ENGL 321 Advanced Composition | 0 |
| ENGL 325 Advanced Business Writing | 12 |

The number of health care administration degrees being offered online is constantly growing. Increasing online and mixed delivery course offerings is a future direction to be considered by the Health Care Systems Administration faculty. Before pursuing this path, the benefits and pitfalls of online courses and web-enhanced courses must be taken into account. Weighing the expressed and perceived benefits and disadvantages of online courses and mixed delivery courses, it appears that these modes of instruction are viable options to traditional classroom instruction. In the future, more online instruction is planned to be incorporated into the Health Care Systems Administration program.

- 3.) According to our student survey, students come to FSU for HCSA for a variety of reasons. When 54 students were asked, if you were beginning your career again, would you still choose to attend FSU? The strong majority indicated definitely or probably yes. A minority indicated probably not. Some of the positive reasons provided included comments about class size, professors, and resources. (Student Surveys, Section 2 D.)
 - a.) Respondents to our graduate survey were requested to rate their self-perception of their preparedness in key knowledge areas consistent with the goals and outcomes of the HCSA program. The respondents were offered the choices of a scale from Inadequately Prepared through Fully Prepared to their level of preparedness for individual knowledge, skills, or abilities based on their completion of the HCSA program. A review

of the data indicate that most graduates were moderately to fully prepared to function within the health care environment based upon the knowledge and skills in the 16 areas identified.

Respondents to our graduate survey were asked whether they would recommend FSU's HCSA program for other students interested in the profession. 82.6 % of the respondents indicated that they would recommend the HCSA program to those considering the profession, while 17.4% indicated that they would not recommend FSU's HCSA program.

- b.) Student sentiment is measured after each internship is completed, which allows the students to express their preparedness with the outcomes of the program and to comment on any other issues they have experienced while at Ferris or out on their internships. Additionally, graduate surveys have been done in the past, but not with a significant return to gather a statistical survey as to this question.

D. PROGRAM VALUE

- 1.) To the university:

The program provides a retention tool for clinical Associate of Applied Science degrees through dual degree program as discussed above. With the 'inverted baccalaureate degree', the students have an opportunity to pursue educational opportunities while awaiting assignment within the quota programs.

The program fulfills the mission of the university by being a leader by providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

- 2) To students:

Students have the opportunity to learn from experts in the field via professors who have extensive work experience, as well as the extensive 12 week internship. Students have the opportunity for 2-year students to earn Bachelor of Science degree. Students have access to state of the art laboratory with software available in the healthcare setting.

The HCSA program has flexibility in course offerings; day/evening and on-line

- 3) To employers: The programs prepare a large number of HCSA practitioners to work within the State of Michigan.
- 4) To entities external to the university: The faculty participates in local, state, and national continuing education activities. Locally, faculty has presented to Mecosta County Medical Center; “Medical Malpractice in Michigan”, within the FSU sponsored Lifelong Learning; “Patient Rights, It’s not just confidentiality”.
- 5) To entities external to the university: The faculty and students have provided services to groups outside the University. The registered student organization, Health Care Management Association (HCMA), performs several service projects each year including Toys for Tots, Adopt a Family at Thanksgiving and Christmas, Halloween party for community children, and participating in walks for charitable organizations. They also host social events for members and/or the community.

Collection of Perceptions

SECTION 2: Collection of Perceptions

A. Graduate follow-up survey:

Participation in the graduate follow-up survey sought feedback from alumni of the Health Care Systems Administration (HCSA) program. In coordination with Institutional Research and Testing, graduates were sent a cover letter (Appendix D) and Graduate Survey Questionnaire (Appendix D) and a postage-paid self addressed envelope. A letter and survey were sent to each graduate (n=117) of the HCSA program from the year 2000 through 2005. Of the 117 surveys mailed to the graduates, eight surveys (6.8%) were returned as undeliverable or address unknown. The table below provides a frequency of participation of graduates by year of graduation. Of the 109 surveys that were not returned and presumed delivered, 23 (21%), valid instruments were returned for evaluation.

Year graduated

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | 2000 | 6 | 26.1 | 26.1 | 26.1 |
| | 2001 | 4 | 17.4 | 17.4 | 43.5 |
| | 2002 | 1 | 4.3 | 4.3 | 47.8 |
| | 2003 | 2 | 8.7 | 8.7 | 56.5 |
| | 2004 | 3 | 13.0 | 13.0 | 69.6 |
| | 2005 | 7 | 30.4 | 30.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

The methodology utilized a single attempt to contact graduates from the year 2000 through 2005. No additional contacts were attempted other than this initial contact. The methodology limited participation of graduates and could include a non-response bias by only utilizing a single distribution without any type of follow-up.

The following tables provide details of the responses of the returned questionnaires.

Professional Membership

Graduates from the FSU HCSA program have become active in a variety of professional memberships within the health care industry. Professional memberships included in the response were: American College of Healthcare Executives (n=1), Healthcare Financial Management (n=2), and AHCA (n=1). Additional organizations identified by the graduates included: AARC, MSRC (n=1), AHIMA(n=2), MI Society of Infection

Control (n=1), PAC, HIMSS, or AHIMA (n=1), Society of Nuclear Medicine (n=2), Society of Nuclear Medicine, NMTCB, or ARRT (n=1)

Professional Memberships: ACHE

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 1 | 4.3 | 100.0 | 100.0 |
| Missing | System | 22 | 95.7 | | |
| Total | | 23 | 100.0 | | |

Professional Memberships: HFMA

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 2 | 8.7 | 100.0 | 100.0 |
| Missing | System | 21 | 91.3 | | |
| Total | | 23 | 100.0 | | |

Professional Memberships: HCCA

| | | Frequency | Percent |
|---------|--------|-----------|---------|
| Missing | System | 23 | 100.0 |

Professional Memberships: ACHA

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 1 | 4.3 | 100.0 | 100.0 |
| Missing | System | 22 | 95.7 | | |
| Total | | 23 | 100.0 | | |

Professional Memberships: Other specified

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------------------|-----------|---------|---------------|--------------------|
| Valid | | 10 | 43.5 | 43.5 | 43.5 |
| | AARC, MSRC | 1 | 4.3 | 4.3 | 47.8 |
| | AHIMA | 2 | 8.7 | 8.7 | 56.5 |
| | MI Society of Infection Control | 1 | 4.3 | 4.3 | 60.9 |
| | Neither | 1 | 4.3 | 4.3 | 65.2 |

| | | | | |
|--|----|-------|-------|-------|
| None | 4 | 17.4 | 17.4 | 82.6 |
| PAC, HIMSS, AHIMA | 1 | 4.3 | 4.3 | 87.0 |
| Society of Nuclear Medicine | 2 | 8.7 | 8.7 | 95.7 |
| Society of Nuclear Medicine, NMTCB, ARRT | 1 | 4.3 | 4.3 | 100.0 |
| Total | 23 | 100.0 | 100.0 | |

Job Classification

Graduates were asked to list the types of job classification that they have held since graduating from the FSU HCSA program. Individuals were able to respond to as many classifications that apply to their particular situation. Four of the 23 respondents identified that they have worked as a supervisor in a clinical area. Three of the 23 have worked in Human Resource Management; none of the graduates has worked in the job classification of Quality/Compliance/Risk Management. Three respondents have experience in non-hospital management. Respondents identified their experiences in the following classification not specifically addressed within the questionnaire. Analyst for the State of MI (n=1), Coding Revenue Analyst (n=1), Coord-Coding Dept. Coding Specialist (n=1), Customer Svc. (n=1), Educator of a Resp. Dept. (n=1), Financial Analyst-Hosp, (n=1), Healthcare Consultant-Acct'g firm (n=1), Gov't Relations (n=1), Grass Roots (n=1), Mktg, Real Estate (n=1), HRIS (n=1), Nuc Med Technologist (n=1) Ofc. Mgr./Secretary (n=1), Proj. Admin.-Priority Health (n=1), Sales-could find no one in med field to hire me (n=1), Technologist (n=1)

Jobs: Mgr/Supervisor Clinical Area

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes | 4 | 17.4 | 100.0 | 100.0 |
| Missing System | 19 | 82.6 | | |
| Total | 23 | 100.0 | | |

Jobs: Human Resource Mgmt

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes | 3 | 13.0 | 100.0 | 100.0 |
| Missing System | 20 | 87.0 | | |
| Total | 23 | 100.0 | | |

Jobs: Quality/Compliance/Risk Mgmt

| | Frequency | Percent |
|----------------|-----------|---------|
| Missing System | 23 | 100.0 |

Jobs: Non-hospital Mgmt

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes | 3 | 13.0 | 100.0 | 100.0 |
| Missing System | 20 | 87.0 | | |
| Total | 23 | 100.0 | | |

Jobs: Other specified

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Analyst for the State of MI | 1 | 4.3 | 4.3 | 39.1 |
| Coding Revenue Analyst | 1 | 4.3 | 4.3 | 43.5 |
| Coord-Coding Dept. Coding Specialist | 1 | 4.3 | 4.3 | 47.8 |
| Customer Svc. Educator of a Resp. Dept. | 1 | 4.3 | 4.3 | 52.2 |
| Financial Analyst-Hosp; Healthcare Consultant-Accounting firm | 1 | 4.3 | 4.3 | 60.9 |
| Gov't Relations, Grass Roots, Mktg, Real Estate | 1 | 4.3 | 4.3 | 65.2 |
| HRIS | 1 | 4.3 | 4.3 | 69.6 |
| Neither | 1 | 4.3 | 4.3 | 73.9 |
| None | 1 | 4.3 | 4.3 | 78.3 |
| Nuc Med Technologist | 1 | 4.3 | 4.3 | 82.6 |
| Ofc. | 1 | 4.3 | 4.3 | 87.0 |

| | | | | |
|--|-------------------|----------------------------|----------------------------|-----------------------|
| Mgr./Secretary Proj. Admin.- Priority Health Sales-could find no one in med field to hire me Technologist Total | 1 1 1 23 | 4.3 4.3 4.3 100.0 | 4.3 4.3 4.3 100.0 | 91.3 95.7 100.0 |
|--|-------------------|----------------------------|----------------------------|-----------------------|

Employment in current position:

Of the 21 graduates that responded to this question, a vast majority (76.2%) have been employed in their current position three years or less. The remaining (23.8%) have been employed longer than three years. Two respondents did not indicate the length of current employment

How long employed present position

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|------------------|-----------------------|
| Valid | Less than 1 yr | 7 | 30.4 | 33.3 | 33.3 |
| | 1-3 yrs | 9 | 39.1 | 42.9 | 76.2 |
| | 3-4 yrs | 3 | 13.0 | 14.3 | 90.5 |
| | More than 4 yrs | 2 | 8.7 | 9.5 | 100.0 |
| | Total | 21 | 91.3 | 100.0 | |
| Missing | System | 2 | 8.7 | | |
| | Total | 23 | 100.0 | | |

Current employment status:

Of those graduates responding, 87% (n=20) are currently working full-time. The remaining respondents (n=2) are either currently not employed/seeking employment or are not employed seeking employment. One respondent did not indicate current employment status.

Current employment status

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------------|-----------|---------|---------------|--------------------|
| Valid | Not employed, not seeking | 1 | 4.3 | 4.5 | 4.5 |
| | Not employed, seeking | 1 | 4.3 | 4.5 | 9.1 |
| | Full-time | 20 | 87.0 | 90.9 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

Current Salary:

Twenty-one respondents indicated their current salary range based on their current employment. 8.7% of the respondents indicated a current annual salary of less than \$25,000, 21.7 reported an annual salary between \$25,001 and \$40,000, 34.8 % indicated a salary between \$40,001 and \$55,000 and 26.1% indicated an annual salary great than \$55,000.

Current salary range

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Less than \$25,000 | 2 | 8.7 | 9.5 | 9.5 |
| | \$25,001-40,000 | 5 | 21.7 | 23.8 | 33.3 |
| | \$40,001-55,000 | 8 | 34.8 | 38.1 | 71.4 |
| | \$55,001-75,000 | 6 | 26.1 | 28.6 | 100.0 |
| | Total | 21 | 91.3 | 100.0 | |
| Missing | System | 2 | 8.7 | | |
| | Total | 23 | 100.0 | | |

Secure desired position:

A large majority of HCSA graduates respondents (60%, n=14) indicated that it took less than 6 months to secure a position that they sought. While 8.7% (n=2) indicated that it took longer than 1 year to secure the desired position. There was a non-response rate to this question of 30% (n=7).

How long to secure desired position

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------|-----------|---------|---------------|--------------------|
| Valid | Less than 6 mos | 14 | 60.9 | 87.5 | 87.5 |
| | More than 12 mos | 2 | 8.7 | 12.5 | 100.0 |
| | Total | 16 | 69.6 | 100.0 | |
| Missing | System | 7 | 30.4 | | |
| | Total | 23 | 100.0 | | |

Self-perceptions of preparedness:

Respondents were requested to rate their self-perception of their preparedness to use software packages and their ability to prepare reports. In addition to these skills, respondents also rated their self-perception in key knowledge areas consistent with the goals and outcomes of the HCSA program. The following tables present the responses based on a scale from Inadequately Prepared through Fully prepared to their level of preparedness for individual knowledge, skills, or abilities based on their completion of the HCSA program. A review of the data indicates that most graduates were moderately to fully prepared to function within the health care environment based upon the knowledge and skills in the 16 areas identified.

In response to the question, prepared to use common software packages, 73.9 percent of the students indicated they felt adequately or fully prepared to use common software packages, while six percent felt moderately prepared. No respondents indicated that they felt unprepared in this area.

Prepared: Common Software Pkgs

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Moderately Prepared | 6 | 26.1 | 26.1 | 26.1 |
| | Adequately Prepared | 11 | 47.8 | 47.8 | 73.9 |
| | Fully Prepared | 6 | 26.1 | 26.1 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

In response to the question, Query/generate reports, 78.2 percent of the students indicated they felt moderately to fully prepared to generate reports, while 13 percent felt minimally prepared. Almost nine percent of the respondents indicated that they felt inadequately prepared in this area.

Prepared: Query/Generate Reports

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 8.7 | 8.7 |
| | Minimally Prepared | 3 | 13.0 | 13.0 | 21.7 |
| | Moderately Prepared | 9 | 39.1 | 39.1 | 60.9 |
| | Adequately Prepared | 7 | 30.4 | 30.4 | 91.3 |
| | Fully Prepared | 2 | 8.7 | 8.7 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

In response to the question, knowledge of regulatory agencies, 86.9 percent of the students indicated they felt moderately to fully-prepared in their knowledge of regulatory agencies, while 8.6 percent felt minimally prepared. No respondents indicated that they felt unprepared in this area.

Prepared: Knowledge Regulatory Agencies

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Minimally Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Moderately Prepared | 7 | 30.4 | 31.8 | 40.9 |
| | Adequately Prepared | 8 | 34.8 | 36.4 | 77.3 |
| | Fully Prepared | 5 | 21.7 | 22.7 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question: payment and reimbursement, 73.9 percent of the students indicated they felt moderately to fully prepared in their knowledge of payment and reimbursement, while 21.7 percent felt minimally prepared. Four percent of the respondents indicated that they felt inadequately prepared in this area.

Prepared: Payment & Reimbursement

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.3 | 4.3 |
| | Minimally Prepared | 5 | 21.7 | 21.7 | 26.1 |
| | Moderately Prepared | 8 | 34.8 | 34.8 | 60.9 |
| | Adequately Prepared | 5 | 21.7 | 21.7 | 82.6 |
| | Fully Prepared | 4 | 17.4 | 17.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

In response to the question, Basic management/supervisory skills, 73.9 percent of the students indicated they felt moderately to fully-prepared in their knowledge of basic management/supervisory skills, while 17.4 percent felt minimally prepared. Four percent of the respondents indicated that they felt inadequately prepared in this area.

Prepared: Basic Mgmt/Supervision Principles

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Minimally Prepared | 4 | 17.4 | 18.2 | 22.7 |
| | Moderately Prepared | 2 | 8.7 | 9.1 | 31.8 |
| | Adequately Prepared | 9 | 39.1 | 40.9 | 72.7 |
| | Fully Prepared | 6 | 26.1 | 27.3 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, HRM-Staff orientation, 78.2 percent of the students indicated they felt moderately to fully-prepared in their knowledge of HRM staff orientation, while 17.4 percent felt minimally or inadequately prepared.

Prepared: HRM-Staff Orientation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 18.2 |
| | Moderately Prepared | 3 | 13.0 | 13.6 | 31.8 |
| | Adequately Prepared | 10 | 43.5 | 45.5 | 77.3 |
| | Fully Prepared | 5 | 21.7 | 22.7 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, Plan & conduct meetings, 73.9 percent of the students indicated they felt moderately to fully-prepared in their knowledge to plan and conduct meetings, while 17.4 percent felt minimally to moderately prepared. Four percent of the respondents indicated that they felt inadequately prepared in this area.

Prepared: Plan & Conduct Meetings

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 13.6 |
| | Moderately Prepared | 2 | 8.7 | 9.1 | 22.7 |
| | Adequately Prepared | 10 | 43.5 | 45.5 | 68.2 |
| | Fully Prepared | 7 | 30.4 | 31.8 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, develop policies and procedures, 82.6 percent of the students indicated they felt moderately to fully-prepared in their knowledge to develop policies and procedures, while 4.3 percent felt minimally prepared. Respondents, 8.7 percent, indicated that they felt inadequately prepared in this area.

Prepared: Develop Policies & Procedures

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 1 | 4.3 | 4.5 | 13.6 |
| | Moderately Prepared | 4 | 17.4 | 18.2 | 31.8 |
| | Adequately Prepared | 10 | 43.5 | 45.5 | 77.3 |
| | Fully Prepared | 5 | 21.7 | 22.7 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, knowledge to determine productivity/performance standards, 82.6 percent of the students indicated they felt moderately to fully-prepared in their knowledge of basic management/supervisory skills, while 17.4 percent felt minimally prepared. Four percent of the respondents indicated that they felt inadequately prepared in this area.

Prepared: Determine Productivity/Performance Stds

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 13.6 |
| | Moderately Prepared | 8 | 34.8 | 36.4 | 50.0 |
| | Adequately Prepared | 8 | 34.8 | 36.4 | 86.4 |
| | Fully Prepared | 3 | 13.0 | 13.6 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, knowledge of risk management/regulator compliance, 78.2 percent of the students indicated they felt moderately to fully-prepared in their knowledge of risk management/corporate compliance, while 17.4 percent felt minimally prepared to inadequately prepared in this area.

Prepared: Risk Mgt/Corporate Compliance

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 18.2 |
| | Moderately Prepared | 9 | 39.1 | 40.9 | 59.1 |
| | Adequately Prepared | 7 | 30.4 | 31.8 | 90.9 |
| | Fully Prepared | 2 | 8.7 | 9.1 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, knowledge of strategic plans, goals and objectives, 91.3 percent of the students indicated they felt moderately to fully-prepared in their knowledge of strategic plans, goals, and objectives, while 4.3 percent felt minimally prepared.

Prepared: Strategic Plans, Goals, Objectives

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Minimally Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Moderately Prepared | 6 | 26.1 | 27.3 | 31.8 |
| | Adequately Prepared | 9 | 39.1 | 40.9 | 72.7 |
| | Fully Prepared | 6 | 26.1 | 27.3 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, knowledge of confidentiality (HIPAA), 91.3 percent of the students indicated they felt moderately to fully-prepared in their knowledge of confidentiality, while 4.3 percent felt minimally prepared.

Prepared: Confidentiality (HIPAA)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Minimally Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Moderately Prepared | 7 | 30.4 | 31.8 | 36.4 |
| | Adequately Prepared | 5 | 21.7 | 22.7 | 59.1 |
| | Fully Prepared | 9 | 39.1 | 40.9 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, knowledge of legislative process/court system, 73.9 percent of the students indicated they felt moderately to fully-prepared in their knowledge of legislative process/court system, while 13.0 percent felt minimally prepared. 8.4 percent of the respondents indicated that they felt inadequately prepared in this area.

Prepared: Legislative Process/Court System

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 3 | 13.0 | 13.6 | 22.7 |
| | Moderately Prepared | 11 | 47.8 | 50.0 | 72.7 |
| | Adequately Prepared | 4 | 17.4 | 18.2 | 90.9 |
| | Fully Prepared | 2 | 8.7 | 9.1 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, knowledge of inventory management tools, 73.9 percent of the students indicated they felt moderately to fully-prepared in their knowledge of inventory management tools, while 17.4 percent felt minimally to inadequately prepared in this area.

Prepared: Inventory Management Tools

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 18.2 |
| | Moderately Prepared | 7 | 30.4 | 31.8 | 50.0 |
| | Adequately Prepared | 10 | 43.5 | 45.5 | 95.5 |
| | Fully Prepared | 1 | 4.3 | 4.5 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, knowledge of time management, 73.9 percent of the students indicated they felt adequately to fully-prepared in their knowledge of basic management/supervisory skills, while 21.7 percent felt moderately prepared in this area.

Prepared: Time Mgt

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Moderately Prepared | 5 | 21.7 | 22.7 | 22.7 |
| | Adequately Prepared | 9 | 39.1 | 40.9 | 63.6 |
| | Fully Prepared | 8 | 34.8 | 36.4 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| | Total | 23 | 100.0 | | |

In response to the question, knowledge and use of critical thinking skills, 87 percent of the students indicated they felt moderately to fully-prepared in their knowledge and use of critical thinking skills, while 4.3 percent felt inadequately prepared in this area.

Prepared: Critical Thinking Skills

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.8 | 4.8 |
| | Moderately Prepared | 4 | 17.4 | 19.0 | 23.8 |
| | Adequately Prepared | 10 | 43.5 | 47.6 | 71.4 |
| | Fully Prepared | 6 | 26.1 | 28.6 | 100.0 |
| Total | | 21 | 91.3 | 100.0 | |
| Missing | System | 2 | 8.7 | | |
| Total | | 23 | 100.0 | | |

Adequately prepared:

69.9% of the respondents (n=16) positively rated that the HCSA curriculum at FSU adequately prepared them for an entry-level posting in an administrative/managerial role within a health care setting. While the remaining 30.4% indicated, the HCSA curriculum at FSU did not adequately prepare them for an entry-level posting in an administrative/managerial role within a health care setting.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 16 | 69.6 | 69.6 | 69.6 |
| | No | 7 | 30.4 | 30.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Recommend FSU's HCSA Program:

Respondents were also asked whether they would recommend FSU's HCSA program for other students interested in the profession. 82.6 % of the respondents indicated that they would recommend the HCSA program to those considering the profession. While 17.4% indicated that they would not recommend FSU's HCSA program

Recommend FSU's HCSA program

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 19 | 82.6 | 82.6 | 82.6 |
| | No | 4 | 17.4 | 17.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Continued Education:

Respondents were asked about continuing their education since graduating from Ferris State University. 43.5% of the respondents (n=10) have continue their education to some level after graduation while the majority of graduates (n=56.5%) have not continued their education. The table below presents the range of degrees/majors that graduates that are continuing their education are entering to further their education.

Continued education

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 10 | 43.5 | 43.5 | 43.5 |
| | No | 13 | 56.5 | 56.5 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Specify degree achieved/currently seeking

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------|---------------|--------------------|
| Valid | | 13 | 56.5 | 56.5 | 56.5 |
| | BSN | 1 | 4.3 | 4.3 | 60.9 |
| | Master's Degree | 1 | 4.3 | 4.3 | 65.2 |
| | Master's of HCSA | 1 | 4.3 | 4.3 | 69.6 |
| | Master's of Public Admin. | 1 | 4.3 | 4.3 | 73.9 |
| | Masters in Health Systems Admin at U-M | 1 | 4.3 | 4.3 | 78.3 |
| | MBA | 2 | 8.7 | 8.7 | 87.0 |
| | MBA Health Mgmt. | 1 | 4.3 | 4.3 | 91.3 |
| | MS in Health Admin. | 1 | 4.3 | 4.3 | 95.7 |
| | Pre-req's for NURS prog | 1 | 4.3 | 4.3 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Five-year Plan:

Those respondents that have not yet started a post baccalaureate program, 34.8 % indicate they plan to begin a program within the next five years, 13% indicated that they have not plans to continue their education within the next 5 years and 13 % are currently undecided on their plans to further their education.

Not cont'd education, plan to do in next 5 yrs

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 8 | 34.8 | 57.1 | 57.1 |
| | No | 3 | 13.0 | 21.4 | 78.6 |
| | Undecided | 3 | 13.0 | 21.4 | 100.0 |
| | Total | 14 | 60.9 | 100.0 | |
| Missing | System | 9 | 39.1 | | |
| | Total | 23 | 100.0 | | |

Below are verbatim comments submitted by the respondents which they believed would help FSU program evaluate and improve the Health Care Systems Administration Program;

Additional Comments

| Additional submitted by respondents | Frequency |
|--|-----------|
| FSU needs to stress to students that the HIT & HCSA programs don't limit one to working directly in healthcare setting. One could work for vendors, do consulting, research, grass roots/lobbying & more w/ these degrees. | 1 |

I can't gain employment; my current student loans are in default. I wouldn't recommend continuing this major-it's "useless." Since graduation, I can't get a job in this field b/c I didn't have work experience. No one is willing to give me a chance or job although I did complete 2 internships- 1 in a hosp. & 1 in corporate office of hospital HR. What I discovered is the health industry is very "racist."

1

I feel this was a great opportunity to grad from FSU & the HCSA program I learned so much from the program that I applied to my management career. Students really need to know Excel & how to give a good presentation. Team building is a great tool to have under your belt. Thank you for a great experience at FSU.

1

I really think my 2+2 program was excellent. I would recommend it to anyone. I know more about mgmt fxns than my team leader!!

1

I was adequately prepared for an entry level position. The problem is that my "entry-level" is a promotion for someone w/ a technical deg. Since most companies would rather promote, I could find nothing in the med field.

1

I was an unconventional student when I entered the program I thought it was very good, but all the classes should have been offered in GR more frequently.

1

Make sure students have a clinical background-otherwise, HCSA degree is useless!

1

More training on processing strategies, change masters, reimbursement & compliance would be helpful.

1

Please see enclosed sheet.

1

The HCSA program shouldn't be offered alone-should be w/ clinical program The faculty at FSU needs to teach of more realistic goals & opportunities. No one ever preached of how new grads w/ only this deg don't obtain managerial roles. Deg is too broad. Love to actually talk to faculty about improving program b/c there is so much room for improvement; my contact info at top of 2nd pg of survey. Internship is complete inconvenience & waste of time & money. Dept should help students obtain internship. Working 40 hrs/ wk for free is downright wrong. We are adults w/ bills. I struggled to complete 40 hr/wk internship & work another job to pay bills. FSU faculty didn't help or offer advice/assistance financially. It's really crazy to mandate such labor. At my site no one knew what the deg was so it was hard to place interns in good positions. The faculty, especially Marie S., was horrible at responding to questions/comments during internship. FSU department should try (really try) to offer students help in finding good jobs for that is what a good school of excellence would do. Hav'g to do the internship was one of the worst times of my life, there was much pain & suffering as a result of it & has yet to pay off. (Survey # 14)

1

The payor systems need to be more in depth. Expert areas would be a plus like Area Wage Index, Medicare bad debts, DSH payments, & of course access. These are the areas that "excellent" employers are looking for. If a person wants to succeed & make a decent salary, "We" "FSU" needs to prep the students for the "real" world of health care admin. by being more specific. We aren't competitive enough in our classroom applications as well as our externships.

1

The program really needs to involve more about the insurance industry as a whole. In 1 way or another, we are all affected by it. In addition, I think additional emphasis must be placed on our pc skills-which are more & more necessary. Some items are hard to answer as it's been almost 5 yrs since grad & some things I haven't used are forgotten.

1

While at FSU, I also completed an Assoc. deg in Nuclear Medicine. I've been a Technologist since graduation.

1

Total

23

B. Employer follow-up survey

Participation in the employer follow-up survey sought feedback from employers of the Health Care Systems Administration (HCSA) program graduates. In coordination with Institutional Research and Testing, employers were sent a cover letter (Appendix D) and Employer Survey Questionnaire (Appendix D) and a postage-paid self addressed envelope. A letter and survey were sent to each employer (n=87) of the HCSA program. Of the 87 surveys mailed to the employers, two surveys (2.2%) were returned as undeliverable or address unknown. Of the 85 surveys that were not returned and presumed delivered, 29 (34.1%), valid instruments were returned for evaluation.

Job classifications:

Employers were asked to list the types of job classification that FSU HCSA Graduates have held while employed. Employers were able to respond to as many classifications that apply to their particular situation. Nine of the 29 employers identified that they have hired as a supervisor in a clinical area. Four of 29 have hired in Human Resource Management; Four of the employers have hired graduates in the job classification of Quality/Compliance/Risk Management. Seven of the 29 employers have hired graduates in non-hospital management positions. Additional classifications were identified by the employers where they have hired an HCSA graduate into a specific position. All write in job classification were non-duplicative responses.

Job: Mgr/Supervisor Clinical Area

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Checked | 9 | 31.0 | 100.0 | 100.0 |
| Missing System | 20 | 69.0 | | |
| Total | 29 | 100.0 | | |

Job: Human Resources Mgmt

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Checked | 4 | 13.8 | 100.0 | 100.0 |
| Missing System | 25 | 86.2 | | |
| Total | 29 | 100.0 | | |

Job: Quality/Compliance/Risk Management

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid | 4 | 13.8 | 100.0 | 100.0 |
| Missing | 25 | 86.2 | | |
| Total | 29 | 100.0 | | |

Job: Non-hospital Management

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid | 7 | 24.1 | 100.0 | 100.0 |
| Missing | 22 | 75.9 | | |
| Total | 29 | 100.0 | | |

Job: Other Specified

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Valid | 16 | 55.2 | 55.2 | 55.2 |
| Asst. | 1 | 3.4 | 3.4 | 58.6 |
| Coder Data Specialist | 1 | 3.4 | 3.4 | 62.1 |
| Coder, Medical Records | 1 | 3.4 | 3.4 | 65.5 |
| Coding, Medical Staff Secretary | 1 | 3.4 | 3.4 | 69.0 |
| Departmental Analyst | 1 | 3.4 | 3.4 | 72.4 |
| Fiscal Svcs. Intern | 1 | 3.4 | 3.4 | 75.9 |
| HIM Technicians in non-leadership roles | 1 | 3.4 | 3.4 | 79.3 |
| HIM; Hlth Info Coord's | 1 | 3.4 | 3.4 | 82.8 |
| Medical Records Technician | 1 | 3.4 | 3.4 | 86.2 |
| Nuc Med | 1 | 3.4 | 3.4 | 89.7 |
| Ofc mgr., Therapy Dept. | 1 | 3.4 | 3.4 | 93.1 |
| Summer intern in medical education | 1 | 3.4 | 3.4 | 96.6 |

| | | | | |
|--|----|-------|-------|-------|
| We don't keep track of type of education-just BS or BA unless the employee has a clinical deg. We employ many FSU grads, but I'm not aware of any HCSA grads who holds a mgmt pos'n at MCMC. | 1 | 3.4 | 3.4 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

Graduate knowledge:

Employers were requested to rate the HCSA graduate/employee's knowledge in the areas of: a) medical terminology; b) managed care; c) long-term care; d) budget process; e) computer applications; f) finance; g) oral communication; h) written communication; i) problem solving/critical thinking skills; j) professionalism; k) other. The following tables present the responses based on a scale from very dissatisfied to very satisfied. An additional selection of not applicable was available for those areas not assessed or applicable to the HCSA graduate/employee. Reviews of the data indicate that most employers are very satisfied with the level of knowledge that the FSU HCSA graduate/employee's knowledge within these 12 areas identified.

Satisfaction: Med Terminology

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 4.0 | 4.0 |
| | Somewhat Satisfied | 2 | 6.9 | 8.0 | 12.0 |
| | Very Satisfied | 22 | 75.9 | 88.0 | 100.0 |
| | Total | 25 | 86.2 | 100.0 | |
| Missing | Not Applicable | 2 | 6.9 | | |
| | System | 2 | 6.9 | | |
| | Total | 4 | 13.8 | | |
| Total | | 29 | 100.0 | | |

Satisfaction: Managed Care

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 7.1 | 7.1 |
| | Somewhat Dissatisfied | 1 | 3.4 | 7.1 | 14.3 |
| | Somewhat Satisfied | 8 | 27.6 | 57.1 | 71.4 |
| | Very Satisfied | 4 | 13.8 | 28.6 | 100.0 |
| | Total | 14 | 48.3 | 100.0 | |
| Missing | Not Applicable System | 13 | 44.8 | | |
| | Total | 2 | 6.9 | | |
| | Total | 15 | 51.7 | | |
| Total | | 29 | 100.0 | | |

Satisfaction: Long Term Care

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Somewhat Dissatisfied | 1 | 3.4 | 7.1 | 7.1 |
| | Somewhat Satisfied | 5 | 17.2 | 35.7 | 42.9 |
| | Very Satisfied | 8 | 27.6 | 57.1 | 100.0 |
| | Total | 14 | 48.3 | 100.0 | |
| Missing | Not Applicable System | 13 | 44.8 | | |
| | Total | 2 | 6.9 | | |
| | Total | 15 | 51.7 | | |
| Total | | 29 | 100.0 | | |

Satisfaction: Budgeting Process

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 4.8 | 4.8 |
| | Somewhat Dissatisfied | 1 | 3.4 | 4.8 | 9.5 |
| | Somewhat Satisfied | 10 | 34.5 | 47.6 | 57.1 |
| | Very Satisfied | 9 | 31.0 | 42.9 | 100.0 |
| | Total | 21 | 72.4 | 100.0 | |
| Missing | Not Applicable System | 6 | 20.7 | | |
| | | 2 | 6.9 | | |
| | Total | 8 | 27.6 | | |
| Total | | 29 | 100.0 | | |

Satisfaction: Computer Applications

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 3.8 | 3.8 |
| | Somewhat Satisfied | 5 | 17.2 | 19.2 | 23.1 |
| | Very Satisfied | 20 | 69.0 | 76.9 | 100.0 |
| | Total | 26 | 89.7 | 100.0 | |
| Missing | Not Applicable System | 1 | 3.4 | | |
| | | 2 | 6.9 | | |
| | Total | 3 | 10.3 | | |
| Total | | 29 | 100.0 | | |

Satisfaction: Finance

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 4.8 | 4.8 |
| | Somewhat Dissatisfied | 1 | 3.4 | 4.8 | 9.5 |
| | Somewhat Satisfied | 9 | 31.0 | 42.9 | 52.4 |
| | Very Satisfied | 10 | 34.5 | 47.6 | 100.0 |
| | Total | 21 | 72.4 | 100.0 | |
| Missing | Not Applicable | 6 | 20.7 | | |

| | | | | |
|--------|----|-------|--|--|
| System | 2 | 6.9 | | |
| Total | 8 | 27.6 | | |
| Total | 29 | 100.0 | | |

Satisfaction: Oral Communication

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 3.7 | 3.7 |
| | Somewhat Dissatisfied | 2 | 6.9 | 7.4 | 11.1 |
| | Somewhat Satisfied | 4 | 13.8 | 14.8 | 25.9 |
| | Very Satisfied | 20 | 69.0 | 74.1 | 100.0 |
| | Total | 27 | 93.1 | 100.0 | |
| Missing | System | 2 | 6.9 | | |
| | Total | 29 | 100.0 | | |

Satisfaction: Written Communication

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 3.7 | 3.7 |
| | Somewhat Dissatisfied | 1 | 3.4 | 3.7 | 7.4 |
| | Somewhat Satisfied | 5 | 17.2 | 18.5 | 25.9 |
| | Very Satisfied | 20 | 69.0 | 74.1 | 100.0 |
| | Total | 27 | 93.1 | 100.0 | |
| Missing | System | 2 | 6.9 | | |
| | Total | 29 | 100.0 | | |

Satisfaction: Problem Solving/Critical Thinking

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 3.7 | 3.7 |
| | Somewhat Dissatisfied | 1 | 3.4 | 3.7 | 7.4 |
| | Somewhat Satisfied | 6 | 20.7 | 22.2 | 29.6 |
| | Very Satisfied | 19 | 65.5 | 70.4 | 100.0 |
| | Total | 27 | 93.1 | 100.0 | |
| Missing | System | 2 | 6.9 | | |
| | Total | 29 | 100.0 | | |

Satisfaction: Teamwork

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 3.7 | 3.7 |
| | Somewhat Satisfied | 5 | 17.2 | 18.5 | 22.2 |
| | Very Satisfied | 21 | 72.4 | 77.8 | 100.0 |
| | Total | 27 | 93.1 | 100.0 | |
| Missing | System | 2 | 6.9 | | |
| | Total | 29 | 100.0 | | |

Satisfaction: Professionalism

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 1 | 3.4 | 3.7 | 3.7 |
| | Somewhat Satisfied | 2 | 6.9 | 7.4 | 11.1 |
| | Very Satisfied | 24 | 82.8 | 88.9 | 100.0 |
| | Total | 27 | 93.1 | 100.0 | |
| Missing | System | 2 | 6.9 | | |
| | Total | 29 | 100.0 | | |

Employer overall satisfaction:

Employers were asked to rate their overall satisfaction with the knowledge and skills of the Ferris State University graduate's job performance. Employers rated that they were very satisfied with the overall knowledge and skills of the FSU graduate performance. 6.9% (n=2) were very dissatisfied and another 13.8% were somewhat satisfied with the overall knowledge and skills of the FSU graduate performance.

Overall satisfaction

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 2 | 6.9 | 7.7 | 7.7 |
| | Somewhat Satisfied | 4 | 13.8 | 15.4 | 23.1 |
| | Very Satisfied | 20 | 69.0 | 76.9 | 100.0 |
| | Total | 26 | 89.7 | 100.0 | |
| Missing | System | 3 | 10.3 | | |
| | Total | 29 | 100.0 | | |

Hire another FSU HCSA Graduate:

Of the 29 responses from the employers, 89.7 % (n=26) would rehire another graduate from FSU HCSA program. Of the employers responding, 10.3% (n=3) indicated that they would not hire another FSU HCSA graduate.

Hire another FSU grad

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 26 | 89.7 | 100.0 | 100.0 |
| Missing | System | 3 | 10.3 | | |
| | Total | 29 | 100.0 | | |

Facilities employed:

The following five tables provide a breakdown of the types of facilities that FSU HCSA graduates are currently employed. FSU HCSA graduates are employed in Acute care (n=18), ambulatory care (n=3), physician practices (n=5), long-term care/home health/hospice (n=5). No graduates were employed in an HMO/PPO/Insurance organization.

Facility: Acute Care

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Checked | 18 | 62.1 | 100.0 | 100.0 |
| Missing | System | 11 | 37.9 | | |
| | Total | 29 | 100.0 | | |

Facility: Ambulatory Care

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Checked | 3 | 10.3 | 100.0 | 100.0 |
| Missing | System | 26 | 89.7 | | |
| Total | | 29 | 100.0 | | |

Facility: HMO/PPO/Insurance

| | | Frequency | Percent |
|---------|--------|-----------|---------|
| Missing | System | 29 | 100.0 |

Facility: Physician Practices

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Checked | 5 | 17.2 | 100.0 | 100.0 |
| Missing | System | 24 | 82.8 | | |
| Total | | 29 | 100.0 | | |

Facility: LTC/Home Health/Hospice

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Checked | 5 | 17.2 | 100.0 | 100.0 |
| Missing | System | 24 | 82.8 | | |
| Total | | 29 | 100.0 | | |

Additional comments/suggestions:

Employers were able to provide comments on areas where they foresaw the greatest employment opportunities for the FSU students/graduates in the future as well as any suggestion for program improvement. Below are the verbatim comments with any specific identified characteristics removed to protect the anonymity of the employer.

Additional Comments

| Written Comments | Frequency | Percent |
|---|-----------|---------|
| All responses relate to a student intern, not to an employed student. | 1 | 3.4 |
| Coding Specialists. | 1 | 3.4 |
| Information Technology. | 1 | 3.4 |
| N/A | 1 | 3.4 |
| Quality. | 1 | 3.4 |
| This is my overall assessment for all interns I've mentored (approx. 20). The biggest area for improvement is teaching the students professionalism, communication, & professional attire. One of the comments that I heard the past few years doing internship mentoring is that students are under the assumption that w/ their degrees they are suited for immediate management positions & they are above basic job duties. It's difficult to work w/ these people. I would always stress the importance of learning from all experiences & never say no to an opportunity. Good luck w/ the program. | 1 | 3.4 |
| We don't currently have any FSU grads. Have had 1 FSU intern. | 1 | 3.4 |
| Well prepared & ready to meet the challenges of a Professional position in the health care industry. Look for opportunities in state gov't. (DCH, DHS) & fed level (Medicare/Medicaid). | 1 | 3.4 |

Additionally, all Clinical Site Coordinators who oversee our 12-week interns are surveyed to see how well prepared our students are to enter the workforce. The following synopsis of data indicates their assessment our HCSA students. This survey is conducted immediately prior to graduation from the program. As you can see the ratings are very supportive the program is meeting the identified goals of the program and the needs of potential employers.

Site Coordinator's Evaluation of Student Intern
Summer 2006

Scale values of behavior demonstrated

- 4 ABOVE AVERAGE**
- 3 AVERAGE**
- 2 BELOW AVERAGE**
- 1 POOR**

Data is received as responses from Site Coordinators of 48 students.

Interpersonal Skills: The intern:

- 1) Demonstrated appropriate interpersonal skills when working with others.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 44 | 4 | 0 | 0 |

- 2) Asked questions to gain information necessary to perform assigned tasks.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 41 | 7 | 0 | 0 |

- 3) Dealt appropriately with conflict.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 38 | 6 | 0 | 0 |

- 4) Showed respect for diverse opinions and ideas.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 45 | 3 | 0 | 0 |

- 5) Showed respect for site coordinator and allowed appropriate time when submitting projects for review.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 45 | 2 | 1 | 0 |

Oral Communication Skills: The student intern:

- 1) Was able to make professional presentation.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 43 | 5 | 0 | 0 |

- 2) Could explain his/her point of view.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 42 | 6 | 0 | 0 |

Computer Skills: The intern demonstrated the ability to:

- 1) Construct a basic spreadsheet.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 42 | 6 | 0 | 0 |

- 2) Manipulate data.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 44 | 4 | 0 | 0 |

- 3) Access information within the facility's system.

| 4 | 3 | 2 | 1 |
|----|---|---|---|
| 47 | 1 | 0 | 0 |

- 4) Use word processing skills to complete assigned projects.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 45 | 3 | 0 | 0 |

Quality of Work: The intern:

- 1) Was able to apply knowledge learned on-campus to the healthcare setting.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 38 | 10 | 0 | 0 |

- 2) Was able to accurately interpret information.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 36 | 12 | 0 | 0 |

- 3) Used acceptable grammar and punctuation when completing tasks.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 35 | 13 | 1 | 1 |

- 4) Completed all work assigned.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 46 | 2 | 0 | 0 |

- 5) Presented work that was neatly done and had a professional appearance.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 45 | 3 | 0 | 0 |

Professional Conduct: The intern:

- 1) Arrived on time for scheduled days.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 46 | 2 | 0 | 0 |

2) Arrived on time for scheduled meetings and appointments.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 46 | 2 | 0 | 0 |

3) Was in attendance for the number of hours scheduled each day.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 45 | 3 | 0 | 0 |

4) Was neat and clean.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 45 | 3 | 0 | 0 |

5) Was appropriately attired for the work situation (followed the facility's dress code).

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 45 | 3 | 0 | 0 |

Demonstration of knowledge: The intern:

1) Could speak the language of healthcare.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 33 | 12 | 0 | 0 |

2) Demonstrated understanding of the laws that pertain to healthcare.

| | | | |
|----------|----------|----------|----------|
| 4 | 3 | 2 | 1 |
| 29 | 15 | 0 | 0 |

3) Demonstrated understanding of the structure of healthcare in the US.

| 4 | 3 | 2 | 1 |
|----|----|---|---|
| 32 | 14 | 0 | 0 |

4) Demonstrated an understanding of the pervasive nature of quality improvement throughout healthcare.

| 4 | 3 | 2 | 1 |
|----|----|---|---|
| 32 | 13 | 0 | 0 |

Additionally, the site coordinators provided several comments, which have been summarized into the following areas;

Potential for Employment in Healthcare

- Very good/ Great potential
- Excellent/ Very Strong
- Intern represents Ferris well.
- Strong asset to any organization.
- Broad base of healthcare information will open doors for intern.
- Likely candidate for an assistant administrator position.
- Knowledge, personality and motivation – We hired her.
- No problem finding employment.
- We are trying to rearrange budget to hire her/ would love to hire her.
- If intern continues her education, I might be working for her.

Areas for Improvement

- More healthcare experience - especially with budgeting/ finance
- Confidence during presentations/ verbal skills
- Communications - need to ask more questions
- Writing skills need development - spelling errors
- Tolerance for ambiguity
- Excel and Word processing
- Conflict and resolution skills

Strong Attributes

- Team player/ great sense of humor
- Respect for others
- Displays confidence
- Independent worker/ thinker
- Comprehend complex concepts and issues
- Anticipates needs of individuals
- Pays attention to detail
- Strong initiative and follow through
- Willingness to learn
- Excellent Attendance
- Energetic Enthusiasm
- Organization and time management
- Willingness to take on all tasks as a challenge

C. Graduating student exit survey

The graduating student exit survey was not completed prior to the end of the semester due to the mixed delivery and various locations of our interns due to clinical and HCSA internships. Previous years graduating student exit survey were very scattered and non-conclusive. However, several of our graduating seniors participated in the student program evaluation survey (Section 2. D.) which sought information regarding quality of instruction, relevance of courses and satisfaction with program outcomes based on their own expectations. At the end of the HCSA student's last internship, the interns rate their internship experience on such issues as orientation to the department and comfortableness in asking for assistance from their supervisor and other employees. Additionally, the students were asked to comment on what they believed were the strongest aspects of the internship experience, its weakest points, and what recommendations they would make for the next intern. The following is a compilation of such comments.

Consolidated Comments of Interns
HCSA 493
Summer 2006

Strongest Aspects

- Able to understand various areas of healthcare/ Exposure to other areas
- Seeing how the systems flow together/ Seeing how integrated healthcare is
- Opened areas I never realized my degree could take me
- Meeting and Networking with different healthcare professionals
- Confidence to know I can perform the job
- Found a fantastic mentor
- Learning in depth about quality improvement and risk management
- Attending management meetings
- Now that I have experience- the HCSA classes I took made more sense
- Taste of real life
- Confidence in myself/ treated as an adult

Weakest Points

- Not enough computer facilities
- Repetitive projects
- Not enough attendance at meetings
- Wish we could get paid – should not work us for free
- Lack of HR exposure
- Supervisor was busy – hard to meet with her
- Filing when not busy/ boring work assigned
- Not enough time to accomplish everything
- None- Would not have traded this internship for anything
- Too structured at times

Recommendations for next intern

- Attend as many meetings as possible and LISTEN
- Be organized and don't waste your time
- Do not procrastinate, deadlines arrive sooner than anticipated/ Establish timelines for projects
- Be positive and outgoing/ flexible and ready to work – laziness won't be tolerated
- Have fun!
- Take on additional projects if asked to do so/ Be proactive- Don't sit back waiting to be asked

- Pay attention in HCSA 320 and know your medical terminology
- Be careful with your words and actions, you may not know who you are talking to.
- Always ask questions if the directions are unclear.
- Recommendations for the ‘next intern’ are gathered, printed and shared with interns during the class HCSA 345; Orientation to Internship

D. Student program evaluation

Current students were surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes. It additionally sought information on adequacy of advisory services from the program’s faculty. (Appendix D) The results from this survey indicate the current students believe the program will adequately prepare them to meet the program objectives.

Student Perceptions
Spring 2007

Data is received as responses from 54 students.

Do you meet with your HCSA advisor or attend group advising at least once a semester?

| | |
|--------|----|
| a. Yes | 49 |
| b. No | 6 |

Has your HCSA advisor or group advising been helpful?

| | |
|--------|----|
| a. Yes | 46 |
| b. No | 9 |

Please utilize this space for any comments you wish to make regarding your advisor or the group advising session.

See Attached

Have your HCSA instructors been generally available outside of class?

| | |
|--------|----|
| a. Yes | 52 |
| b. No | 3 |

Have your HCSA instructors been generally helpful?

| | |
|--------|----|
| a. Yes | 53 |
| b. No | 1 |

Please utilize this space for any comments you wish to make regarding your instructors.
See responses at end of survey

If you were beginning your college career again, would you still choose to attend FSU?

| | |
|-------------------|----|
| a. Definitely Yes | 12 |
| b. Probably Yes | 30 |
| c. Probably Not | 13 |
| d. Definitely Not | 0 |

Please utilize this space for any comments you wish regarding you answer to question 7.
See responses at end of survey

If you were choosing your major again, would you still choose HCSA?

| | |
|-------------------|----|
| a. Definitely Yes | 15 |
| b. Probably Yes | 25 |
| c. Probably Not | 13 |
| d. Definitely Not | 0 |

Please utilize this space for any comments you wish to make regarding your answer to question 9.

See responses at end of survey

How would you rank the overall quality of instruction in the program?

| | |
|------------------|----|
| a. Excellent | 8 |
| b. Above Average | 28 |
| c. Average | 18 |
| d. Poor | 0 |

How would you rank the overall relevance of the courses?

| | |
|------------------|----|
| a. Excellent | 10 |
| b. Above Average | 23 |
| c. Average | 21 |
| d. Poor | 0 |

Please indicate how well the HCSA program has prepared you within the following categories.

4 – Very Prepared

3 – Adequately Prepared

2 – Somewhat Prepared
1 – Not At All Prepared

Demonstrate interpersonal skills necessary to succeed in the work force.

| | | | |
|---|----|---|---|
| 4 | 3 | 2 | 1 |
| 8 | 39 | 9 | 0 |

Demonstrate oral communication skills necessary to succeed in the work force.

| | | | |
|---|----|----|---|
| 4 | 3 | 2 | 1 |
| 8 | 35 | 10 | 2 |

Demonstrate computer skills necessary to succeed in the work force.

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 18 | 29 | 7 | 1 |

Demonstrate critical thinking skills to apply previously learned knowledge to solving a new problem.

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 14 | 31 | 9 | 0 |

Demonstrate analytical skills necessary to interpret data.

| | | | |
|---|----|----|---|
| 4 | 3 | 2 | 1 |
| 7 | 33 | 12 | 1 |

Demonstrate written communication skills necessary to succeed in the work force.

| | | | |
|----|----|----|---|
| 4 | 3 | 2 | 1 |
| 14 | 30 | 10 | 0 |

Demonstrate professional conduct.

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 25 | 26 | 4 | 0 |

Speak the language of the health care profession(s).

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 26 | 22 | 6 | 1 |

Demonstrate understanding of the laws that pertain to health care.

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 22 | 24 | 7 | 1 |

Demonstrate understanding of the structure of health care in the United States.

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 20 | 31 | 4 | 0 |

Demonstrate appropriate work ethics.

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 20 | 31 | 4 | 0 |

Demonstrate an understanding of the pervasive nature of quality assurance throughout the health care professions.

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 14 | 32 | 9 | 0 |

Demonstrate specific knowledge and skills defined by their curriculum.

| | | | |
|----|----|---|---|
| 4 | 3 | 2 | 1 |
| 21 | 26 | 7 | 1 |

Comments from Question #3.

- While I usually miss the group meetings, the one-on-one meetings are the most helpful to me. If you want group meetings, you should set it up with class announcements and/or class meetings.
- My advisor is wonderful! When she meets with me, she always knows my name and history regarding academics. She's quick to reply to my phone calls and is always willing to work with me.
- I think it would be a lot easier to do one-on-one sessions when the students are almost done with the program. Make it mandatory or something to see how the credits are for graduation and finished classes.
- It is difficult to get a hold of an HCSA advisor, especially one that knows what they are talking about.
- The group advising doesn't always help everyone, especially if they have more than one degree.
- My advisor is not a friendly person at all. She is not helpful. The only thing she is good for is releasing holds.
- I have two advisors, so it's difficult to meet with both, since I am in two programs, I get confused what classes I am supposed to be taking.
- My advisor is never available and during group advising the teachers who are there just seem to hurry you up even if you have questions about classes.
- Advisors that actually help you with the process instead of just saying "ok" would be helpful. Also, when you come to them about transfer credits to dual enroll in the summer they should know how to actually help you so you can do that.
- Always friendly and helpful

- At first my advisor seemed useless but as I got closer to completing the program, I then saw her importance.
- My advisor is great. She is very enthusiastic about what she does.
- My advisor is great. I never have a problem finding an appropriate time for an appointment and I always leave happy with all my questions answered.
- Ferris is the kind of school it seems like you advise yourself. My advisor is worthless. She takes holds off of my account, but doesn't have much to offer other than that.
- Advisor is usually available when needed and is very helpful when assistance is given.
- Group advising is good, but I don't feel that my personal advisor has helped me get to where I want to be.
- Overworked, too busy
- It works much easier than setting up an appointment.
- I enjoy one-on-one consultations and it has been extremely helpful for me.
- I feel better when I can meet one-on-one with my advisor rather than group advising.
- Great listener and helpful regarding questions about the degree.
- I wish my advisor acted as if she WANTED to help me as opposed to the burden I felt like I was to her.
- Every advisor gives you different information regarding internships and transfer classes. I believe everyone needs to provide the same information so it doesn't confuse students.
- Group advising was beneficial, and probably helpful on the advisors workload.
- Very helpful in getting everything organized and make sure all classes apply to your degree.
- I would have liked to see when I asked for a little bit of advice about a minor that would go well with this major not just tell me what other students have taken, but to maybe find out what meshes well with the major.
- Very helpful.
- I wish my advisor would fill out a class form when I go in to talk about next semester classes.
- Helpful in what classes to take.
- The advisor helped me sign up for correct classes, and got me on the right path.
- My advisor is very knowledgeable but I don't know about the other advisors.
- Always since I have been in college, my advisors have been extremely helpful. I haven't yet attended a group advising.
- The group advising is generally helpful, but I prefer a one-on-one advising session.
- Great sessions, advisors were really helpful!
- Never went to the group advising session because all of the times were overlapping with classes, but saw my advisor regularly.

- Not always easy to get a hold of.
- Good with making time for you.
- There has been some confusion as to advising questions.
- Helped me balance out my schedule and figure out when I will be able to graduate.

Comments from Question #6.

- I love the HCSA program – all my instructors have been available outside of class, whether by email or office visits. The instructors are also great because they are genuinely interested in knowing the students and helping them accomplish their goals.
- I wish they could help with the process of finding an internship.
- Some instructors are great with helping out of class. Some instructors aren't always fair or changes things because students want it easier and they favor some people.
- The instructors are very professional and are always there to help whether it is in or out of class.
- They are all pretty decent in teaching. I like most or all of them, they all seem very knowledgeable in their teaching.
- I have a hard time contacting most the HCSA teachers outside of class, however, if I have questions in class, MOST of them are helpful.
- The instructors need to be a little more willing to understand. Not everyone will get things in class. Some students will come visit them and they need not to act like it's a huge burden.
- They have been great.
- I find the instructors in this program very willing to help you succeed.
- My HCSA instructors are very interested in what they do. They seem to put a lot of time into their daily plans.
- I sometimes feel that some of the classes are a waste of time. A lot of the information is common sense and could be put into an online class. The classes would be better if some were offered online so if we are dual enrolled we can work on them during internship.
- The HCSA instructors teach with such great passion that it makes it easier to get to class knowing that you're wanted there.
- The instructors are generally ok. It is the classes that are so repetitive and dull. I know we need to know a lot of information, but ten times repeated?
- Most instructors do a good job, a few don't know really how to teach or don't do so in an effective manner to make material understandable.
- Overall, they have helped me excel in this program.
- Everyone is generally concerned about the success of the students.

- I can always find time to meet them in their offices, and they all seem to be ready and willing to help, or talk.
- Generally good teachers, make sure to get people who know how to teach instead of boring health care workers.
- They are friendly and concerned about me as an individual as well.
- Very concerned with my overall success which was a nice change of pace.
- Most are not very understanding when grading assignments.
- Instructors are very knowledgeable and very helpful.
- Very nice and helpful always!
- I wish my advisor would go over classes more.
- Instructors so far have been very good.
- All instructors bend backwards to students
- All my professors have worked really well with my needs.

E. Faculty perceptions survey

A 17-item instrument was utilized to secure faculty perceptions of the program. (Appendix F) Handwritten comments were optional. Question 5 was inappropriate for the program; as such, all responses were N/A. Full-time on campus faculty who are assigned to the HCSA program plus faculty in a sister program, Health Information, were surveyed for an n=7. The composition of faculty included:

| | |
|----------|---|
| HCSA | 1 tenured faculty 2 tenure-track (in 2 nd year) faculty 1 full-time temporary faculty (new in F 2006) |
| MRIS | 3 tenured faculty |
| | 7 total |
| Combined | 4 tenured faculty 2 tenure-track (in 2 nd year) faculty 1 full-time temporary faculty (new in F 2006) 7 total |

Evaluations encompassed perceptions from the entire range: very inexperienced to very experienced in the program's purpose and role in producing graduates to meet the needs of the State of Michigan. Interpretation of results should consider the degree of knowledge that supports the perceptions. All tenured faculty have been vested in the growth and direction of the program for a number of years. They have each followed interns through their internships and talked with site coordinators as well as employers. They garnered information about the ability of HCSA students to perform in the workplace. Additionally, one tenure-track faculty has worked with interns and had the

role of program coordinator for over three (3) semesters. These experiences intensified the interest and knowledge base regarding the HCSA program. Thus, five (5) faculty provided input based on significant background and understanding of the program while the remaining two (2) faculty, one tenure-track and one new full-time temporary faculty, have less background and understanding. It is expected that there would be a wide range of responses and comments. That was the case.

Instructions for answering questions were provided:

“Please rate each of the following statements using the following scale. If you are unable to answer the statement, please just skip it rather than answering:

- A (5) Excellent (top 5-10%)
- B (4) Good (top 1/3)
- C (3) Acceptable (middle third)
- D (2) Below Expectations (bottom 1/3)
- E (1) Poor (seriously inadequate)

Please note any comments on the reverse side.”

Detail (frequency, mean and standard deviation) by question will be followed by a combined summary. For computational purposes, values were assigned to A, B, C, D and E as noted above, e.g., A (5) designates that a value of 5 was assigned to an A response. These values are noted here for explanatory reasons. They were not included in the actual instructions.

1. Administrators involved in developing and revising the plan for this program seek and respond to faculty input

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 4 | | 2 | 1 | | 4.0 | 1.3 |

2. Written goals for this program state realistic outcomes

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 6 | 1 | 4 | | 1 | | 3.8 | 1.0 |

3. The curriculum is designed to meet the needs of graduates

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 2 | 4 | | 1 | | 4.0 | 1.0 |

4. The curriculum is designed to meet the needs of employers

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 2 | 4 | | 1 | | 4.0 | 1.0 |

5. The curriculum is designed to meet the requirements of the accrediting body

This was an inappropriate question for the program. It was left blank by all survey respondents.

6. I am involved in program evaluation

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 3 | 3 | 1 | | | 4.3 | .8 |

7. Administrative support for the program is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 3 | 1 | 2 | 1 | | 3.9 | 1.2 |

8. Laboratory space for the program is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 2 | 3 | | 2 | | 3.7 | 1.3 |

9. Laboratory equipment for the program is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 5 | 1 | 4 | | | | 4.2 | .4 |

10. Library support for the program is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 3 | 3 | 1 | | | 4.3 | .8 |

11. I receive adequate support for professional development

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 2 | 2 | 3 | | | 3.9 | .9 |

12. The advisory committee for the program is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 6 | 1 | 3 | 2 | | | 3.8 | .8 |

13. Provision for students with disabilities is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 6 | 2 | 1 | 2 | 1 | | 3.7 | 1.2 |

14. Secretarial support for the program is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | 5 | | 1 | 1 | | 4.3 | 1.3 |

15. Instructional support staff is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 6 | 1 | 4 | 1 | | | 4.0 | .6 |

16. The number of faculty assigned to the program is

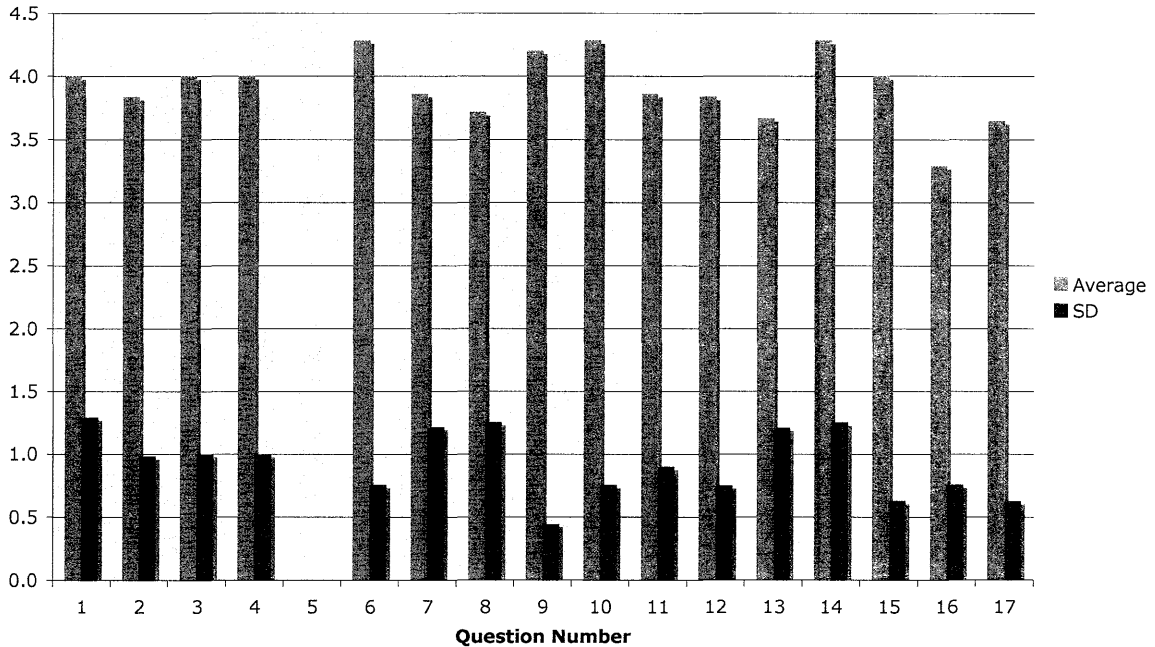
| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | | 3 | 3 | 1 | | 3.3 | .6 |

17. The quality of the faculty assigned to the program is

| Frequency | A | B | C | D | E | Mean | Standard Deviation |
|-----------|---|---|---|---|---|------|--------------------|
| n = 7 | | 5 | 1 | 1 | | 3.6 | .6 |

The following chart reflects the averaged responses with related standard deviations for the instrument questions.

**HCSA Faculty Perceptions
Survey Results as Averages with Related Standard Deviation
February 2007**



Over half of the questions resulted in good or excellent ratings, as an average of all respondents. Average ratings of 4.2 or higher, on a scale of 1-5, were related to involvement in program evaluation, secretarial support, library support and lab equipment for the program. Handwritten comments stated that the quality of secretarial support was excellent yet inadequate. The recent addition of a part-time assistant may partially mitigate the perception that inadequate secretarial support exists. The secretarial support question had one of the largest dispersions in responses with a standard deviation of 1.3. Clearly, many responses were at the high end to result in an average rating of 4.3.

Average ratings of 4.0, related to administrators seeking and responding to faculty input in developing and revising programmatic plans, curriculum meeting graduates' needs curriculum meeting employers' needs and the level of instructional support staff for the program. Handwritten comments indicate that instructional support staff exists outside the college rather than inside. The administrator question had one of the largest dispersions in responses with a standard deviation of 1.3. Comments were not provided to explain this; the responses were simply widely spread.

All remaining responses were within the “acceptable range”, i.e., 3.3 to 3.9, as averages. Of greatest concern are the two lowest averaged results noted below. While respondents did not wish to name names in writing, three respondents informed the surveyor that they had written comments related to a full-time temporary and/or a tenure-track faculty:

3.6 averaged result for question 17: the quality of the faculty assigned to the program. Handwritten comments by 3 respondents were:

- Some newer faculty are not appropriately qualified and do not recognize their limitations. While some new faculty are excellent, some are below expectations.
- Some new faculty are not prepared or experienced to teach in the program.
- A lot of student complaints regarding quality of an instructor. Felt class is easy “A” but students complaining of not learning.
- Instructor not knowledgeable in course content.

3.3 averaged result for question 16: the number of faculty assigned to the program. Handwritten comments by 2 respondents were:

- Too dependent on adjunct faculty
- Quality of program is jeopardized by excessive use of temporary and adjunct faculty
- Consistent overtime usage of full-time faculty contributes to burnout and a lessening of quality.

Summary

Overall, faculty perceptions of the program range from 3.3 to 4.3, on a 1 to 5 scale. Strengths appear to be involvement in program evaluation, secretarial and library support and the available lab equipment. The areas that need the greatest improvement rest in the quality and number of faculty in the program. While the result is in the ‘acceptable’ range, the results for these areas are the lowest of all areas. ‘Acceptable’ is not acceptable when it relates to the faculty that drive the program’s success. Attention to these two areas is warranted.

F. Advisory Perceptions

Surveys were sent to the four members of the Health Care Systems Advisory Committee members. Two members completed and returned the survey. A copy of the survey and results can be found in Appendix F.

The committee had been composed of seven members. However, due to change of employment, three of the committee members resigned within the last year. After the survey was sent, a fourth member resigned and relocated to another state. The department is in the process of filling these positions.

A brief summary of the survey results is included in the following table.

- A Excellent (top 5-10%)
- B Good (top 1/3)
- C Acceptable (middle 1/3)
- D Below expectations (bottom 1/3)
- E Poor (seriously inadequate)

| HCSA Advisory Board Perceptions of Program | A | B | C | D | E | No Response |
|---|---|---|---|---|---|-------------|
| 1. Courses available at times convenient for students. | 0 | 1 | 0 | 0 | 0 | 1 |
| 2. Program meets needs of health care administration community. | 2 | 0 | 0 | 0 | 0 | 0 |
| 3. Faculty in the program are qualified. | 0 | 1 | 0 | 0 | 0 | 1 |
| 4. Lab facilities for the program are adequate. | 0 | 1 | 0 | 0 | 0 | 1 |
| 5. Graduates are in high demand. | 1 | 1 | 0 | 0 | 0 | 0 |
| 6. Curriculum is reflective of current health practice. | 2 | 0 | 0 | 0 | 0 | 0 |

Total: 2 surveys

Program Profile

SECTION 3: Program Profile

Yearly Administrative Review

Program__Health Care Systems
Administration

December 2006

Purpose of Yearly Administrative Review: to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision to facilitate long term planning and recommendations to the VPAA to collect and analyze information that will be useful in the University’s accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

Summary of Modifications since last report:

Please provide a brief summary of the changes that have taken place in the program since the last report:

There have been no major changes in the program since the last report. Faculty are in the process of reviewing the curriculum for needed changes.

Program Assessment/Assessment of Student Learning

What are the program’s learning outcomes?

What assessment measures are used, both direct and indirect?

What is the assessment cycle for the program?

What assessment data were collected in the past year?

| Goal | Evaluation Mechanism | Results |
|---|--|----------------|
| 100% of the graduates will be able to work as members of the health care team | Evaluation by internship supervisor | 99% |
| | Employer survey one year post graduation | 100% |
| | Capstone presentation to program faculty | 98% |
| 100% of the graduates will be able to use applicable software in the performance of their assigned responsibilities | Evaluation by internship supervisor | 100% |
| | Employer survey one year post graduation | 100% |
| | Capstone presentation to | 100% |

| | | |
|--|---|------|
| | program faculty | |
| 100% of the graduates will be able to read and interpret statistical reports | 1. Comprehensive final examination for EHSM 315 | 92% |
| 100% of the graduates will demonstrate the ability to formulate a budget for their area of responsibility | Comprehensive examination for HCSA 401 | 90% |
| | Capstone presentation to program faculty | 100% |
| 100% of the graduates will be able to perform a quality assurance study, interpret data and make recommendations for improvement | Comprehensive project for HCSA 433 | 87% |
| | Evaluation by internship supervisor | 100% |
| | Employer survey one year post graduation | 100% |
| 100% of the graduates will be able to demonstrate understanding of the principles of employee supervision | Evaluation by internship supervisor | 95% |
| | Employer survey one year post graduation | 100% |
| 100% of the graduates will be able to participate in the planning process in a health care facility | Capstone presentation to faculty | 100% |
| | Evaluation by internship supervisor | 100% |
| | Employer survey one year post graduation | 100% |
| 100% of the graduates will be able to apply critical thinking skills within their area of responsibility | Evaluation by internship supervisor | 90% |
| | Employer survey one year post graduation | 90% |
| 100% of the graduates will demonstrate sensitivity to the needs of a diverse work force | Evaluation by Internship Supervisor | 100% |
| | Employer survey one year post graduation | 100% |

How have assessment data been used for programmatic or curricular change?

Comments from the advisory committee regarding course content were reviewed prior to the last curriculum change.

Course Outcomes Assessment

Do all multi-sectioned courses have common outcomes? **Yes**

If not, how do you plan to address discrepancies?

How do individual course outcomes meet programmatic goals? The outcomes in the individual courses are designed to prepare the students to meet program goals. For example, one of the program's goals is to have students to be able to function as a team member. Beginning in the first course, students are taught about teams and functioning as a member of a team and allowed to practice serving on a team. Subsequent courses reinforce these skills.

Program Features

Advisory Board

Does the program have a board/committee? **Yes** When did it last meet? **October 2005**

When were new members last appointed? **September, 2004** What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.) **3 alumni, 4 workplace representatives**

If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.

Has feedback from the Advisory Board affected programmatic or curricular change? The advisory board has recommended that the program be offered totally on-line and that a master's degree in health care systems administration be explored.

Internships/Cooperative or Experiential Learning

Is an internship required or recommended? **required**

A. PROFILE OF STUDENTS

1.) Student Demographic Profile

| | American Indian/ Native Alaskan | Asian or Pacific Islander | Black | Foreign | Hispanic | White | Not Reported | Total |
|--------|--|---------------------------------|-------|---------|----------|-------|-----------------|-------|
| Female | 17 | 34 | 79 | 3 | 21 | 1,213 | 100 | 1,467 |
| Male | 2 | 6 | 18 | 1 | 6 | 245 | 19 | 297 |
| Total | 19 | 40 | 97 | 4 | 27 | 1,458 | 119 | 1,764 |

Table 1.1

Student Enrollment

| Term | Enrolled | Sex | | Ethnicity | | | | | | | Enrollment | |
|-------|----------|------|--------|-----------|-------|----------|-----------------|--------------------|-------|---------|------------|-----------|
| | | Male | Female | Blank | Black | Hispanic | Indian/ Alaskan | Asian/Pac Islander | White | Foreign | Full-Time | Part-Time |
| 2002F | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 2003F | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 |
| 2004F | 8 | 1 | 7 | 0 | 2 | 0 | 0 | 0 | 6 | 0 | 6 | 2 |
| 2005F | 9 | 1 | 8 | 0 | 5 | 0 | 0 | 0 | 4 | 0 | 8 | 1 |
| 2006F | 18 | 3 | 15 | 0 | 5 | 0 | 0 | 0 | 13 | 0 | 15 | 3 |

Table 1.2

b.) Gender, race/ethnicity, age (Table 1.1) provided by institutional research indicates female to male ratio is approximately 5:1, this approximate ratio has remained essentially unchanged for data provided from 2002-2006. White students compile the largest sect of our program population with black the predominant non-white ethnicity, and Hispanic and Asian/Pacific Islander compiling a small minority of students. Foreign students have numbered one or zero for the past five years. Students who have not yet obtained a 2.5 GPA are allowed to declare a major of Pre-HCSA. As of April 2006, enrollment by Sex and Ethnicity for Pre-HCSA students maintained similar statistics. (Table 1.2) The 2006F median age for HCSA student is 24.3, which has declined since 2002F at which time the median age was 26. (Table 1.3) The median age for Pre-HCSA students fluctuated slightly around 22 from 2002 though 2006. (Table 1.4)

Student Enrollment

| Term | FSU GPA | | | ACT | | |
|-------|----------|----------|----------|----------|----------|----------|
| | Avg. GPA | Min. GPA | Max. GPA | Avg. ACT | Min. ACT | Max. ACT |
| 2002F | 2.897 | 1.839 | 4 | 18.8 | 13 | 27 |
| 2003F | 2.963 | 1.748 | 3.972 | 18.9 | 12 | 27 |
| 2004F | 3.011 | 2.005 | 3.982 | 18.7 | 11 | 27 |
| 2005F | 3.043 | 2.047 | 4 | 19.7 | 12 | 30 |
| 2006F | 3.169 | 0.68 | 4 | 20.4 | 12 | 29 |

Student Enrollment

| Term | Residency | | | | Age |
|-------|-----------|-----------------|--------------|----------|----------|
| | Blank | Midwest Compact | Non-Resident | Resident | Avg. Age |
| 2002F | 0 | 1 | 1 | 84 | 26 |
| 2003F | 0 | 1 | 0 | 85 | 25.1 |
| 2004F | 0 | 1 | 0 | 135 | 24.7 |
| 2005F | 0 | 2 | 1 | 209 | 24.7 |
| 2006F | 0 | 4 | 1 | 250 | 24.3 |

Table 1.3

Student Enrollment

| Term | Residency | | | | Age |
|-------|-----------|-----------------|--------------|----------|----------|
| | Blank | Midwest Compact | Non-Resident | Resident | Avg. Age |
| 2002F | 0 | 0 | 0 | 1 | 22 |
| 2003F | 0 | 0 | 0 | 2 | 22 |
| 2004F | 0 | 1 | 0 | 7 | 21.8 |
| 2005F | 0 | 0 | 0 | 9 | 23.1 |
| 2006F | 0 | 0 | 0 | 18 | 22.2 |

Student Enrollment

| Term | FSU GPA | | | ACT | | |
|-------|----------|----------|----------|----------|----------|----------|
| | Avg. GPA | Min. GPA | Max. GPA | Avg. ACT | Min. ACT | Max. ACT |
| 2002F | 2.123 | 2.123 | 2.123 | 20 | 20 | 20 |
| 2003F | 2.658 | 2.423 | 2.893 | 20.5 | 20 | 21 |
| 2004F | 2.409 | 2.007 | 3.107 | 18.1 | 15 | 22 |
| 2005F | 2.36 | 2.13 | 2.633 | 16.3 | 13 | 21 |
| 2006F | 2.36 | 2.02 | 2.98 | 17.7 | 13 | 21 |

Table 1.4

b.) Enrollment by Residency, Age, FUS GPA, and ACT for HCSA (Table 1.3) indicates the overwhelming majority of HCSA students have resident status, with only 1% of the students maintaining Midwest Compact or Non-Resident status. This remained consistent from 2002-2006. With the exception of one student in 2004, all Pre-HCSA students maintain resident status. (Table 1.4)

Ferris State University
 Administrative Program Review 2006
 College of Allied Health Sciences
 Health Care Systems Administration BS

Student Enrollment

| | Fall 2002 | | | Fall 2003 | | | Fall 2004 | | | Fall 2005 | | | Fall 2006 | | |
|------------------------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|
| | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total |
| Freshman Headcount | 3 | | 3 | 2 | 2 | 4 | 2 | | 2 | 6 | | 6 | 6 | | 6 |
| Freshman SCH's | 36 | | 36 | 29 | 8 | 37 | 26 | | 26 | 77 | | 77 | 82 | | 82 |
| Sophomore Headcount | 12 | 1 | 13 | 5 | | 5 | 16 | 2 | 18 | 31 | 3 | 34 | 36 | 6 | 42 |
| Sophomore SCH's | 169 | 4 | 173 | 70 | | 70 | 217 | 9 | 226 | 433 | 18 | 451 | 487 | 38 | 525 |
| Junior Headcount | 24 | 3 | 27 | 25 | 3 | 28 | 35 | 2 | 37 | 44 | 9 | 53 | 64 | 10 | 74 |
| Junior SCH's | 341 | 12 | 353 | 339 | 18 | 357 | 474 | 8 | 482 | 577 | 58 | 635 | 833 | 80 | 913 |
| Senior Headcount | 35 | 8 | 43 | 45 | 4 | 49 | 71 | 8 | 79 | 101 | 18 | 119 | 108 | 25 | 133 |
| Senior SCH's | 466 | 47 | 513 | 611 | 17 | 628 | 945 | 42 | 987 | 1322 | 100 | 1422 | 1431 | 195 | 1626 |
| TOTAL HEADCOUNT | 74 | 12 | 86 | 77 | 9 | 86 | 124 | 12 | 136 | 182 | 30 | 212 | 214 | 41 | 255 |
| TOTAL SCH's | 1012 | 63 | 1075 | 1049 | 43 | 1092 | 1662 | 59 | 1721 | 2409 | 176 | 2585 | 2833 | 313 | 3146 |

Graduates

| | Academic Yr 01/02 | | | Academic Yr 02/03 | | | Academic Yr 03/04 | | | Academic Yr 04/05 | | | Academic Yr 05/06 | | |
|---------------------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|
| | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total |
| Number of Graduates | 19 | 4 | 23 | 11 | 2 | 13 | 19 | 2 | 21 | 16 | 1 | 17 | 20 | 1 | 21 |

Table 1.5

Ferris State University
 Administrative Program Review 2006
 College of Allied Health Sciences
 Pre-Health Care Systems Administration BS

Student Enrollment

| | Fall 2002 | | | Fall 2003 | | | Fall 2004 | | | Fall 2005 | | | Fall 2006 | | |
|------------------------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|
| | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total |
| Freshman Headcount | | | 0 | | | 0 | | | 0 | 1 | | 1 | 2 | | 2 |
| Freshman SCH's | | | 0 | | | 0 | | | 0 | 14 | | 14 | 29 | | 29 |
| Sophomore Headcount | 1 | | 1 | | | 0 | 2 | | 2 | | | 0 | 2 | | 2 |
| Sophomore SCH's | 14 | | 14 | | | 0 | 30 | | 30 | | | 0 | 29 | | 29 |
| Junior Headcount | | | 0 | | | 0 | 4 | | 4 | 3 | | 3 | 9 | | 9 |
| Junior SCH's | | | 0 | | | 0 | 50 | | 50 | 34 | | 34 | 109 | | 109 |
| Senior Headcount | | | 0 | 2 | | 2 | 2 | | 2 | 5 | | 5 | 5 | | 5 |
| Senior SCH's | | | 0 | 36 | | 36 | 18 | | 18 | 66 | | 66 | 48 | | 48 |
| TOTAL HEADCOUNT | 1 | | 1 | 2 | | 2 | 8 | | 8 | 9 | | 9 | 18 | | 18 |
| TOTAL SCH's | 14 | | 14 | 36 | | 36 | 98 | | 98 | 114 | | 114 | 215 | | 215 |

Table 1.6

Graduates

| | Academic Yr 01/02 | | | Academic Yr 02/03 | | | Academic Yr 03/04 | | | Academic Yr 04/05 | | | Academic Yr 05/06 | | |
|---------------------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|
| | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total |
| Number of Graduates | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |

STUDENTS/ENROLLMENT**ENROLLMENT BY PROGRAM
FALL SEMESTER**

| COLLEGE | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 |
|--|------------|------------|------------|------------|------------|
| ALLIED HEALTH SCIENCES | | | | | |
| CLINICAL LAB, RESP CARE, & HLTH ADMIN | | | | | |
| Environmental Health & Safety Management | 26 | 25 | 20 | 13 | 6 |
| Environmental Health & Safety Technology | 0 | 2 | 2 | 1 | 0 |
| Health Care Systems Administration | 74 | 77 | 124 | 182 | 214 |
| Medical Laboratory Technology | 7 | 10 | 8 | 12 | 8 |
| Medical Record Administration | 19 | 28 | 33 | 27 | 24 |
| Medical Record Technology | 25 | 24 | 37 | 36 | 33 |
| Medical Technology | 32 | 33 | 29 | 47 | 63 |
| Nuclear Medicine Technology AAS | 43 | 57 | 56 | 49 | 43 |
| Nuclear Medicine Technology BS | 13 | 11 | 7 | 0 | 0 |
| Phlebotomy | 0 | 0 | 0 | 5 | 5 |
| Pre-Environmental Health & Safety Management | 1 | 2 | 0 | 0 | 0 |
| Pre-Health Care Systems Administration | 1 | 2 | 8 | 9 | 18 |
| Pre-Medical Laboratory Technology | 12 | 4 | 2 | 9 | 4 |
| Pre-Medical Record Administration | 1 | 2 | 1 | 4 | 3 |
| Pre-Medical Record Technology | 1 | 3 | 6 | 11 | 8 |
| Pre-Nuclear Medicine 2-Yr | 32 | 46 | 51 | 67 | 59 |
| Pre-Nuclear Medicine 4-Yr | 1 | 0 | 2 | 0 | 0 |
| Pre-Respiratory Care | 13 | 18 | 12 | 21 | 17 |
| Respiratory Care | 12 | 15 | 33 | 34 | 32 |
| On-Campus Total | 313 | 359 | 431 | 527 | 537 |
| OFF-CAMPUS | | | | | |
| Coding/Reimbursement Specialist Cert | 56 | 57 | 32 | 12 | 14 |
| Environmental Health & Safety Management | 1 | 18 | 21 | 13 | 1 |
| Environmental Health & Safety Technology AAS | 15 | 0 | 0 | 0 | 0 |
| Environmental Health & Safety Technology Cert | 1 | 2 | 0 | 0 | 0 |
| Health Care Systems Administration | 12 | 9 | 12 | 30 | 41 |
| Medical Record Administration | 3 | 10 | 15 | 16 | 16 |
| Medical Record Technology | 37 | 68 | 66 | 85 | 76 |
| Phlebotomy | 0 | 0 | 8 | 18 | 6 |
| Pre-Respiratory Care | 0 | 0 | 0 | 0 | 4 |
| Respiratory Care | 0 | 21 | 18 | 68 | 103 |
| Off-Campus Total | 125 | 185 | 172 | 242 | 261 |
| DEPARTMENT TOTAL | 438 | 544 | 603 | 769 | 798 |

Table 1.7

c.) The ratio of full time students (from 2002F until F2006) to part-time students is approximately 5:1. (Table 1.0) HCSA students who attend the Big Rapids campus are considered full-time and those who attend off-campus, such as at our Grand Rapids campus constitute our part-time students. Student enrollment data from University Research (Table 1.5) indicates a statistical increase occurred in fall 2005 with our off-campus (part-time) students. This correlates with our program collaboration with Grand Rapids Community College. There are no Pre-HCSA students who are part-time. (Table 1.6)

d.) Although we provide on-campus HCSA classes some evenings, our off-campus students are those who attend classes in the evening. With the growth of our program in Grand Rapids, our evening classes have increased to meet demand of the off-campus students. (Table 1.5) We currently do not offer HCSA classes on weekends.

e.) See A.1.c. response, below *Ferris State University Fact Book 2006-2007* and Tables 1.5, 1.6 and 1.7. *University Research*

**HCSA On-Campus
Enrollment**

| | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 |
|----------------|---------|---------|---------|---------|---------|
| HCSA On-Campus | 74 | 77 | 124 | 182 | 214 |

**HCSA Off-Campus
Enrollment**

| | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 |
|-----------------|---------|---------|---------|---------|---------|
| HCSA Off-Campus | 12 | 9 | 12 | 30 | 41 |

**Pre-HCSA On-Campus
Enrollment**

| | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 |
|----------|---------|---------|---------|---------|---------|
| Pre-HCSA | 1 | 2 | 8 | 9 | |

f.) Within the HCSA curriculum there are 47 Professional credit requirements, 26 Core credit requirements, and 15 Communication Competence credits. The classes offered on-line and/ or mixed delivery include the following Core courses; CCHS 101; Orientation to Health Care, CCHS 102, Safety Issues in

Health Care, EHSM 315 Epidemiology and Statistics, MRIS 103 Medical Terminology and the following Communication Competence courses; ENG 321 and ENG 325. The following table provides the number of HCSA students who enrolled in the on-line courses for Fall 2006. When reviewing the number of students, Banner only lists the primary program on the detailed class rosters, and many of our dual degree students with a secondary program are listed with their clinical program on the class lists, not as a HCSA student, therefore the number of students taking on-line classes is probably larger than it appears.

| | HCSA Students Enrolled |
|---------------------------------------|------------------------------|
| CCHS 101 Orientation to Health Care | 15 |
| CCHS 102 Safety Issues in Health Care | 14 |
| EHSM 315 Epidemiology and Statistics | 30 |
| MRIS 103 Medical Terminology | 8 |
| ENGL 321 Advanced Composition | 0 |
| ENGL 325 Advanced Business Writing | 12 |

2. Quality of Students

- a.) The range and average GPA of students as documented in 2006F is 3.169. The average FSU GPA of HCSA students has increased since 2002F, which at that time the average GPA was 2.897. (Table 1.3) The average GPA of Pre-HCSA in 2006F was 2.36, which has increased since 2002F at which time it was 2.123. (Table 1.4) The GPA is expected to be lower for students in Pre-HCSA than HCSA as Pre-HCSA status is designed to allow students to raise their GPA to 2.5 in order to enroll in the HCSA program. The median ACT score for HCSA students as of 2006F is 20.4, which has increased from 18.8 from 2002F. (Table 1.3) However, the ACT score for Pre-HCSA students (Table 1.4) has a reverse trend; 2006F the Avg. ACT was 17.7 while in 2002F was 20. The increase in ACT scores aligns with the increase Ferris State University has seen over the past few years.

Graduated Students

| Year | FSU GPA | | | ACT | | |
|-----------|----------|----------|----------|----------|----------|----------|
| | Avg. GPA | Min. GPA | Max. GPA | Avg. ACT | Min. ACT | Max. ACT |
| 2001-2002 | 3.207 | 2.402 | 3.959 | 20 | 13 | 30 |
| 2002-2003 | 3.149 | 2.296 | 3.925 | 18.3 | 10 | 29 |
| 2003-2004 | 3.151 | 2.368 | 3.86 | 18.4 | 12 | 27 |
| 2004-2005 | 2.897 | 2.604 | 3.191 | 18 | 18 | 18 |
| 2005-2006 | 3.109 | 2.324 | 3.95 | 19.2 | 13 | 24 |

Table 1.8

- b.) The average GPA for 2005-2006 graduates ranges from 2.32 to 3.95 and averages 3.109. The average ACT score for 2005-2006 graduates ranges from 13 to 24 and averages 19.2. Neither the GPA median nor ACT median scores have fluctuated significantly from 2001-2002, (Table 1.8)
- c.) Measures that are used to assess the quality of students entering the program are those limited to incoming freshman and transfer students where GPA is required to be at 2.5 or greater.
- d.) Although the program review committee believes many HCSA students have been awarded awards and/or scholarships, the identification of specific awards and scholarships is not known.
- e.) None.
- f.) None.

3) Employability of students

2004/2005 Graduate Follow-Up Survey Summary

College: Allied Health Sciences

| ALLIED HEALTH SCIENCES | Degrees | | | Placement Information | | |
|-------------------------------------|-----------|------------|-----------|-----------------------|----------------|-----------------------|
| | CERT | AS | BS | % Response | Placement Rate | Ave Salary |
| HEALTH MANAGEMENT | | | | | | |
| Coding/Reimbursement Specialist | 33 | | | 18% | 100% | \$ 39,211 |
| Environmental Health & Safety | | 1 | 10 | | 96% | \$ 37,250 |
| Health Care Systems Administration | | | 17 | 48% | 100% | \$ 39,480 |
| Medical Record Administration | | | 9 | 60% | 100% | \$ 41,360 |
| Medical Record Technology | | 25 | | 64% | 100% | \$ 29,872 |
| Occupational Health and Safety | | | | NA | NA | NA |
| Phelbotomy | 3 | | | 33% | 100% | NA |
| HEALTH RELATED PROGRAMS | | | | | | |
| Diagnostic Medical Sonography | | 12 | | 67% | 100% | \$ 39,846 |
| Medical Laboratory Technology | | 2 | | 50% | 100% | NA |
| Medical Technology | | | 11 | 64% | 100% | \$ 37,469 |
| Nuclear Medicine Technology | | 34 | 2 | 78% | 97% | \$ 33,144 |
| Radiography | | 47 | | 80% | 98% | \$ 33,103 |
| Respiratory Care | | 14 | | 71% | 100% | \$ 34,760 |
| NURSING & DENTAL HYGIENE | | | | | | |
| Dental Hygiene | | 61 | | 55% | 100% | \$ 38,468 |
| Master of Science in Nursing | | | | NA | NA | NA |
| Nursing | | 55 | 48 | 55% | 99% | \$ 40,755 |
| Nursing Education | 5 | | | | | |
| Allied Health TOTAL | 41 | 251 | 97 | 57% | 99% | Not calculated |

Table 1.9

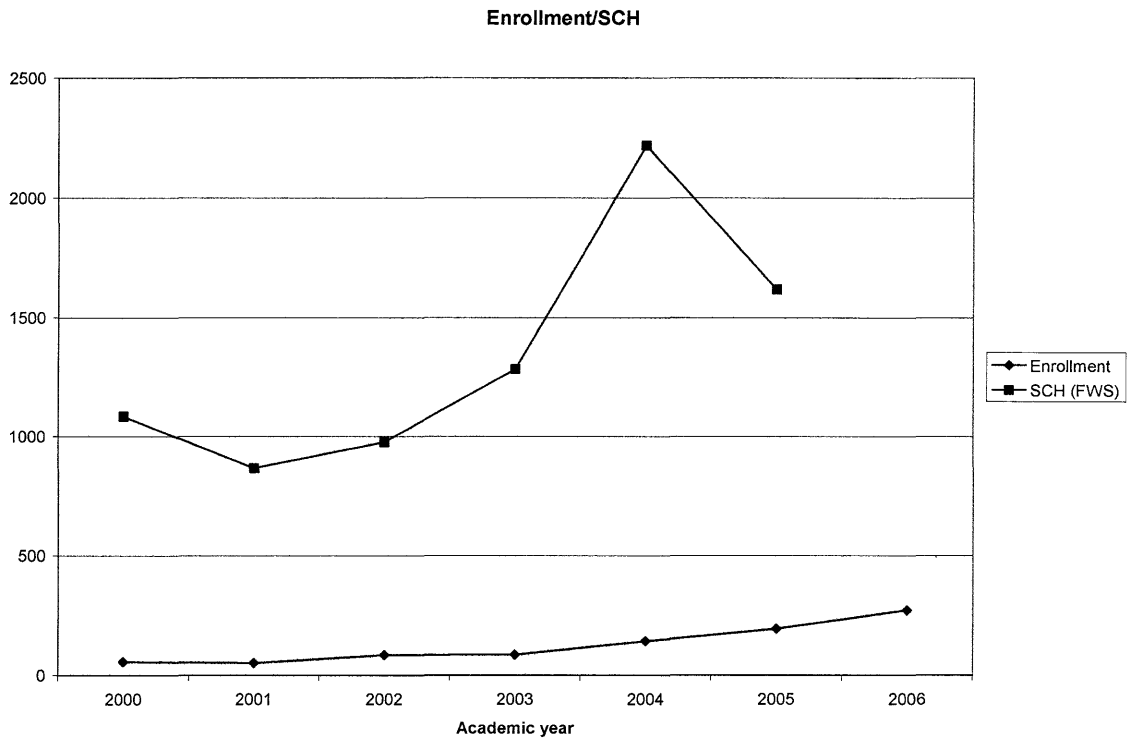
- a. According to University Research's 2004/2005 Graduate Follow-Up Survey Summary, a 48% response rate of 17 graduates indicated a 100% placement rate. (Table 1.9) This information does not indicate the length of time it took the graduates to secure full-time employment. The graduate survey comprised by the program review committee indicated, for a large majority of respondents, it took less than 6 months to secure a position that they sought. (Graduate follow-up survey Section 2.A.)
- b. According to University Research's 2004/2005 Graduate Follow-Up Survey Summary, a 48% response rate of 17 graduates indicated a starting average salary of \$39,480. (Table 1.9) The graduate survey comprised by the program review committee indicated 8.7% of respondents received a current annual salary of less than \$25,000, 21.7% reported an annual salary between \$25,001 and \$40,000, 34.8% indicated a salary between \$40,001 and

\$55,000 and 26.1% indicated an annual salary greater than \$55,000. (Graduate follow-up survey Section 2.A) The survey data indicates the majority of respondents earned less than the Michigan or National median wages as referenced in Section 1; C.1. The resources utilized for the labor analysis review did not allow a differentiation between entry level managers with a Bachelor degree vs. those employed with a Master's degree or with several years experience.

- d. Information as to how many graduates have become employed as part-time or temporary workers is the field within one year of receiving their degree is not known. Survey failed to request this specific information.
- e. Although many of our students obtain employment immediately after their HCSA internship, additional career assistance is available through Allied Health Job Fairs and guest speakers from career services that discuss and evaluate resumes and cover letters during an HCSA 335 Supervisory Practices class. Faculty members often receive notices of job openings and communicate this to students in advising sessions and via a memo board near the department head's office.
- f. 100% of the graduates who responded to the 2004/2005 Graduate Follow-Up Survey continue to be employed in the field. (Table 1.9)
- g. It is unknown as to the geographic distribution of employed graduates as it was not a question asked on the survey. However, faculty within the program often keep in contact with graduates and are aware of alumni employed in Colorado, Texas and Florida.
- h. According to the graduate survey, 43.5% of the respondents have continued their education to some level after graduation while the majority of 56.5% have not. Those that did responded yes to continuing pursued Master degrees in Business, Health Systems, and Public Health.
- i. Although the graduate survey did not specifically ask where the graduates obtain their additional educational training, comments from the respondents indicated University of Michigan. Faculty is aware of some HCSA alumni who are pursuing Ferris' MBA on-line program

B. ENROLLMENT

1.) It is expected that the enrollment in the fall, 2007 semester will be between 250 and 275 students. Exact enrollment numbers will be dependent upon the number of students who enroll in both an Associates degree program and the bachelor's degree program in Health Care Systems administration. That number varies by year and is impacted upon by the length of the wait lists for the associate degree program.



2.) Both enrollment and student credit hour production have increased since the time of the last academic program review. Student credit hour production for 2005 is not accurate because the credit hours produced for the Winter semester, 2006 were not included in the Productivity Report. Based upon the enrollment in the program during that semester (278) and the average number of credit hours of HCSA courses completed per student per student (4), the estimated number of student credit hours during 2005 would be 2731 showing the expected increase in student credit hours to accommodate enrolled students.

3.) Student application to the program is not tracked. Approximately 60% of the students are students enrolled in other associate degree programs within the college. The number varies according to the length of the wait list for the associate degree programs.

4.) Of the number of students who apply to the program, 98% are admitted.

5.) Of the number of students who are admitted to the program, 100% enroll.

6.) The program does not have currently have enrollment goals. It has a dual purpose...first to provide an avenue for students who wish to enter the university to pursue a career in health care systems administration and secondly to provide an

opportunity for individuals who are either enrolled in an associate degree program or who have graduated from an associate degree program to earn a bachelor's degree to provide them with an avenue for advancement.

To maintain and increase enrollment in the program, faculty within the program work very closely with the faculty in the associate degree programs within the college to keep them abreast of the offerings available in the HCSA program. The program does not have an active recruiting plan.

C. PROGRAM CAPACITY

1.) The HCSA program does not limit enrollment. The program is not accredited, so it is not bound by accreditation requirements, or state or federal regulations. The program does not utilize laboratories, so it is not bound by physical resources. Therefore, the program enrollment capacity is only limited by available, qualified faculty to teach the course requirements. Appropriate enrollment is approximately 300 with current staff and classrooms.

As the number of students increase, a concern is the number of available internship sites. However, students in HCSA are allowed to obtain internship sites in various types of health care settings and are not limited to an internship within the state of Michigan.

D. RETENTION AND GRADUATION

1.) Attrition rate is very low for the program. Retention and graduation rates of Full-Time FTIAC students are provided by Institutional Research and indicated as of 2005 F, the % still enrolled in HCSA as 100 and the % of Persisters at 100 and the % of Non-Persisters at 0. (Table 2.0)

Degrees Conferred By Program

| HCSA | 2003/04 | | | 2004/05 | | | 2005/06 | | |
|------|---------|----|-------|---------|----|-------|---------|----|-------|
| | Cert | AS | BS MS | Cert | AS | BS MS | Cert | AS | BS MS |
| | | | 21 | | | 17 | | | 21 |

Ferris State University
Retention and Graduation Rates of Full-Time FTIAC Students - By Major
Four-Year Degree Programs

| Entering Fall Term | Major | N | Fall Term | | | | | | |
|--------------------|-------|---|---------------------|--------|--------|--------|--------|--------|-----|
| | | | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | |
| 1999F | HCSA | 2 | % Graduated By | 0 | 0 | 0 | 50 | 50 | 50 |
| | | | % Still Enrolled In | 50 | 50 | 50 | 0 | 0 | 0 |
| | | | % Persisters | 50 | 50 | 50 | 50 | 50 | 50 |
| | | | % Non-Persisters | 50 | 50 | 50 | 50 | 50 | 50 |
| 2000F | HCSA | 1 | % Graduated By | 0 | 0 | 0 | 100 | 100 | 100 |
| | | | % Still Enrolled In | 100 | 100 | 100 | 0 | 0 | 0 |
| | | | % Persisters | 100 | 100 | 100 | 100 | 100 | 100 |
| | | | % Non-Persisters | 0 | 0 | 0 | 0 | 0 | 0 |
| 2001F | HCSA | 1 | % Graduated By | 0 | 0 | 0 | 100 | 100 | |
| | | | % Still Enrolled In | 100 | 100 | 100 | 0 | 0 | |
| | | | % Persisters | 100 | 100 | 100 | 100 | 100 | |
| | | | % Non-Persisters | 0 | 0 | 0 | 0 | 0 | |
| 2002F | HCSA | 3 | % Graduated By | 0 | 33 | 66 | 66 | | |
| | | | % Still Enrolled In | 66 | 33 | 34 | 0 | | |
| | | | % Persisters | 66 | 66 | 100 | 66 | | |
| | | | % Non-Persisters | 34 | 34 | 0 | 34 | | |
| 2003F | HCSA | 2 | % Graduated By | 0 | 0 | 0 | | | |
| | | | % Still Enrolled In | 50 | 100 | 50 | | | |
| | | | % Persisters | 50 | 100 | 50 | | | |
| | | | % Non-Persisters | 50 | 0 | 50 | | | |
| 2004F | HCSA | 3 | % Graduated By | 33 | 33 | | | | |
| | | | % Still Enrolled In | 67 | 67 | | | | |
| | | | % Persisters | 100 | 100 | | | | |
| | | | % Non-Persisters | 0 | 0 | | | | |
| 2005F | HCSA | 2 | % Graduated By | 0 | | | | | |
| | | | % Still Enrolled In | 100 | | | | | |
| | | | % Persisters | 100 | | | | | |
| | | | % Non-Persisters | 0 | | | | | |

Table 2.0

2.) Our current goals and strategies to retain students include mandatory advising session-students are required to attend a group advising or individual advising session with their program advisor. Thus, students must meet with their advisor at least two times per year. Students meet more often with advisor if there are academic problems or other concerns.

3.) The trend in the number of degrees awarded is upward. This is good because it demonstrates the students who have successfully completed the program. In referencing the table provided in Section B.2., enrollment in HCSA continues to thrive. With the waiting list of various clinical programs, more students are interested in pursuing the HCSA degree and the number of degrees awarded in HCSA is consistent with its growth.

4.) Students who enroll in the HCSA program graduate within 4-6 years.

5.) On average, it takes a student 5 years to graduate from the program. However, many of our HCSA students are dual degree and often do not complete a program change until many of the HCSA classes have been completed, so the graduation completion is dependent on how long they have waiting before declaring HCSA as a dual degree.

E. ACCESS

- 1.) The HCSA program is accessible to students by:
 - a. Offering the HCSA program in Big Rapids with both day and evening classes, and Grand Rapids in the evening. (See Section I. C. Program Relevance for table of classes offered on-line)
 - b. Offering entry point into our program fall, spring, or summer semester
 - c. Offering on-line courses within our core curriculum requirements
 - d. Allowing internships to be obtained at a sundry of health care facilities anywhere within the United States. Life Experience portfolio Internships are allowed for adults currently employed in health care administration
- 2.) The effects of the actions described in (1) above had had the following impact:
 - a. Increased enrollment in the HCSA program
 - b. Increased visibility in Grand Rapids
 - c. Increased advising load for faculty. Average advising load is 90 students.
 - d. Placed increased demand on Health Care facilities to accommodate interns
 - e. Challenged use of computer laboratories for classroom use.

- 3.) It is the belief of the program review committee the above actions do not necessarily advance or hinder the program goals and priorities, except to allow increased visibility of the program.

F. CURRICULUM

The curriculum for the Health Care Systems Administration program has been designed to provide the graduate with a broad background in administration and management. Its purpose is to prepare graduates to seek employment in an entry-level position in a variety of health care settings including long term care, acute care, managed care, other agencies and in within the federal and state governments. (Appendix B) The foundation and technical courses are located in the HCSA Program and consist of the following:

| SUPPORT COURSES | | |
|----------------------------|--|--------|
| CCHS 101 | Orientation to Health Care | 3 cr. |
| CCHS 102 | Safety Issues in Health Care | 1 cr. |
| COMM 365 | Intercultural Communication | 3 cr. |
| MRIS 103 | Medical Terminology | 4 cr. |
| ACCT 201 | Principles of Accounting | 3 cr. |
| EHSM 315 | Epidemiology and Statistics | 3 cr. |
| ISYS 105 | Introduction to Microsystems and Software | 3 cr. |
| ISYS 200 | Database Applications | 3 cr. |
| MGMT 301 | Applied Management | 3 cr. |
| MKTG 321 | Principles of Marketing | 3 cr. |
| | Electives | 6 cr. |
| TECHNICAL COURSES | | |
| HCSA 202 | Health Care Law | 3 cr. |
| HCSA 205 | Computers in Health Care | 2 cr. |
| HCSA 220 | Health Services Administration | 3 cr. |
| HCSA 320 | Principles of Managed Care | 3 cr. |
| HCSA 335 | Supervisory Practices in Health Care | 4 cr. |
| HCSA 345 | Internship Orientation | 1 cr. |
| HCSA 401 | Finance Concepts in Health Care | 4 cr. |
| HCSA 474 | Planning and Promotion in Health Care | 4 cr. |
| HCSA 392 | Internship 1 | 6 cr. |
| HCSA 493 | Internship 2 | 12 cr. |
| GENERAL EDUCATION COURSES | | |
| COMM 105 OR COMM 221 | Interpersonal Communication or Small Group Decision Making | 3 cr. |
| ENGL 150 | English 1 | 3 cr. |

| | | |
|----------|---|---------|
| ENGL 250 | English 2 | 3 cr. |
| ENGL 321 | Advanced Composition | 3 cr. |
| BIOL 109 | Basic Human Anatomy and Physiology | 4 cr. |
| | Scientific Understanding elective | 3-4 cr. |
| MATH 115 | Intermediate Algebra or ACT Math subscore of 24 | 0 cr.. |
| | Social Awareness Foundations course | 3 cr. |
| | Social Awareness elective | 3 cr. |
| ECON 221 | Principles of Economics 1 | 3 cr. |
| | Cultural enrichment elective | 3 cr. |
| | Cultural enrichment elective | 3 cr. |
| | Cultural enrichment elective (global awareness) | 3 cr. |

124 to 127 credit hours are required for graduation.

There are 3 areas where general education courses are directed in the 2-year curriculum: BIOL 109, the choice of either COMM 105 or COMM 221 and ECON 221. BIOL 109 is a directed general education course because knowledge of anatomy and physiology is a foundation for any health care worker. It is included in the curriculum because it provides graduates with an opportunity to be able to better relate to the individuals that they will supervise in the future. The choice of communications courses is directed because of the College of Allied Health Sciences Core requirements. When the Core requirements were implemented, the faculty within the college reviewed all of the communication courses that could be used to fulfill general education requirements and determined that either COMM 105 or COMM 221 best met the needs of allied health graduates. Graduates of allied health programs are required to be able to have strong interpersonal communications skills to interact with patients and other groups within the facility. The option of COMM 221 was given because of its intent to prepare students to work in groups, a skill which is also needed in the health care arena. ECON 221 is required because it serves as a pre-requisite to MKTG 321.

There are no hidden prerequisites in the program. ACCT 201, although it is a prerequisite for HCSA 401 is not considered to be a hidden prerequisite because a knowledge of accounting is vital to the practice of an administrator in health care.

The curriculum has been revised once since the time of the last review. In 2003, the curriculum was revised to reflect changes in the knowledge required of new health care administrators. Five courses, HCSA 205-Computers in Health Care; HCSA 202-Health Care Law; HCSA 220 Health Services Administration; HCSA 320 Principles of Managed Care; and HCSA 345 Internship Orientation were added to the curriculum. The addition of courses required that several courses be deleted HCSA 246 Regulatory Agencies in Health Care; ACCT 202- Principles of Accounting 2, EHSM 317-Public Health Administration; EHSM 330- OSHA Laws and Regulations; ISYS 305 software Systems; ISYS 303 Systems Analysis Methods; ISYS 311 Management Information

Systems; and BLAW 321 Contracts and Sales. There was no change in the number of hours required for graduation as a result of the curriculum change.

3.) No, there are no curricular or program changes current in process

4.) The curriculum will undergo review for curriculum revision during the 2007-2008 academic year. With changes in health care, it is necessary to review the curriculum every 3-4 years. The curriculum has been in place since Fall, 2003 and is due to review.

G. QUALITY OF INSTRUCTION

1.) The majority of student respondents, as referenced in the student survey, rank the overall quality of instruction of the program as excellent or above average. No student ranked the overall quality of instruction of the program as poor. (Student survey, Section 2.D.)

How would you rank the overall quality of instruction in the program?

| | |
|------------------|----|
| a. Excellent | 8 |
| b. Above Average | 28 |
| c. Average | 18 |
| d. Poor | 0 |

Each individual program objective was surveyed and for the majority of the goals they indicated the program adequately prepared or very prepared them to enter the workforce. (Student survey, Section 2.D.)

The graduate survey for HCSA alumni inquired whether overall, they felt that the HCSA curriculum at Ferris State University adequately prepared them for an entry level position in an administrative/managerial role within a health care profession. 69.9% of the respondents positively rated that the HCSA curriculum at FSU adequately prepared them for an entry-level position in an administrative/managerial role within a health care setting. Additionally, 82.6% of the respondents indicated that they would recommend the HCSA program to those considering the profession. (Graduate survey, Section 2.A)

Adequately prepared:

69.9% of the respondents (n=16) positively rated that the HCSA curriculum at FSU adequately prepared them for an entry-level posting in an administrative/managerial

role within a health care setting. While the remaining 30.4% indicated, the HCSA curriculum at FSU did not adequately prepare them for an entry-level posting in an administrative/managerial role within a health care setting.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 16 | 69.6 | 69.6 | 69.6 |
| | No | 7 | 30.4 | 30.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Recommend FSU's HCSA Program:

Respondents were also asked whether they would recommend FSU's HCSA program for other students interested in the profession. 82.6 % of the respondents indicated that they would recommend the HCSA program to those considering the profession. While 17.4% indicated that they would not recommend FSU's HCSA program

Recommend FSU's HCSA program

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 19 | 82.6 | 82.6 | 82.6 |
| | No | 4 | 17.4 | 17.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

2.) The advisory committee was surveyed and 100% of respondents (2) indicated the program meets the needs of the health care administration community. And the curriculum is reflective of current health information practice. (Advisory committee perceptions, Section 2.F.)

| HCSA Advisory Board Perceptions of Program | A | B | C | D | E | No Response |
|---|---|---|---|---|---|-------------|
| 1. Courses available at times convenient for students. | 0 | 1 | 0 | 0 | 0 | 1 |
| 2. Program meets needs of health care administration community. | 2 | 0 | 0 | 0 | 0 | 0 |
| 3. Faculty in the program are qualified. | 0 | 1 | 0 | 0 | 0 | 1 |
| 4. Lab facilities for the program are adequate. | 0 | 1 | 0 | 0 | 0 | 1 |
| 5. Graduates are in high demand. | 1 | 1 | 0 | 0 | 0 | 0 |
| 6. Curriculum is reflective of current health practice. | 2 | 0 | 0 | 0 | 0 | 0 |

The employer perceptions of the quality of instruction were obtained via the employer survey which requested the respondents to rate the HCSA graduate/employee's knowledge in eleven areas, consistent to the program objectives. (Employer survey, Section 2.B.)

Employer overall satisfaction:

Employers were asked to rate their overall satisfaction with the knowledge and skills of the Ferris State University graduate's job performance. Employers rated that they were very satisfied with the overall knowledge and skills of the FSU graduate performance. 6.9% (n=2) were very dissatisfied and another 13.8% were somewhat satisfied with the overall knowledge and skills of the FSU graduate performance

Overall satisfaction

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Very Dissatisfied | 2 | 6.9 | 7.7 | 7.7 |
| | Somewhat Satisfied | 4 | 13.8 | 15.4 | 23.1 |
| | Very Satisfied | 20 | 69.0 | 76.9 | 100.0 |
| | Total | 26 | 89.7 | 100.0 | |
| Missing | System | 3 | 10.3 | | |
| | Total | 29 | 100.0 | | |

Additionally, the Site Coordinators at the end of the HCSA student's final internship rated the interns on the many program objectives and professionalism. Each program objective was scored separately, however, 45 out of 48 site coordinators responded interns presented work that was neatly done and had a professional appearance which was above average. (Site Coordinator's Evaluation, Section 2.B)

Presented work that was neatly done and had a professional appearance.

| | | | |
|----|---|---|---|
| 4 | 3 | 2 | 1 |
| 45 | 3 | 0 | 0 |

- 3.) The HCSA programs continue to improve the learning environment. This is done by maintaining state of the art computers in the program laboratory. Many of the software applications are updated annually. Many have quarterly updates. Structured Learning Assistance (SLA) sections are offered for core classes such as medical terminology and anatomy and physiology. The computer laboratory; room 419 in Allied Health was recently renovated as well as a variety of other frequently utilized classrooms; VFS 325, 326A, 328.
- 4.) Professional development by faculty includes attendance at professional seminars/conferences such as the American College of Health Care Executives, American Health Lawyers Association Annual Meeting, and Political Engagement Project (PEP) conferences. Additionally, HCSA faculty has attended Ferris sponsored as well as national critical thinking conferences. Faculty has attended Faculty Center for Teaching and Learning (FCTL) courses including workshops on WebCT. Faculty read publications that are purchased through the department and rotated to all faculty. Information on current issues is also shared at monthly faculty meetings.

See Section 1.C.2. and faculty CVs in the appendix.

- 5.) Faculty have arranged and accompanied students at regional American College of Health Care Executives meeting around the state. Additionally, faculty has volunteered to be guest lecturers on Career Day for students and alumni. Faculty has attended the annual HCMA banquet with students as well as taking graduating students to the Professional Women's breakfast and awards.
- 6.) Learning Centered Teaching and Critical Thinking have been infused into teaching methods by most HCSA faculty. When curriculum review begins, such teaching methods will likely be infused into the revised curriculum and program objectives. Many HCSA courses require role-playing. Role playing enhances the teaching and learning in HCSA classes.
- 7.) Effects of actions identified in paragraph 6 include Socratic questioning and allowing the student to be involved in the formation of class attendance and late assignment policies. (Appendix C) This has enhanced the quality of teaching and learning in the program and has prepared the students for the workforce by preparing and supporting innovative thinkers.

H. COMPOSITION AND QUALITY OF FACULTY

- 1.)
 - a. Marcy Parry-Associate Professor (tenured)
Marilyn Skrocki-Assistant Professor (tenure-track)

Harrison FT temporary faculty
(search in progress) open position tenure track
(search in progress) open position tenure track
(Appendix A)

- b. One promotion award was received by program faculty since the previous program review-Marcy Parry from Assistant to Associate Professor
 - c. See Section I. C.2. for list of professional activities of program faculty as well as faculty CV's in the appendix.
- 2.)
- a. Normal workload is 12 credits per semester, and 24 annualized for year. Overload is usually offered to all tenure track and full time temporary faculty. Typical overload is 2-4 credits per semester. Summer employment (full 12 credits) is often accepted by one tenured track and one tenure-track faculty member. Other faculty has accepted partial summer workload schedules.
 - b. The workload policy within the college allows a small amount of release time for faculty members to oversee courses with multiple sections. New tenure track, temporary and adjunct faculty are mentored by more experienced faculty who are available to answer questions about specific courses and to ensure course consistency. Release time is provided for program and internship coordination; 25% release time or 3 credits per semester.
- 3.) Recruitment
- a. Faculty are recruited through a combination of methods. When an opening occurs, an advertisement is placed in the *Chronicle of Higher Education*, on higherjobs.com and in local newspapers. In addition, the faculty and program leadership contacts their professional network to make individuals aware of the position that has become available.
 - b. Faculty are required to have earned a minimum of a master's degree in health care administration or a related field and have 3-5 years of recent work experience in an administrative capacity in a health care organization. The doctorally prepared faculty member is preferred as is past teaching experience. The program strongly encourages ethnic minorities to apply and does not discriminate on the basis of ethnicity or gender. The program's goal is to have faculty that proportionately represent the health care administrators in the country. The program has been successful in attracting a proportionate number of male and female

faculty members. However, it has not been successful in attracting ethnic minority faculty.

- 4.) Orientation: New tenure tract and temporary faculty members are required to attend the new faculty orientation sessions sponsored through the Faculty Center for Teaching and Learning during their first year of employment at the university. They are required to attend a 4 hour long orientation session specific to the College of Allied Health Sciences during the first week of the fall semester. In addition, they are assigned a faculty mentor for the duration of their pre-tenure period. Additional sessions that deal with issues such as advising, grading, curriculum change processes etc are sponsored by the dean's office in Allied Health. All faculty are strongly encouraged to attend.

Adjunct faculty are strongly encouraged to attend the orientation sessions sponsored by The Faculty Center for Teaching and Learning and are invited to attend the college sponsored faculty development activities.

5.) Reward structure:

- a.) Faculty in the Health Care Systems Administration program are eligible for all of the awards and recognitions as all other tenure-track faculty on campus. In addition to the campus-wide availability of funding to attend professional development activities, the faculty in the program is able to apply for and receive up to \$500 in funding from the college's faculty enrichment fund. Due to the program's offering of courses off-campus, occasionally, there is additional departmental funding available to support faculty's professional development. The college's Faculty Enrichment fund is administered by a faculty committee who awards funding.
- b.) Yes, the existing salary structure slightly impacts the program's ability to recruit and retain faculty. Nationally, salary range for an assistant professor ranges from a low of \$55,000 to a high of \$91,667 with an average salary of \$70,613. According to the Bureau of Labor Statistics Occupational Outlook Handbook (<http://bls.gov/oco/ocoso14.htm#earnings>) earnings for medical and health administrators range from \$65,864 to \$45,239 (when converted to 9 month salaries). The most recent program faculty member hired was granted a 9-month salary of \$56,000. Typically the program will seek, as a faculty member, an individual with experience in their field along with an advanced degree. Several individuals have rejected the offer of a position or an interview because of the salary offered.
- c.) Yes, the current reward structure is adequate to support faculty productivity in teaching, research and service. Faculty have availed themselves of the sessions offered through the Faculty Center for

Teaching and Learning, Timme Funding and they have utilized the college's faculty enrichment funding to pursue their continuing development. In addition, one faculty member earned a second master's degree utilizing benefit for tuition offered by the university. Currently, another faculty member is enrolled in a master's program utilizing the same benefit.

- d.) Enhancing diversity and inclusion has not been a component of the reward structure. Faculty are not hired on the basis of race gender or ethnic diversity nor does the reward structure vary based on those criteria. Ongoing efforts are being made to recruit a diverse faculty, however, there has been no opportunity to expand the diversity in the faculty due to lack of applicants.

6.) Non-Tenure Track and Adjunct Faculty

The following table lists the full time non-tenure-track faculty and adjunct faculty members who taught courses in the program during the 2006-2007 academic year.

| Faculty | Full Time | Adjunct | Length of Appointment | Years of Service | Courses Taught |
|------------------|-----------|---------|-----------------------|------------------|--|
| Michael Stowe | X | | 1 year | 1 year | HCSA 335 HCSA 205 CCHS 101 EHSM 315 |
| Cynthia Harrison | X | | 1 year | 1 year | HCSA 220 HCSA 335 CCHS 101 |
| Mark Hutchinson | | X | As needed | 4 years | HCSA 205 HCSA 474 |
| Sharon McInnis | | x | As needed | 2 semesters | HCSA 401 |
| Barb Cote | | X | As needed | 4 semesters | HCSA 433 |
| Regina Scott | | X | As needed | 1 semester | HCSA 320 |

The program has been successful in recruiting non-tenure track faculty to teach in the program during the past 2-3 years.

Full-time non-tenure track and adjunct faculty teach 37% of the sections offered by the program. This is due, in part, to the specialization needed by some of the courses, for example HCSA 433 quality assessment is taught by an adjunct faculty member who holds the position of quality assessment manager in a local hospital.

Adjunct and full-time tenure-track faculty are required to have earned, as a minimum, a master's degree and have a minimum of three years working experience to teach in the

program. All of the faculty listed in 7.a meet or exceed the minimum required qualifications.

The use of non-tenure track faculty is appropriate for the off-campus site in Grand Rapids where there are 2-3 courses offered per semester. This allows the students to benefit from faculty members with extensive work experience. They are supervised by the on-campus program coordinator. One of the one-year temporary faculty members was hired to fill a position that was open due to a failed search during the 2006-2007 academic year. That position has been converted to a full-time tenure track position for the 2007-2008 academic year and as of this date a national search is in progress to fill the position. One ongoing temporary faculty member will remain in that position.

The Health Care Systems Administration Program is not accredited. At the present time, accreditation is not a viable option for the program due to the mix of faculty credentials and the curriculum. Because of the program's nature as a BS program, it could seek only certification from the major accrediting body.

I. SERVICE TO NON-MAJORS

- e.) There are no General Education service courses provided by the program faculty for other departments at FSU.
- f.) The following service courses are provided for other Allied Health curriculums; CCHS 101, HCSA 202 Health Care Law, HCSA 335 Supervisory Planning, HCSA 474 Planning and Promotion in Health Care, 401 Finance Concepts in Health Care. Faculty that teach courses are invited to curriculum reviews for the various programs (Health Information Management and Health Information Technology) to discuss course content and scheduling of the course. Teaching service courses requires the HCSA faculty to accept a greater teaching load and often a higher class size than optimal. Teaching service courses allows the faculty to have full loads/overloads and the number of tenure track faculty awarded.
- g.) Approximately 30% of teaching load is dedicated to teaching the service courses identified in I.b.
- h.) The program will likely decrease its level of service courses as the College has recently approved a Bachelor Degree program for Nuclear Medicine. The requirement for increased number of sections of HCSA 202, 401 and 474 will be reduced because the Nuclear Medicine program restructuring eliminated those courses. There will be a shift because enrollment in HCSA 335 will remain constant or increase due to the revised Nuclear Medicine curriculum. Otherwise dual enrollment has little impact on service courses. Service courses will still need to be taught for Health Information Management and Health Information Technology.

J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA

The tables that are supplied from University Research are self explanatory. However, on Table 2.1, the costs associated with HCSA 320 are obviously incorrect, for example it indicates the instructor cost for the class is \$15,271,137. See highlighted area on table.

**Degree Program Costing Summary
2003-2004**

| | Prog. Crs. Req | Total Instructor Cost* | Total Dept. Cost ** | Total Dean's Cost*** | Total Program Cost |
|------|----------------|------------------------|---------------------|----------------------|--------------------|
| HCSA | 123 | \$15,123.94 | \$3,519.17 | \$2,737.37 | <u>21,380.47</u> |

| | Instructor Cost Per SCH | Dept. Cost Per SCH | Dean's Cost Per SCH | Total Cost Per SCH |
|------|-------------------------|--------------------|---------------------|--------------------|
| HCSA | \$122.96 | \$28.61 | \$22.26 | \$173.82 |

*Instructor Cost – *Salary & Fringe*

** Department Cost – Departmental Level Non Instructor Compensation, Supplies, and Equipment

***Dean’s Cost – Dean’s Level Non Instructor Compensation, Supplies, and Equipment

**Instructor Cost Per SCH for Courses
2003-2004**

| Course | Level | Course Description | Instructor Cost Per SCH* |
|----------|-------|------------------------------------|--------------------------------|
| HCSA 202 | L | Health Care Systems Administration | \$54.98 |
| HCSA 205 | L | Health Care Systems Administration | \$45.41 |
| HCSA 220 | L | Health Care Systems Administration | \$239.17 |
| HCSA 320 | N | Health Care Systems Administration | \$150.11 |
| HCSA 333 | U | Health Care Systems Administration | \$126.84 |
| HCSA 335 | U | Health Care Systems Administration | \$91.19 |
| HCSA 345 | U | Health Care Systems Administration | \$116.20 |
| HCSA 392 | U | Health Care Systems Administration | \$320.59 |
| HCSA 401 | U | Health Care Systems Administration | \$141.65 |
| HCSA 460 | U | Health Care Systems Administration | \$45.10 |
| HCSA 474 | U | Health Care Systems Administration | \$99.19 |
| HCSA 493 | U | Health Care Systems Administration | \$216.71 |

*Instructor Cost – *Salary & Fringe*

All of this information is from *Degree Program Costs 2003 – 2004*

Institutional Research & Testing’s Productivity Report; Fall 2001-Winter 2006 provides a departmental data on productivity, however, does not provide program specific data. (Table 2.2) FSU average total instructor cost is \$191.56. (Table 2.3) Average total instructor cost for faculty in Allied Health is \$183.21. (Table 2.4) Average total cost for Instructors in HCSA is \$171.22 (Table 2.5) This is below both the College and the University’s total instructor costs. Due to the fact, the HCSA program relies on adjunct professors to teach approximately 30% of course load, and the program operates with 4 tenure track and 1 full-time temporary positions. The program is very productive.

K. ASSESSMENT AND EFFECTIVENESS

1.) HCSA tracks the effectiveness of the program by closely monitoring the Site Coordinator’s Final assessment of the Intern at the completion of a 12 week internship. Students take this internship immediately preceding graduation. This tool assesses each student’s ability to meet the program objectives. (See Summer 06 Site Coordinator Evaluation Section 2.B.) Additionally graduate surveys have been utilized to determine the program effectiveness.

2.) Trend data is not available as this is a new process for the program.

3.) Site Coordinator Evaluations will be shared with the Advisory Council at our next meeting. Additionally, such information will be shared when program review begins Fall 07.

4.) Trend date is not available at this time to determine how the program goals are being met.

L. ADMINISTRATION EFFECTIVENESS

1.) Adequacy of administrative and clerical support

Until January, 2006, our department head was Ellen Haneline. She is very supportive of the programs. She has always had the foresight to determine the appropriate direction for the program. Roger Daugherty is the Interim Department Head and is also supportive of the HCSA program. We share a secretary with four other programs. She is very efficient and is always willing to provide clerical support to the department. The department recently hired a part-time secretary to help with department clerical tasks. The secretarial support in our Student Affairs office is able to meet the needs of the college. The tasks in this area were recently reviewed by an outside consultant. The suggestions were considered and many procedures revised to increase the efficiency in this area. The counselor provides academic and career counseling for CAHS students.

2.) Efficiency of the program/department

Marilyn Skrocki, the program coordinator, is efficient in her role. Regular program meetings are conducted. Recently, there has been some disruption to the program, as a recently hired tenure track faculty member resigned to take a position in Chicago. Marilyn Skrocki requested to be removed from her duties as of Fall 2007 and will be replaced by Paula Hagstrom. Paula Hagstrom, who is also the program coordinator for the HIM/HIT programs, knows the needs of the program as she has fulfilled this role in the past and will be a strong program coordinator for the program

3.) Class and teaching schedule preparation

The department head prepares the class schedule with input from the faculty. This process works well for the program.

4.) Students' ability to take courses in a timely manner

Normally students can complete the program in 4 years. However, some students have expressed concern about HCSA classes meeting their maximum student enrollment early in the registration process. Without more class sections offered, the result is to allow several students enroll via overload or to require some students with low credit hours to delay taking certain HCSA classes.

Facilities and Equipment

Section 4: Facilities and equipment

A. INSTRUCTIONAL ENVIROMENT

1.) The HCSA program shares a laboratory with Medical Records which is located in the Victor F. Spathelf building on the Big Rapids campus. The lab occupies 300 square feet of space. The lab was recently renovated with new tables to be used as student desks. The tables will accommodate 35 students. This lab has 23 computers, 22 for students and one for classroom instruction. Within the last five years, every computer in the laboratory has been replaced with a new computer. Three of the classrooms in CAHS have been renovated with new desks/tables and “smart classroom” equipment to improve the instructional facilities in our building. Two additional CAHS classrooms are currently being renovated and will be available for instructional use in Fall '07.

2.) The condition of the current facilities positively impacts the program. The Big Rapids survey of student perceptions (below) indicated greater than 69% of students are happy with the rooms, space, lighting, etc but about 45% feel the numbers of computers are acceptable, fair or poor. More than 25% did not know there is wireless capability in the building.

The survey of instructions resources in Grand Rapids seventy-two percent of students are happy with the rooms, space, lighting, etc but about 52% feel the numbers of computers are acceptable, fair or poor. Also, the majority of students indicated the computers are available are well maintained. More than 25% did not know there is wireless capability in the building.

3.) At the Grand Rapids campus, there is not a dedicated computer laboratory for the HCSA program. At times, it is difficult to schedule classrooms to accommodate the number of classes that we need to offer each semester. We schedule around other classes to accommodate our students for classroom and computer lab space. The number of computers and laboratory facilities are adequate for instruction in the HCSA program in Big Rapids. CAHS has a computer lab that is accessible to faculty and students.

4.) Current plans for facility improvement includes the two additional classroom renovations taking place summer '07.

A survey and evaluation of the facilities and computer access and availability for current students at both the Grand Rapids and Big Rapids campus' was gathered.

A synopsis of Big Rapids data:

Instructional support services

Seventy-one percent the students believe the resources available to them are good to excellent, but about 13% don't know what's available.

Fourteen percent think the staff is not very knowledgeable but the majority (60%) thinks they are interested.

Instructional lecture facilities

Instructional computer resources (e.g. hardware and software)

More than 60% of student felt that the computer resources available to them are good to excellent, but again, more than 25% were unaware of wireless capability on campus.

Instructional materials (e.g. software, textbooks, reference books, supplies. Etc

It is no surprise that 70% of the students feel that books/supplies cost too much.

The majority thinks they are available and conveniently located, are relevant.

Synopsis of Grand Rapids data:

Instructional support services

Fifty-five percent the students believe the resources available to them are good to excellent, but about 11% don't know what's available.

Seventy-two percent of those surveyed the staff is knowledgeable.

Instructional lecture facilities

Seventy-two percent of students are happy with the rooms, space, lighting, etc but about 52% feel the numbers of computers are acceptable, fair or poor. Also, the majority of students feel that what computers are available are well maintained.

More than 25% did not know there is wireless capability in the building.

Instructional computer resources (e.g. hardware and software)

More than 60% of student felt that the computer resources available to them are good to excellent, but again, 31% were unaware of wireless capability in the building.

Instructional materials(e.g. software, textbooks, reference books, supplies. Etc

Fewer students in GR feel that books/supplies cost too much, but 58% are concerned about the costs of the texts.

The majority think they are available and conveniently located, are relevant.

The survey results are provided in the following tables;

Student Perceptions of HSCA Instructional Resources (Big Rapids)

INSTRUCTIONS: Rate each item using the following guide.

| | | | | | | | |
|--|---|----|----|----|----|----|----------|
| <p>1 Poor is seriously inadequate, bottom 5 to 10%</p> <p>2 Below Expectations is only fair, bottom one-third</p> <p>3 Acceptable is average, the middle-third</p> | <p>4 Good is a strong rating, top one-third</p> <p>5 Excellent means nearly ideal, top 5 to 10%</p> <p>6 Don't Know</p> | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | Comments |
| 1. Instructional support services (such as tutoring, FLITE, Writing Center, SAT, TAC, etc) are: Available to meet your needs and interests | 1 | 2 | 11 | 46 | 18 | 12 | |
| Provided by knowledgeable staff | 13 | 0 | 40 | 29 | 0 | 7 | |
| Interested staff | 1 | 4 | 20 | 33 | 22 | 9 | |
| 2. Instructional lecture facilities: Provide adequate lighting, ventilation, heating, sound, etc. | 0 | 3 | 17 | 43 | 26 | 1 | |
| Provide appropriate working/learning environment, e.g. size of room, seating, desk space, etc | 0 | 5 | 11 | 43 | 29 | 1 | |
| Include enough computer work stations, specifically VFS419, for the number of students enrolled | 6 | 16 | 20 | 25 | 17 | 6 | |
| Are functional and well maintained. | 0 | 5 | 13 | 48 | 22 | 1 | |
| Are available on an equal basis for all students | 0 | 3 | 22 | 36 | 28 | 1 | |
| Include wireless capability to access the network/internet. | 2 | 4 | 6 | 23 | 29 | 25 | |

| | | | | | | | |
|--|----|----|----|----|----|----|--|
| 3. Instructional computer resources (e.g. hardware and software) are Current and representative of industry | 2 | 3 | 12 | 35 | 29 | 9 | |
| In sufficient quantity to avoid long delays in use | 0 | 3 | 16 | 40 | 22 | 9 | |
| Safe and in good condition | 1 | 2 | 11 | 42 | 27 | 8 | |
| Include wireless capability to access the network/internet. | 2 | 2 | 7 | 33 | 20 | 26 | |
| 4. Instructional materials(e.g. software, textbooks, reference books, supplies. etc) are: Available and conveniently located for use as needed | 3 | 4 | 14 | 40 | 26 | 3 | |
| Current and meaningful to the subject | 3 | 4 | 20 | 40 | 21 | 2 | |
| Available at reasonable cost | 10 | 20 | 33 | 20 | 6 | 1 | |

Student Perceptions of HSCA Instructional Resources (Grand Rapids)

INSTRUCTIONS: Rate each item using the following guide.

| | | | | | | | |
|--|---|---|----|----|----|---|--|
| 2 Poor is seriously inadequate, bottom 5 to 10% | | | | | | | 4 Good is a strong rating, top one-third |
| 2 Below Expectations is only fair, bottom one-third | | | | | | | 5 Excellent means nearly ideal, top 5 to 10% |
| 3 Acceptable is average, the middle-third | | | | | | | 6 Don't Know |
| | 1 | 2 | 3 | 4 | 5 | 6 | Comments |
| 1. Instructional support services (such as tutoring, FLITE, Writing Center, SAT, TAC, etc) are: Available to meet your needs and interests | 2 | 1 | 17 | 20 | 14 | 7 | |
| Provided by knowledgeable staff | 2 | 2 | 9 | 20 | 22 | 6 | |

| | | | | | | | |
|--|---|----|----|----|----|----|--|
| Interested staff | 2 | 3 | 6 | 22 | 17 | 10 | |
| 2. Instructional lecture facilities: Provide adequate lighting, ventilation, heating, sound, etc. | 1 | 2 | 9 | 23 | 21 | 3 | |
| Provide appropriate working/learning environment, e.g. size of room, seating, desk space, etc | 0 | 4 | 16 | 25 | 13 | 2 | |
| Include enough computer work stations, specifically for the number of students enrolled | 9 | 8 | 15 | 11 | 6 | 12 | |
| Are functional and well maintained. | 1 | 2 | 16 | 25 | 13 | 5 | |
| Are available on an equal basis for all students | 1 | 3 | 10 | 21 | 17 | 10 | |
| Include wireless capability to access the network/internet | 4 | 3 | 9 | 14 | 15 | 17 | |
| 3. Instructional computer resources (e.g. hardware and software) are Current and representative of industry | 2 | 3 | 12 | 16 | 12 | 16 | |
| In sufficient quantity to avoid long delays in use | 3 | 4 | 9 | 17 | 11 | 17 | |
| Safe and in good condition | 2 | 3 | 9 | 18 | 16 | 14 | |
| Include wireless capability to access the network/internet. | 3 | 4 | 8 | 11 | 14 | 19 | |
| 4. Instructional materials(e.g. software, textbooks, reference books, supplies. etc) are: Available and conveniently located for use as needed | 4 | 7 | 11 | 17 | 16 | 5 | |
| Current and meaningful to the subject | 2 | 1 | 15 | 20 | 19 | 4 | |
| Available at reasonable cost | 4 | 11 | 20 | 15 | 7 | 5 | |

Remarks

- I've never really tried to get tutoring
- Not familiar with all of these support services - only know about FLITE due to an in-service from an instructor
- FLITE training was not a good class
- FLITE not clear
- FLITE presentation was too fast
- FLITE librarians were terrible. Moved too fast. Didn't explain things well at all.
- Weren't enough computers
- Not in Grand Rapids
- I have not used the services
- Many services offered exclusively at Big Rapids
- Next to non-existent
- Support services for HCSA? Tutors? If so, need to advertise adequately
- Only use computer lab for computer lab
- I have not used the services
- FLITE librarian came down from Big Rapids last semester (Healthcare Law)
- The teacher that I have had have been great
- I have not used the services
- HCSA 202 & 320 - Both instructors very knowledgeable
- Adjoining room is too loud
- Hear loud noise from classroom next door
- Overheads and projectors give teachers fits
- Professor had difficulty using equipment until Ferris staff provided professor with passwords
- Rooms too small without windows
- Chairs are uncomfortable
- Some rooms are rather small
- Chairs are nasty - need to be cleaned
- Chairs are very uncomfortable
- Don't use computers in class yet
- Not enough computer/cramped space
- Ref Works training class
- FLITE Training
- Not an issue in this class
- No computers
- Not applicable
- HCSA 202 when FLITE librarian came - not enough computers or seats
- Not applicable
- Told our personal laptops would not work

- ? Not sure - I don't use
- I have not used the services
- Classroom computer has issues working
- I have not used the services
- I have not used the services
- ?
- I have not used the services
- Bookstore didn't have enough textbooks available
- Difficult to obtain book at beginning of course - also paying for a supplemental book that was packaged with the main book which we have not
- Software not available
- Would be nice to get online
- Books were late coming in to bookstore
- Not in Grand Rapids
- Essentials of Managed Care - text book out of date and very user unfriendly
- Books are expensive, not enough 2nd hand books available
- Textbooks are costly!!
- Grand Rapids had a hard time getting books in at the bookstore

B. COMPUTER ACCESS AND AVAILABILITY

- 1.) CAHS has a computer lab that can be used by faculty and students. All computers have the Microsoft Office package which allow them to do word processing, Excel, Visio, Access, and PowerPoint. The HCSA program shares a lab with Medical Records, which has 23 computers, 22 available for student use and one by faculty.
- 2.) The CAHS computer lab hours include both day and evening times. The computer lab can also be reserved for classes

The HCSA laboratory (which is shared with Medical Records) provides students access to projects and activities, but is also used to check email, or access other course materials via WebCT. Students can use the Internet to research their project activities.

- 3.) In Big Rapids, we believe the number of computers in the CAHS is adequate to meet the needs of our students.

| | | | | | | |
|---|---|---|----|----|---|----|
| Include enough computer work stations, specifically for the number of students enrolled | 9 | 8 | 15 | 11 | 6 | 12 |
|---|---|---|----|----|---|----|

However, in Grand Rapids the students 31% responded the amount is poor or below expectations.

| | | | | | | |
|---|---|----|----|----|----|---|
| Include enough computer work stations, specifically VFS419, for the number of students enrolled | 6 | 16 | 20 | 25 | 17 | 6 |
|---|---|----|----|----|----|---|

- 4.) An acquisition plan does not currently exist.
- 5.) WebCt is currently being utilized for enhanced courses. More on-line classes in HCSA will be needed. The number of health care administration degrees being offered online is constantly growing. Increasing online and mixed delivery course offerings is a future direction to be considered by the Health Care Systems Administration faculty. Before pursuing this path, the benefits and pitfalls of online courses and web-enhanced courses must be taken into account. Weighing the expressed and perceived benefits and disadvantages of online courses and mixed delivery courses, it appears that these modes of instruction are viable options to traditional classroom instruction. In the future, more online instruction is planned to be incorporated into the Health Care Systems Administration program.

- 6.) We are very fortunate to have had very supportive assistance through TAC. When there are computer problems, TAC responds in a timely manner, often within the hour. The computer technicians are very helpful. Support for WebCT is getting better. At the start of the semester, there are usually access problems, but they can often be resolved the same day.

C. OTHER INSTRUCTIONAL TECHNOLOGY

- 1-3.) The use of current DVD's is used to explain and role play various issues that affect administrators in health care. Other than instructional DVD's the HCSA program does not require other types of instructional technology resources.
- 4.) The HCSA program in conjunction with the Medical Record program has a computer replacement plan. Each computer in the HCSA/Medical Record laboratory is replaced every five years using departmental and/or Perkins funds.
- 5.) This is not applicable to the HCSA program.

D. LIBRARY RESOURCES

- 1.) The Ferris Library for Information, Technology and Education (FLITE) provides a substantial number of resources to students in the health care systems administration program. Relevant books, journals, and databases are available, with many of the resources accessible online. Beyond the aforementioned information resources, the library also provides students with access to computers with high-speed Internet connections, wireless connectivity capabilities, private and group study rooms, and instructional studios that may be utilized for library instruction sessions or regular classroom sessions when a computer lab is desired. A discussion of some of the information resources made available by FLITE follows.

Books: An annual budget is allotted specifically towards the purchase of print books for health care systems administration. (Appendix E) Input from the faculty is taken into account when selecting books, as are core lists that include the now defunct *Brandon/Hill Selected List of Print Books and Journals in Allied Health* and the current *Doody's Core Titles* that has assumed the role of providing core lists of books and journals for health and medical libraries. In addition to the annual budget for print books, there are many relevant books available online through the library's subscriptions to *ebrary* and *NetLibrary*. *Ebrary* alone contains over 25,000 full-text books that enhances the library's collection and resources available to students and faculty. Also, an

online collection of health and medical reference books is available through *Stat!Ref*, as are medical encyclopedias through the *Gale Virtual Reference Library*.

Journals: The library provides access to nearly 10,000 journals, most of which are online. Because of the diverse subject areas encompassed in health care systems administration, the following list of journals relevant to the program is not considered to be exhaustive.

| Journal Title | Publisher/Source |
|---|---|
| AHRQ research activities | Free Online |
| American Hospital Association guide to the health care field. | Print Standing Order |
| American Hospital Association hospital statistics. | Print Standing Order |
| American journal of managed care | Free Online |
| American journal of medical quality | Sage |
| Annals of health law | Lexis/Nexis |
| Annals of long-term care | Open Access |
| Approved drug products with therapeutic equivalence evaluations | Free Online |
| Biomedical safety & standards | Gale Databases |
| BMJ | Print Subscription; Online free with 1 year embargo |
| Clinical governance | Emerald, Proquest |
| Contemporary longterm care | Gale Databases |
| European journal of health economics | Springer |
| European journal of health law | Springer |
| Evaluation and program planning | Elsevier ScienceDirect |
| Evaluation & the health professions | Sage |
| Evaluation review | Sage |
| Families systems & health | PsycArticles; Gale Databases |
| Frontiers of health services management | ABI/Inform |
| Group practice journal. | Print Subscription |
| Hastings Center report | Print Subscription |
| Health affairs | ABI/Inform; Lexis/Nexis |
| Health care analysis | Springer |
| Health care financing review | Many sources; Print subscription |

| | |
|--|---|
| Health care management review | Gale Databases |
| Health care management science | Springer |
| Health care state rankings | Print (every other year) |
| Health care strategic management | ABI/Inform; Gale Databases |
| Health data management | Print Subscription; Available online through many sources |
| Health economics | Wiley |
| Health matrix : the journal of law-medicine | Lexis/Nexis |
| Health policy | Elsevier ScienceDirect |
| Health policy and Planning | Oxford |
| Health services & outcomes research methodology | Springer |
| Health services research | PubMed, Blackwell |
| Health, United States | Free Online |
| Healthcare benchmarks and quality improvement | Gale Databases |
| Healthcare executive | ABI/Inform |
| Healthcare financial management | ABI/Inform, Gale Databases |
| health care manager | Gale Databases |
| Healthcare risk management | Gale Databases |
| Hospital access management | Gale Databases |
| Hospital law's Regan report | Gale Databases |
| Hospital material\$ management | ABI/Inform; Gale Databases; Print subscription |
| Hospital peer review | Gale Databases |
| Hospital purchasing news | Gale Databases |
| Hospital topics | Lexis/Nexis; Gale Databases; Print subscription |
| Hospitals & health networks | ABI/Inform |
| Inquiry. | Print Subscription |
| International journal for quality in health care | Oxford |
| International journal of health care quality assurance incorporating Leadership in health services | Emerald |
| International journal of health planning and management | Wiley |
| Issues in law & medicine | Lexis/Nexis; Gale Databases |

| | |
|---|--|
| Joint Commission journal on quality and patient safety | Print subscription w/ free online |
| Joint Commission perspectives. | Print Subscription |
| JONA'S healthcare law, ethics, and regulation | Ovid |
| Journal of aging and health | Sage |
| Journal of clinical monitoring and computing | Springer |
| Journal of community health | Springer |
| Journal of correctional health care | Sage |
| Journal of emergency nursing | Elsevier ScienceDirect |
| Journal of health and hospital law | Lexis/Nexis |
| Journal of health and human services administration | ABI/Inform |
| Journal of health care compliance | ABI/Inform |
| Journal of health care finance | ABI/Inform; Gale Databases |
| Journal of health care for the poor and underserved | Project MUSE |
| Journal of health care law & policy | Wilson Select |
| Journal of health communication | CMMC w/ 1-year embargo |
| Journal of health economics | Elsevier ScienceDirect |
| Journal of health management | Sage |
| Journal of health organization and management | ABI/Inform w/ 1 year embargo |
| Journal of health politics, policy and law | Duke University Press Print subscription w/ free online |
| Journal of healthcare management | ABI/Inform; Gale Databases |
| Journal of infectious diseases | Print subscription w/ free online |
| Journal of law, medicine & ethics | Lexis/Nexis; Gale Databases |
| Journal of medical ethics | Print Subscription |
| Journal of medical systems | Springer |
| Journal of multicultural nursing & health | Print Subscription |
| Journal of the American Medical Directors Association | Elsevier ScienceDirect |
| Journal of the American Medical Informatics Association | Print subscription w/ free online |
| Marketing health services | Lexis/Nexis |
| Medical benefits | Gale Databases |
| Medical Care | Microform Subscription |

| | |
|---|--------------------------------------|
| Medical care research and review : MCRR | Sage |
| Medical economics | Print Subscription |
| Medicine, health care & philosophy | Springer |
| Michigan medicine | Print Subscription |
| Milbank quarterly | Blackwell |
| Modern healthcare | various databases |
| Nursing & health sciences | Blackwell |
| Nursing homes : long term care management | ABI/Inform; Gale Databases |
| Philosophy & Medicine | Print Standing Order |
| Physician characteristics and distribution in the U.S | Print Standing Order (every 3 years) |
| Policy, politics & nursing practice | Sage |
| Provider | Free Online |
| Quality & safety in health care | Free Online w/ 1 year embargo |
| Quality management in health care | Gale Databases |
| Safety & health | Print Subscription |
| State health watch | Gale Databases |

Databases: Databases relevant to health care systems administration span the subject areas of:

- General and multidisciplinary resources
- Health and medical resources
- Newspaper and news service resources

The primary databases relevant to health care systems administration that are categorized as health and medical resources include:

| |
|---|
| Cumulative Index of Nursing and Allied Health |
| Health and Wellness Resource Center |
| Health Reference Center |
| PubMed/Medline |
| Searchable health sciences journal collections made available through ScienceDirect and Sage. |

- 2.) Formally trained librarians, including a health sciences librarian, are available to provide reference services through various routes, including in-person consultations, via phone, e-mail, or live chat. The health sciences librarian acts as a direct liaison to the program and communicates with the health care systems administration faculty to insure that proper library resources are being selected to support the curriculum, and also provides library instruction sessions to classes held at the main campus location in Big Rapids, as well as at other Ferris State University sites.
- 3.) The budget allocation provided by FLITE is adequate to meet our needs. A librarian regularly asks for input from faculty in regard to book purchases for the library.

Conclusions

Section 5: Conclusion

A. RELATIONSHIP TO FSU MISSION

The program is consistent with the University's mission because it provides opportunities for students to learn a career and enter a profession.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The HCSA program is unique due to the requirement of an internship. We are one of only two such programs in the state. The program provides an opportunity for students enrolled in clinical associate degree programs to earn a bachelor degree concurrently.

C. PROGRAM VALUE

The program has value on several levels. For the state, the program provides prepared graduates for entry level supervisory positions. For the University, the program provides a mechanism to retain students by allowing them to enroll in a Bachelor program concurrently with their associate degree clinical program. For the student, it provides the dual degree student with enhanced employment opportunities.

D. ENROLLMENT

Since the time of the last Academic Program Review, enrollment has increased from 74 students in Fall 02 to 214 students in Fall 06 (On-campus). Likewise, enrollment off-campus continues to grow in the same time period. Enrollment increased from 12 students to 41 students. Enrollment remains strong.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

The majority of the students are Michigan residents, Caucasian, and predominantly female. The quality of students in 2006, as represented by GPA scores shows that the average GPA is 3.16, which is an increase over 2002, when it was 2.85. Additionally, the ACT score in 2006 Fall is 20.4, which is an increase from 18.8 in 2002 Fall. Students are very employable, as indicated by the employer survey where the overwhelming majority stated they would hire another HCSA Ferris State University graduate.

F. QUALITY OF CURRICULUM AND INSTRUCTION

The curriculum for the HCSA program has been designed to provide the graduate with a broad background in administration and management. The quality of the

curriculum is validated by employers and internship supervisors who indicate students are adequately prepared. The curriculum meets the program objectives. Instruction is of high quality, as indicated on student surveys.

G. COMPOSITION AND QUALITY OF THE FACULTY

Faculty members teaching within the program are highly qualified and have extensive work experience in healthcare. The program has experienced, in the past five years, turnover in faculty. At the present time, there is a search underway to fill a third tenure-track position. (Appendix A) The turnover in the program has resulted in the need for new faculty members to orient more recent hires.

In conclusion, the program review committee believes this is an excellent program that warrants continuation.

Tenure and Tenure-Track Faculty Curricula Vitae

Marcy Parry, MAcct., MS, CPA

Parrym@ferris.edu
20630 18 Mile Rd. Big Rapids, MI 49307

231-591-2273 Office
231-796-4534 Home

EXPERIENCE

Ferris State University (Big Rapids, MI) – College of Allied Health Sciences **Associate Professor - Health Management Department** **1991 - present**

Courses taught

- Healthcare Finance
- Healthcare Strategy & Planning
- Computers in Health Care
- Orientation to Health Care
- Epidemiology & Statistics
- Introduction to Epidemiology
- Environmental Health Statistics
- Technical Internship
- Management Internship
- Ferris State University Seminar
- Non-Profit Accounting (College of Business)
- Teambuilding
- Introduction to Honors

Other

- Co-advisor for student organization (3 years)
- Student advisor (ongoing)
- Multiple college/university teams & committees (ongoing)

Expanded requirements to include team development, creativity, original writing & speaking. Finance course results in a fully supported budget sequence in Excel. Emphasis in all courses includes critical thinking, computing, quality, teaming, & awareness of current trends. Engaged in ongoing course design, online development & curriculum revision for program & department.

Private practice **1981 - 1990**

- Consulting & tax planning/compliance for small businesses & partnerships in healthcare, real estate, sales, & service industries.

GTE (Westfield, IN & Durham, NC) **1987-1990**

National Database Administrator (7 companies, 38 states)

- Designed system specifications & data dictionary to combine several diverse companies into a single national hierarchal financial database, administered & maintained 20+ databases
- Trainer & end-user liaison for 200 local employees & thousands nationwide for micro/mainframe & downloading/RAMIS issues

Senior Reporting Analyst

- Coordinated internal & external audits, designed multi-party reporting systems via relational databases
- Re-tooled budget reporting to facilitate control of \$ 6 million budget

Ohio State University – College of Business **1986 – 1987**

Faculty – Accounting/finance

Courses taught

(quarter system)

- Introductory & Intermediate Accounting (I & II for each)
- Cost Accounting
- Managerial Accounting
- Introductory & Intermediate Finance

Other

- Counseled students
- Initiated Accounting Club

EXPERIENCE, continued

M L Parry

University of North Carolina Hospitals (Chapel Hill, NC)

750 bed teaching hospital

\$150 million operating budget \$40 million capital budget

Assistant Controller

1982 - 1985

- Spearheaded successful general ledger conversion, initiated fixed asset conversion, converted trust funds (49) from manual to computerized system
- Negotiated RFPs & faculty physician group contracts
- Motivated & empowered staff resulting in increased productivity, significantly decreased turnover & expanded upward job mobility
- Acclaimed as leader of first 'clean' audit in hospital's history
- Commended by Board for outstanding cash management
- Converted hospital to accrual reporting & maintained both cash & accrual systems
- Directed activities of third party audits, general & trust fund accounting, payroll, payables, fixed assets & financial systems
- Established goals & objectives for team of 50 employees

Arthur Andersen & Co (Columbus, OH)

1979 - 1981

Acting Manager/Tax Senior

- Engaged in tax planning, research, compliance & education for small to large businesses, both domestic & international
- Requested by international subsidiaries to be the liaison with the firm
- Youngest acting manager in the history of the Columbus firm
- Managing partner's personal friend (& general partner of several partnerships) requested permission to retain my services when I left the firm & paid thousands of dollars in fees to do so.

EDUCATION

| | |
|--|------|
| Ferris State University | 2003 |
| Masters of Science in Information Systems Management | |
| Ohio State University | 1979 |
| Master of Accounting | |

PROFESSIONAL

Memberships & licensing

| | |
|--|-----------------|
| Ferris Critical Thinking Institute (founding member) | 2002 - present |
| Healthcare Financial Management Association | 1996 to present |
| Certified Public Accountant (CPA) | 1981 to present |
| American Institute of Certified Professional Accountants | 1981 to present |

Honors & awards

| | |
|---|-----------------------|
| Pilot member of initial Carnegie grant – Political Engagement Project | Summer 2006 - present |
| Nominated & awarded honorary International Golden Key membership | January 2006 |

Presentations, panels, workshops, professional engagements

| | | |
|--|---|--------------------|
| Invited presenter | Critical Thinking Conference | June 8-9, 2006 |
| <ul style="list-style-type: none"> • Small Groups: The Engine of Critical Thinking in the Classroom • Designing Assignments for Critical Thinking • Assessing Student Performances for Critical Thinking • Relating Critical Thinking to Learner-Centered Teaching | Northwestern Michigan University, Traverse City, MI | |
| Invited presenter | Health Care Management Association (Student organization) | March 21, 2006 |
| <ul style="list-style-type: none"> • Federal Taxes 101 aka 1040, 1040A or 1040EZ | Ferris State University Big Rapids, MI | |
| Co-presenter | Western States Communication Association (WSCA) Convention | February 18, 2006 |
| <ul style="list-style-type: none"> • Teaching Students to Think Critically and Communicate Reflectively | Palm Springs, CA | |
| <ul style="list-style-type: none"> • Critical Thinking for Intercultural Competence | College of Arts & Science | February 8, 2006 |
| <ul style="list-style-type: none"> • Introduction to Intellectual Standards • How to Improve Student Learning • Applying the Elements • Overcoming Barriers • Facilitator in all break-outs | Ferris State University Big Rapids, MI | August 17-18, 2005 |
| <ul style="list-style-type: none"> • Developing a Grass Roots Approach to Critical Thinking (panel) | Critical Thinking Institute at FSU Andrews University Berrien Springs, MI | July 13, 2005 |
| <ul style="list-style-type: none"> • Introduction to Intellectual Standards (co-presenter) • How to Improve Student Learning (co-presenter) • Facilitator in all break-outs | Critical Thinking Institute at FSU Grand Rapids, MI | September 2004 |

PROFESSIONAL, cont.

M L Parry

| | | |
|--|---|---------------------------|
| Invited presenter <ul style="list-style-type: none">• From Trauma to Thinking• Information Revolution or Pandora's Box: Thinking Critically Online (co-presenter) | 24 th International Conference Critical Thinking Foundation Palo Alto, CA | July 2004 |
| Panel/presenter <ul style="list-style-type: none">• Unique WebCT Applications | Faculty Week Ferris State University | August 2003 |
| Invited presenter <ul style="list-style-type: none">• How to Improve Student Learning (co-presenter) | Critical Thinking Conference Northwestern Michigan University, Traverse City, MI | June 2003 |
| Presenter/facilitator | 1 st Critical Thinking Conference (2 days) Critical Thinking Institute at FSU Big Rapids, MI | May 2003 |
| Reviewer <ul style="list-style-type: none">• Mayfield Publishing | Basic Statistics for the Health Sciences, 5 th edition, Kuzma & Bohnenblust | Spring 2003 |
| Consultant to consultant | Essential Solutions Detroit Quality Improvement firm | Spring - Fall 2001 |
| Reviewer <ul style="list-style-type: none">• Blackwell Publishing | Financial Management of Health Care Organizations: An Introduction to Fundamental Tools, Concepts, and Applications, 2 nd ed., Zelman, McCue et al | April - September 2001 |
| Panel <ul style="list-style-type: none">• Teaching tips | New faculty orientation Ferris State University | August 2000 |
| Co-presenter <ul style="list-style-type: none">• How to Succeed on Internship | HCSA students College of Allied Health Sciences Ferris State University | Fall 1999 |
| Requested presenter <ul style="list-style-type: none">• Investing Basics | 3 session series conducted for Health Management students | Fall 1998 |
| Invited presenter <ul style="list-style-type: none">• Empower Yourself | NAACP Empowerment Conference Ferris State University | Fall 1996 |

Publications

| | |
|--|----------|
| Thesis: Development of Web-based Core Resources for the College of Allied Health Sciences, Ferris State University | May 2003 |
|--|----------|

PROFESSIONAL, cont.**M L Parry****Sabbatical**

Granted to study critical thinking applications in health care finance & information systems. Winter 2005

Writings to support teaching & internship endeavors (individually or as primary compiler)

| | | |
|---|--------------------------------------|------|
| HCSA 493 Internship Manual (Team member) | HCSA 493, 'management' internship | 2006 |
| Computers in Health Care, 2 nd ed. | HCSA 205 | 2005 |
| Thinking about Healthcare Finance, 1 st ed. | HCSA 401 | |
| Computers in Health Care | HCSA 205 | 2004 |
| Healthcare Finance: Fun Fundamentals, 2 nd ed. | HCSA 401 | |
| Healthcare Finance: Fun Fundamentals | HCSA 401 | 2003 |
| Planning Concepts in Healthcare, 2 nd ed. | HCSA 474 | 2001 |
| Orientation to Health Care, 2 nd ed | CCHS 101 | 2000 |
| Healthcare Finance: The Basic Concepts 3 rd ed | HCSA 401, post curriculum revision | |
| Orientation to Health Care | CCHS 101, new core curriculum course | 1999 |
| HCSA 392 Internship Manual | HCSA 392, 'technical' internship | 1997 |

Seminars/continuing education

| Program name | Institution | CEU/ certificate | Year |
|---|--|-----------------------------|--------------------------|
| • Grant Writing | Ferris State University | N/A | September – October 2006 |
| • Political Engagement in the Classroom | NY Times & Carnegie Foundation | N/A | June 14 -17, 2006 |
| • Learner-Centered Teaching | Snowbird, UT Center for Faculty Teaching & Learning | N/A | May 16-17, 2006 |
| • Adjunct Faculty | Ferris State University Webcast | N/A | May 2006 |
| | At Ferris State University | | |

PROFESSIONAL, cont.**M L Parry****Seminars/continuing education**

- | | | | |
|--|--|---------------|-------------------------|
| • Scanning the Future – Designing Curriculum for the Future | Webcast At Ferris State University | N/A | April 13, 2006 |
| • Six Sigma & Lean Thinking | IIES San Diego, CA | N/A | February 10-12, 2006 |
| • Live IT Up In the Classroom: New Ways to Connect with Students | Webcast John Wiley Publisher | N/A | October 26, 2005 |
| • Designing Assignments for Critical Thinking | Faculty Resource Network by Susan Wolcott, PhD | N/A | October 11, 2005 |
| • Engaging the Online Learner | Ferris State University Learning Community | N/A | Weekly during Fall 2005 |
| • Writing Better Assignments | Ferris State University, Faculty Week | N/A | August 2004 |
| • What Does the Future Hold? | Friday First Forum Grand Rapids, MI | N/A | Jan 2004 |
| • 24 th International Conference | Critical Thinking Foundation Palo Alto, CA | 3 days | July 2004 |
| • 23 Rd International Conference | Critical Thinking Foundation Sonoma, CA | 3 days | July 2003 |
| • HIPAA Privacy Policies & Procedures | Ferris State University | N/A | April 2003 |
| • Train the Trainers | Critical Thinking Foundation Sonoma, CA | 4 days | July 2002 |
| • WebCT – content | Ferris State University | ½ day | November 2001 |
| • WebCT – overview | Ferris State University | 3 days | July 2001 |
| • Equity Conference | Hosted by Ferris State University | 2 days | March 2001 |
| • Socratic Dialectic –Critical Thinking | Ferris State University | ½ day session | Nov 10, 2000 |

PROFESSIONAL, cont.**M L Parry****Seminars/continuing education, cont.**

- Are You History?
Online World Ferris State University 1/2 day session Oct 12, 2000
- Education
Technology
Conference Syllabus 99, San Jose, CA Certificate (3 days) July 1999
- Synergy from
Others Ferris State University N/A Jan 1999
- Applying
Continuing
Quality
Improvement to
the Classroom Ferris State University by Dr.
Robert Cornesky 2 days Jan 1999
- Managed Care HFMA (Healthcare Financial
Management Association)
Chicago, IL Certificate (2 days) Oct 1998
- Introduction to
Grant Searching
& Proposal
Writing Ferris State University N/A April 1998
- Advanced
Microsoft Excel Accountants Education
Group 20 CPE* Oct 1997
- Faculty Summer
Institute -
Technologies in
the Classroom Ferris State University Certificate (3 days) July 1997
- Spring
Conference on
Managed Care:
Minnesota
Experience,
Pricing &
Capitation Health Care Association of
Michigan
Lansing, MI 12 CEU May 1997
- Using the World
Wide Web Accountants Education
Group 10 CPE Fall 1996
- Collaboration,
Learning &
Teaching Ferris State University by
Betsy Wilson U. of
Washington Libraries 1 day Fall 1996
- Distance
Learning
Education Northwestern Michigan
College Certificate (5 days) August 1996

PROFESSIONAL, cont.**M L Parry****Seminars/continuing education, cont.**

- Faculty Summer Institute - Problem Based Learning Ferris State University Certificate (5 days) July 1996
- Summer Institute: Technology, Human Rights & Development MIDEON (Michigan International Development Education Outreach Network) By invitation only Certificate (5 days) June 1996

Course development

| | | |
|---------------------------------|----------------|------|
| Teambuilding, 2 cr. | Sole developer | 2005 |
| Computers in Health Care, 2 cr. | Sole developer | 2003 |

Online course development

| | | |
|-------------------------------------|-------------------|------|
| Introduction to Epidemiology, 1 cr. | Sole developer | 2003 |
| Epidemiology & Statistics, 3 cr. | Sole developer | 2002 |
| Orientation to Health Care, 3 cr. | Primary developer | 2002 |

Grant writing (1996)

Grant proposal: "The Access & Cost Issues Related to Transitory Migrant Workers' Spread of Infectious Diseases" Robert Wood Johnson Foundation Health Care Investigator Awards- co-authored with Dr. Richard Griffin (Professor - Political Science, Program Director - Public Affairs, Ferris State University)
 Status: Passed first round, 3 year grant not awarded

SERVICE**Recruiting & retention**

| | |
|---|-----------|
| Critical Thinking Study Group | 2005-2006 |
| Critical Thinking Study Group | 2004-2005 |
| Dawg Days Critical Thinking Study Group | 2003-2004 |
| Dawg Days Open labs Critical Thinking Study Group | 2002-2003 |
| First Impressions Autumn Adventure Critical Thinking Study Group Pilot program - Learning Style Assessment | 2001-2002 |
| Critical Thinking Study Group Autumn Adventure Dawg Days | 2000-2001 |

SERVICE, cont.**M L Parry****University committees/task forces**

| | |
|---|-------------|
| Health Promotion & Substance Abuse Prevention – Secretary | 2006-2007 |
| Center for Faculty Teaching and Learning – ‘Think Tank’ | 2006-2007 |
| Presidential Task Force – Health Information & Wellness | Fall 2006 |
| Open forum participant-- NCA accreditation online learning team | May 22,2006 |
| Health Promotion & Substance Abuse Prevention | 2005-2006 |
| Presidential Task Force – Technology Support | Fall 2005 |
| Faculty Senate member (elected) | 2004-2005 |
| Faculty Senate E-Board, at large (elected) | 2003-2004 |
| Faculty Senate member (elected) | |
| Chair – General Education Task Force | |
| Faculty Senate E-Board, at large (elected) | 2002-2003 |
| Faculty Senate member (elected) | |
| Chair – General Education Task Force | |
| Workload Review (requested) – College of Business | |
| Faculty Senate member (elected) | 2001-2002 |
| Programmatic Marketing (requested) | |
| General Education – communication | |
| Book Store Advisory – ex-officio | |
| Faculty Senate member (elected) | 2000-2001 |
| Programmatic Marketing (requested) | |
| General Education – communication sub-committee | |
| ‘Extranet’ ad hoc committee | |
| NCA self-study co-chair, criterion IIg | 1999-2000 |
| NCA self-study member, criterion IIe | |
| Secretary - Senate Budget Planning Committee | 1998-99 |
| VP Academic Affairs Search Committee | 1997-98 |
| Senate Budget Planning Committee | |
| Ferris Faculty Association Exception Committee | |
| General Education - Reasoning Ability Assessment Committee | |
| Pilot study member | |
| General Education – Life long learning sub-committee | 1996-97 |
| Arts & Lecture Committee | |

SERVICE, cont.**M L Parry****College committees/task forces**

| | |
|---|-------------|
| Strategic Planning - chair | 2006-2007 |
| Tenure committee – member (3 tenure track faculty) | |
| Search committee – School of Nursing | |
| Interdisciplinary task force: strategic planning | Fall 2005 |
| Strategic Planning | 2005-2006 |
| Search committee - Clinical Lab Sciences | |
| Tenure committee – chair (1 tenure track faculty) | |
| Tenure committee – member (3 tenure track faculty) | |
| Chair – Strategic Planning | 2004-2005 |
| Tenure committee – member (2 tenure track faculty) | |
| Chair – Strategic Planning | 2003-2004 |
| Core Curriculum | |
| Recruiting & Retention | |
| WebCT User Group | |
| Workload Review – Lab/Online | |
| Tenure committee – member (1 tenure track faculty) | |
| Search committee – Dean of College of Allied Health Sciences | 2002-2003 |
| Chair - Strategic Planning | |
| Recruiting & Retention | |
| WebCT User Group | |
| Tenure committee – member (1 tenure track faculty) | |
| Chair - Strategic Planning | 2001-2002 |
| WebCT User Group | |
| Chair - Curriculum, Assessment & Planning | 2000-2001 |
| Curriculum, Assessment & Planning | 1997-2000 |
| CCHS Non-Clinical Core Task Force | 1997-98 |
| CCHS 101 Core Curriculum Committee | 1998-99 |
| HCMA (student organization) co-advisor, advisor | 1996-1999 |
| Department committees | |
| Chair - Search committee – programmatic faculty (tenure track) | Spring 2006 |
| Chair -: Search committee – programmatic faculty (temporary 1 yr) | |
| Faculty mentoring, weekly | 2005-2006 |
| Search committee- temporary faculty HCSA | 2004-2005 |
| Chair - search committee- tenure track faculty HCSA | 2003-2004 |
| Search committee- temporary faculty HCSA | 2002-2003 |
| Curriculum revision committee | 2001-2002 |

SERVICE, cont.**M L Parry****Community**

| | |
|---|-----------|
| United Church - Liturgist & usher | 1996 - |
| Salvation Army - Bell ringer | present |
| Initiated & implemented college wide donation program of personal care items for WISE (Women's Information Service) & Manna (local food pantry) | |
| Habitat for Humanity - pro bono review for State of Michigan | 2005 |
| Habitat for Humanity construction committee | |
| Friends of the Library - assist with book sales | |
| United Church - Mission Commission | |
| Relay for Life - volunteer & requested reader | |
| Habitat for Humanity construction committee | 2004 |
| Friends of the Library - assist with book sales | |
| United Church - Mission Commission | |
| Relay for Life - volunteer & requested reader | |
| Relay for Life - volunteer & requested reader | |
| Habitat for Humanity construction committee | 2003 |
| Friends of the Library - assist with book sales | |
| United Church - Mission Commission | |
| Starburst - assist with Christmas package wrapping/distribution | |
| Relay for Life - volunteer & requested reader | |
| Habitat for Humanity construction committee | 2002 |
| Habitat for Humanity - pro bono review for State of Michigan | |
| Friends of the Library - assist with book sales | |
| Starburst - assist with Christmas package wrapping/distribution | |
| Habitat for Humanity construction committee & volunteer | 2001 |
| Habitat for Humanity board volunteer | |
| Friends of the Library - assist with book sales | |
| Team manager - Grand Valley Soccer Association | |
| Team captain - CAHS - Relay for Life | |
| Faculty connection - Linking Together to Make A Difference (CCHS 101 fund raiser for American Red Cross - 9/11 tragedy) | |
| Habitat for Humanity board & construction volunteer | 2000 |
| Team captain - CAHS - Relay for Life | |
| United Church - Senior High Sunday School Teacher | |
| United Church - Senior High Sunday School Teacher | 1999 |
| Relay for Life - walker & fund raiser with student organization | 1996-1998 |
| United Church - Substitute Sunday School teacher (& substitute) | |
| United Church - Spiritual Life Commission | |
| Playscape construction volunteer | |
| Citizens' Curriculum Advisory Committee member for Big Rapids Public Schools | |

Marilyn K. Skrocki

5558 Spring Knoll Lane, Bay City, Michigan 48706
989-686-1889 (home); 989-450-8032 (cellular phone); mksjd101@chartermi.net

EXPERIENCE

PROGRAM COORDINATOR/ASSISTANT PROFESSOR August 2005-present

Ferris State University; Big Rapids Michigan

- ◆ Responsible for providing leadership for the Health Care Systems Administration program including; recruitment and retention activities; curriculum oversight; serving as the resource person for program faculty; provide classroom instruction; advising students; participation in program, departmental, and College meetings, and provides service to the department, college, university and professional community

DIRECTOR OF RISK MANAGEMENT/CORPORATE COMPLIANCE January - June 2005

Saint Mary's Medical Center; Saginaw Michigan

- ◆ Responsible for developing and setting standards for the implementation and maintenance of an effective Corporate responsibility Program, which is enforced so it will be effective in preventing and detecting unethical, unlawful conduct
- ◆ Responsible for oversight of all liability, automobile and directors and officers liability claims
- ◆ Oversee medical research activities in conjunction with the IRB Committee

VICE PRESIDENT OF LEGAL AFFAIRS May 2002-January 2005

Saint Mary's Medical Center; Saginaw Michigan

- ◆ Legal Counsel for 2,200 employee medical complex which included responsibility of reviewing and drafting contracts, leases, policies and procedures and medical staff bylaws, in addition to the above stated responsibilities as Director of Risk Management and Corporate Compliance.
- ◆ Provide educational in-services/presentations for compliance with state and federal laws and regulations.

RISK MANAGER July 2001-May 2002

Saint Mary's Medical Center; Saginaw Michigan

- ◆ Minimized risk potential by tracking and trending incidents, patient satisfaction concerns, falls, medication errors, etc.; instituted loss prevention measures; oversight of all liability claims

ADJUNCT PROFESSOR – Health Law 2001-present

Cooley Law School; Lansing Michigan

- ◆ The Health Law class covers cases, statutes, regulations that reflect problems faced by health lawyers

ASSOCIATE ATTORNEY November 1999-July 2001

Chaklos, Jungerheld, Hahn & Washburn, P.C.; Saginaw Michigan

- ◆ Responsible for litigation files in defense firm specializing in medical malpractice and healthcare related claims

LAW CLERK June 1999-November 1999

Kitch, Drutchas, Wagner, Denardis & Valitutti; Lansing Michigan

- ◆ Team member on various medical malpractice cases and corporate hospital issues

RISK MANAGEMENT/CORPORATE COMPLIANCE EXTERNSHIP September 1998-May 1999
Bay Health Systems; Bay City Michigan

- ◆ Actively participated in risk management of a 450-bed hospital; attended Core Compliance Team meetings and seminars with managers formulating individual department compliance programs

CAT SCAN/RADIOLOGIC TECHNOLOGIST October 1987-November 1999
Bay Medical Center; Bay City Michigan

- ◆ Performed diagnostic computer axial tomography procedures at an acute trauma center; served as a risk management representative for the diagnostic imaging department; served as department representative in continuous quality improvement projects

EDUCATION

Thomas M. Cooley Law School Lansing, Michigan
Juris Doctorate, Cum Laude; September 1999

- ◆ Accomplishments:
 - Class Ranking; Top 20%; 17/102
 - Book Award, Certificate of Merit in Labor Law
 - Book Award, Certificate of Merit in Health Law
 - Book Award, Certificate of Merit in Worker's Compensation
 - Food and Drug Law Institute's Summer Internship Program at Georgetown, D.C. (1999)
 - Admitted to the Practice of Law, May 2000

Ferris State University Big Rapids, Michigan
Bachelor of Science with High Distinction in Health Systems Management, August 1995

Delta College University Center, Michigan
Associate of Science in Radiology, August 1983

GUEST SPEAKER

Ferris State University

- ◆ Academic Honors Convocation – “Importance of Academic Success” March 2000

Central Michigan University

- ◆ Healthcare Law – “Role of Risk Manager/In-House Counsel” March 2001

Saginaw Valley State University

- ◆ “Introduction to the Healthcare Regulatory Environment” November 2002

Torch Club International

- ◆ “Paradoxes in the Healthcare Arena, Catch 22” October 2002

Saginaw Valley State University

- ◆ “Patient Rights – It's Not Just Confidentiality” March 2003

Saginaw Bar Association

- ◆ “Ethical, Medical and Legal Issues of Terminally Ill Patients” February 2004

Ferris State University-Health Care Management Association

- ◆ “Roles in Healthcare Administration” April 2005
- ◆ “Future Trends of Managed Care” May 2005

PERSONAL INTERESTS/COMMUNITY INVOLVEMENT

- ◆ Member of Saginaw County Bar Association, Member of Michigan Bar Association
- ◆ Board of Directors Trustee, local chapter of TORCH International

Curriculum Vita

MARIE J SICKELSTEEL, MS RHIT

EDUCATION: Masters of Science, Education, Ferris State University, Big Rapids, MI

EXPERIENCE: Associate Professor, Health Management Programs, 1974-present
Ferris State University, Big Rapids MI

- *Instruction in both Associate Degree and Bachelors Degree medical records and Bachelors Degree health care systems administration curricula.*
- *Internship Coordinator – Medical Records and Health Care Systems Administration (on-campus and off-campus students).*
- *Primary teaching responsibility in ICD-9-CM coding system, Internship Preparation, and Health Care Issues and Reimbursement.*
- *Advisor for medical records and health care administration students.*

ACADEMIC ACTIVITIES: College of Allied Health Sciences, Ferris State University

- Assisted in curriculum revision with creation of new courses and modification of existing courses for Medical Record Technology, Medical Record Management, and Health Care Systems Administration.
- Assisted with development of a coding certificate program.
- Developed and taught weekend and evening curriculum courses to off-campus students for Medical Record Technology, Medical Record Administration, and Health Care System Administration.
- Tenure Faculty Search Committee, Chair 2005
- Internship Coordination Task Force, Member 2003-2004
- Faculty Affairs Committee, Chair (Promotion & Merit, Sabbatical Leave, Tenure, Faculty Enrichment) 1999– present
- College of Allied Health Sciences Reorganization Task Force, Chair 1999-2000

University

- Quality Improvement 2000+ member 2002-2003
- Curriculum Development & Approval Task Force member 1999-2000

AWARDS:

Distinguished Member Award, Michigan Health Information Mgt. Assoc 2003

Honorary Member, Southwest Michigan Health Information Mgt. Assoc. 2001

PROFESSIONAL AFFILIATIONS:

American Health Information Mgt. Assoc.

Michigan Health Information Mgt. Assoc.

- PAST PRESIDENT 1990-91
- PRESIDENT 1989-90
- PRESIDENT ELECT 1988-89
- VICE PRESIDENT 1984-85
- CODING PANEL MEMBER 1988-95
- MHIMA DELEGATE 1989-93
- 1980-84
- 1977-78
- NOMINATING COMMITTEE CHAIR 1999-00
- CENTRAL OFFICE PROJECT MANAGER 1991-93
- SECRETARY 1976-77

Southwest MI Health Information Mgt. Assoc.

Michigan Association of School Boards

PRESENTATIONS:

Coding Roundtables, Facilitator

Coding Workshops

Medical Record Review Workshops for registration candidates 1976-2000

ELECTED OFFICE:

School Board Member, President, Tri County Areas Schools, MI 1989 - 2005

COMMUNITY ACTIVITIES:

Alzheimer's Association, West Michigan Chapter Facilitator for Big Rapids, MI, Support Group. 1996-2005

Curriculum Vita

MARIE J SICKELSTEEL, MS RHIT

EDUCATION: Masters of Science, Education, Ferris State University, Big Rapids, MI

EXPERIENCE: Associate Professor, Health Management Programs, 1974-present
Ferris State University, Big Rapids MI

- *Instruction in both Associate Degree and Bachelors Degree medical records and Bachelors Degree health care systems administration curricula.*
- *Internship Coordinator – Medical Records and Health Care Systems Administration (on-campus and off-campus students).*
- *Primary teaching responsibility in ICD-9-CM coding system, Internship Preparation, and Health Care Issues and Reimbursement.*
- *Advisor for medical records and health care administration students.*

ACADEMIC ACTIVITIES: College of Allied Health Sciences, Ferris State University

- Assisted in curriculum revision with creation of new courses and modification of existing courses for Medical Record Technology, Medical Record Management, and Health Care Systems Administration.
- Assisted with development of a coding certificate program.
- Developed and taught weekend and evening curriculum courses to off-campus students for Medical Record Technology, Medical Record Administration, and Health Care System Administration.
- Tenure Faculty Search Committee, Chair 2005
- Internship Coordination Task Force, Member 2003-2004
- Faculty Affairs Committee, Chair (Promotion & Merit, Sabbatical Leave, Tenure, Faculty Enrichment) 1999– present
- College of Allied Health Sciences Reorganization Task Force, Chair 1999-2000

University

- Quality Improvement 2000+ member 2002-2003
- Curriculum Development & Approval Task Force member 1999-2000

AWARDS:

Distinguished Member Award, Michigan Health Information Mgt. Assoc 2003

Honorary Member, Southwest Michigan Health Information Mgt. Assoc. 2001

PROFESSIONAL AFFILIATIONS:

American Health Information Mgt. Assoc.

Michigan Health Information Mgt. Assoc.

- PAST PRESIDENT 1990-91
- PRESIDENT 1989-90
- PRESIDENT ELECT 1988-89
- VICE PRESIDENT 1984-85
- CODING PANEL MEMBER 1988-95
- MHIMA DELEGATE 1989-93

1980-84

1977-78

- NOMINATING COMMITTEE CHAIR 1999-00
- CENTRAL OFFICE PROJECT MANAGER 1991-93
- SECRETARY 1976-77

Southwest MI Health Information Mgt. Assoc.

Michigan Association of School Boards

PRESENTATIONS:

Coding Roundtables, Facilitator

Coding Workshops

Medical Record Review Workshops for registration candidates 1976-2000

ELECTED OFFICE:

School Board Member, President, Tri County Areas Schools, MI 1989 - 2005

COMMUNITY ACTIVITIES:

Alzheimer's Association, West Michigan Chapter Facilitator for Big Rapids, MI, Support Group. 1996-2005

Curriculum Check Sheets

FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
HEALTH CARE SYSTEMS ADMINISTRATION PROGRAM
Guide for students who enter the program Fall 2006 and beyond

Name _____ SS# _____

| Professional Requirements - 48 cr. Required | | | | |
|--|-----|---|-----|-------|
| | | Course Title prerequisites shown in () | Cr. | Grade |
| HCSA | 202 | Health Care Law (CCHS 101) | 3 | |
| HCSA | 205 | Computers in Health Care (ISYS 105) | 2 | |
| HCSA | 220 | Health Services Administration (CCHS 101) | 3 | |
| HCSA | 320 | Principles of Managed Care (HCSA 205) | 3 | |
| HCSA | 335 | Supervisory Practices in Hlth Care (Mgmt 301 or permission of instructor) | 4 | |
| HCSA | 345 | Internship Orientation | 1 | |
| HCSA | 401 | Finance Concepts in Hlth Care (ACCT 201, CCHS 101) | 4 | |
| HCSA | 433 | Quality Improvement in Hlth Care (CCHS 101, MGMT 301, HCSA 205) | 3 | |
| HCSA | 460 | Principles of Long Term Care (HCSA 320) | 3 | |
| HCSA | 474 | Planning and Promotion in Health Care (HCSA 401-co-requisite) | 4 | |
| HCSA | 392 | Internship I (Department permit) | 6 | |
| HCSA | 493 | Internship 2 (Department permit) | 12 | |
| Core Requirements – 26 cr. Required | | | | |
| ACCT | 201 | Principles of Accounting 1 (MATH 110 with grade of C- or above) | 3 | |
| CCHS | 101 | Orientation to Health Care (None) | 3 | |
| CCHS | 102 | Safety Issues in Health Care (None) | 1 | |
| EHSM | 315 | Epidemiology and Statistics (Enrollment in CAHS) | 3 | |
| ISYS | 105 | Microcomputer Applications (None) | 3 | |
| ISYS | 200 | Database Applications (ISYS 101 or ISYS 105) | 3 | |
| MGMT | 301 | Applied Management (Junior standing or permission of instructor) | 3 | |
| MKTG | 321 | Principles of Marketing (ECON 221) | 3 | |
| MRIS | 103 | Medical Terminology (None) | 4 | |
| Related Electives – 9 cr. (if MATH 115 is required select 6 cr. from the following) | | | | |
| ACCT | 202 | Principles of Accounting 2 (ACCT 201) | 3 | |
| EHSM | 317 | Public Health Administration (EHSM 201 or departmental permission) | 2 | |
| EHSM | 330 | OSHA Laws and Regulations (EHSM 101 or departmental permission) | 2 | |
| FINC | 322 | Financial Management 1 (MATH 115, ACCT 202) | 3 | |
| FINC | 323 | Financial Management 2 (FINC 322) | 3 | |
| FMAN | 321 | Principles of Facilities Management (Department permit) | 3 | |
| HOTM | 301 | Property and Facilities Management (Department permit) | 3 | |
| INSR | 243 | Principles of Risk Management and Insurance (Sophomore standing) | 3 | |
| INSR | 375 | Employee Benefits (INSR 284 or permission of instructor) | 3 | |
| MGMT | 310 | Small Business Management (Second Semester Sophomore standing) | 3 | |
| MGMT | 373 | Human Resource Management (MGMT 301) | 3 | |
| MGMT | 374 | Wage and Salary Administration (MGMT 373 or permission of instructor) | 3 | |
| MGMT | 375 | Collective Bargaining (MGMT 373 or permission of instructor) | 3 | |
| MRIS | 204 | ICD Coding (MRIS 103, BIOL 109, MRIS 101) | 4 | |
| MRIS | 211 | CPT Coding (MRIS 101, BIOL 109, MRIS 101) | 3 | |
| NURS | 228 | Nursing Care of the Elderly (permission of the instructor) | 2 | |
| PSYC | 326 | Industrial and Organizational Psychology (PSYC 150) | 3 | |
| SCWK | 262 | Health Related Social Services (None) | 3 | |
| SOCY | 345 | Field of Aging (SOCY 121 or SOCY 122 or ANTH 122) | 3 | |

| Communication Competence- 15 cr. Required | | | | |
|--|---------|---|-----|-------|
| | | Course Title prerequisites shown in () | Cr. | Grade |
| COMM | 105/221 | Interpersonal Communication OR Small Group Decision Making (none) | 3 | |
| COMM | 365 | Intercultural Communication (COMM 105 or COMM 221) | 3 | |
| ENGL | 150 | English 1 (074 or equivalent or competency test) | 3 | |
| ENGL | 250 | English 2 (ENGL 150) | 3 | |
| ENGL | 321/325 | Advanced Composition OR Advanced Business Writing (ENGL 250) | 3 | |
| Scientific Understanding 8 cr. Required | | | | |
| BIOL | 109 | Basic Human Anatomy and Physiology (None) | 4 | |
| | | Select one course from ASTR, BIOL, CHEM, GEOG 111, GEOG 121, PHSC, PHYS | 4 | |
| Quantitative Skills | | | | |
| MATH | 115 | Intermediate Algebra (Math 110) (if ACT Math subscore of 24 substitute related elective) | 0 | |
| Social Awareness – 9 cr. Required | | | | |
| PSYC | 150 | Introduction to Psychology (None) OR | | |
| SOCY | 121 | Introduction to Sociology (None) | 3 | |
| PSYC | 326 | Industrial and Organizational Psychology (PSYC 150) OR | | |
| SOCY | 373 | Health and Illness in Society (SOCY 121) | 3 | |
| ECON | 221 | Principles of Economics 1 (MATH 110 or equivalent) | 3 | |
| Cultural Enrichment – 9 cr. Required | | | | |
| | | Select 3 courses from the following subject areas, including one at the 200 level or above: One must meet the Global Consciousness Requirement. One must meet the race, ethnicity and gender requirement ARTH, ARTS, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR. PHIL 216 is strongly recommended | | |
| | | Cultural enrichment elective | 3 | |
| | | Cultural enrichment elective | 3 | |
| | | Cultural enrichment elective | 3 | |

124 credit hours required for graduation

Approved 11/03
Revised 3/29/05
Revised 4/26/06

FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
Health Care Systems Administration
For students who enroll Fall 2006 and beyond

FIRST YEAR – FALL

| | | |
|------------------|----------------------------|------------|
| CCHS 101 | Orientation to Health Care | 3 cr. ____ |
| CCHS 102 | Safety Issues in Hlth Care | 1 cr. ____ |
| ENGL 150 | English 1 | 3 cr. ____ |
| *FSUS 100 | FSU Seminar | |
| ISYS 105 | Microcomputer Applications | 3 cr. ____ |
| MRIS 103 | Medical Terminology | 4 cr. ____ |
| | | 14 cr. |

FIRST YEAR – WINTER

| | | |
|-----------------|-------------------------------------|------------|
| BIOL 109 | Basic Human Anatomy & Physiology | 4 cr. ____ |
| COMM 105 | Interpersonal Communications | OR |
| COMM 221 | Small Group Decision Making | 3 cr. ____ |
| ISYS 200 | Database Applications | 3 cr. ____ |
| PSYC 150 | Introduction to Psychology | OR |
| SOCY 121 | Introduction to Sociology | 3 cr. ____ |
| | Cultural Enrichment Elective | 3 cr. ____ |
| | | 16 cr. |

SECOND YEAR – FALL

| | | |
|-----------------|-------------------------------------|------------|
| ACCT 201 | Principles of Accounting 1 | 3 cr. ____ |
| ENGL 250 | English 2 | 3 cr. ____ |
| HCSA 205 | Computers in Health Care | 2 cr. ____ |
| HCSA 220 | Health Services Administration | 3 cr. ____ |
| | Cultural Enrichment Elective | 3 cr. ____ |
| | (Recommended PHIL 216) | 14 cr. |

SECOND YEAR – WINTER

| | | |
|-----------------|--|------------|
| COMM 365 | Intercultural Communication | 3 cr. ____ |
| ECON 221 | Principles of Economics 1 | 3 cr. ____ |
| HCSA 202 | Health Care Law | 3 cr. ____ |
| | Cultural Enrichment Elective | 3 cr. ____ |
| | Scientific Understanding Elective | 4 cr. ____ |
| | | 16 cr. |

THIRD YEAR – FALL

| | | |
|-----------------|-------------------------------|------------|
| HCSA 320 | Principles of Managed Care | 3 cr. ____ |
| MGMT 301 | Applied Management | 3 cr. ____ |
| YC 326 | Organizational Psychology | OR |
| SOCY 373 | Health and Illness in Society | 3 cr. ____ |
| HCSA 345 | Internship Orientation | 1 cr. ____ |
| | Elective | 3 cr. ____ |
| | Elective | 3 cr. ____ |
| | | 16 cr. |

THIRD YEAR – WINTER

| | | |
|-----------------|-----------------------------|------------|
| EHSM 315 | Epidemiology and Statistics | 3 cr. ____ |
| ENGL 321 | Advanced Composition | OR |
| ENGL 325 | Advanced Business Writing | 3 cr. ____ |
| HCSA 335 | Supervisory Practices | 4 cr. ____ |
| MKTG 321 | Principles of Marketing | 3 cr. ____ |
| | Elective | 3 cr. ____ |
| | | 16 cr. |

THIRD YEAR – SUMMER

| | | |
|-----------------|--------------|-------|
| HCSA 392 | Internship 1 | 6 cr. |
|-----------------|--------------|-------|

FOURTH YEAR – FALL

| | | |
|-----------------|-------------------------------------|------------|
| HCSA 401 | Finance Concepts in Health Care | 4 cr. ____ |
| HCSA 433 | Quality Improvement in Health Care | 3 cr. ____ |
| HCSA 460 | Long Term Care Concepts | 3 cr. ____ |
| HCSA 474 | Planning & Promotion in Health Care | 4 cr. ____ |
| | | 14 |

FOURTH YEAR – WINTER

| | | |
|-----------------|--|-------------|
| HCSA 493 | | 12 cr. ____ |
|-----------------|--|-------------|

____ Math Competency (Math 115 – proficiency exam for MATH 115 or higher, or an ACT subscore of 24 or higher plus one year of high school algebra with a grade of C- or better is required for graduation.)
 ____ Race, Ethnicity and Gender requirement
 ____ Global Consciousness requirement

***FSUS 100 – Required of all students with 12 hours or fewer in their first semester at FSU.**

124 credit hours needed for graduation

Revised 3/29/05
 Revised 4/26/06

CHECKSHEETS:8/2/07
 cad:HCSA CHECKSHEET

Sample Course Syllabi

FERRIS STATE UNIVERSITY
College of Allied Health Sciences
Health Management Department
COURSE SYLLABUS – Fall 2006

TITLE OF COURSE: HCSA 202 Health Care Law (3 credits) All Sections

INSTRUCTOR: Marilyn Skrocki RT, BS, JD
Office: VFS 414
Office phone – (231) 591-2280
E-mail: skrockm@ferris.edu
Office hours: M 2-4, T 1-3, W 2-3

COURSE DESCRIPTION: This course presents an overview of the legal issues facing the health care industry. It provides students with a basic working knowledge of health law. It is a comprehensive and inclusive review of a wide variety of health care legal issues. Students are provided with a realistic knowledge of health law and its application to the real world.

STUDENT TEXT: Pozgar, George D. Legal Aspects of Health Care Administration, 9th edition.

COURSE OBJECTIVES: At the end of this course, the student shall be able to understand the legislative and legal system, risk management for healthcare, importance of corporate compliance, health information laws, regulations and standards (such as HIPAA, JCAHO, state and federal laws governing healthcare), importance of organizational policies and procedures addressing health care rules and regulations, legal release of information and professional and practice related ethical issues.

METHODS OF TEACHING: Lecture, class discussions, group assignments, tests, quizzes. The class requires student participation in class discussions and group activities. Students will be expected to submit at three article/web reviews during the semester related to current legal issues in the health care field and be prepared to discuss them in class.

SCHEDULE: HCSA 202-001 M-W-F 11:00-11:50 PHR 201
HCSA 202-002 T 5:00-7:50 PHR 201
HCSA AGA M 6:00-8:50 RM 140

EVALUATION AND GRADING SCALE:

| | | | | | |
|----|----------|----|---------|----|----------|
| A | 93 - 100 | B- | 80 - 82 | D+ | 67 - 69 |
| A- | 90 - 92 | C+ | 77 - 79 | D | 63 - 66 |
| B+ | 87 - 89 | C | 73 - 76 | D- | 60 - 62 |
| B | 83 - 86 | C- | 70 - 72 | F | Below 60 |

TENTATIVE COURSE SCHEDULE:

Weeks Readings Topic

August 28

Chapter 1 Historical Perspective-Take home assessment of chapter (1)

Chapter 2 Introduction to Law

September 5

Chapter 3 Tort Law

Sept 11

Guest Speaker, FLITE librarian Monday 001, Tuesday 002 Class will meet in library

Chapter 4 Criminal Aspects of Health Care

Sept 18

Test over chapters 2-4, Group article/web discussion

Sept 25

Chapter 5 Contracts and Antitrust-Take home assessment of chapter (2)

Chapter 6 Civil Procedure and Trial Practice

October 2

Chapter 7 Corporate Liability

Chapter 8 Medical Staff

October 9

Test over chapters 6-8, Group article/web discussion

Oct. 16

Chapter 9 Nursing and the Law-Take home assessment of chapter (3)

Guest speaker Risk Management (potential)

October 23

Chapter 10 Liability by Departments and Health Care Professionals, EMTALA

October 30

Chapter 11 Information Management and Health Care Records, HIPAA

November 6

Consents, Authorizations, Subpoenas, Release of Information, Specialized Patient Records

November 13 **LEGAL PAPER DUE**

Test over Chapters 10-11, HIPAA, Release of Information, Group article/web disc.

November 20

Guest Speaker, Michigan Legislator Roger Kahn

Chapter 12 Patient Consent-Take home assessment of chapter (4)

November 27

Chapter 13 Legal Reporting Requirements-Corporate Compliance, Fraud and Abuse

Chapter 15 Patient Rights and Responsibilities-Take home assessment of chapter (5)

December 4

Chapter 17 Health Care Ethics

Chapter 21 Managed Care and Organizational Restructuring

Chapter 22 Tort Reform and Reducing the Risks of Malpractice

Exam Week **Test over Chapters 13, 17, 21-22**

**Ferris State University
College of Allied Health Sciences
Health Care Systems Administration
Course Syllabus - Fall 2006**

Course title **HCSA 205, Computers in Health Care**

Course description

Overview of computer usage in health care agencies. Topics to be studied include clinical & administrative systems, uses of the internet, extranet & intranet, electronic health records, telemedicine, computerized medical devices, compatibility issues, billing via the Web, litigation issues surrounding the use of computer technology in health care & emerging technologies & their impact upon health care agencies. Pre-requisite: ISYS 105. 2 credits (2+0)

Course Objectives

At the end of the course the student will be able to:

- Discuss & illustrate the relationship of clinical & administrative systems.
- Discuss the clinical & administrative uses of internet, intranet, & extranets in health care.
- Describe how compatibility & security issues relate to computerized billing & electronic health records.
- Discuss the array of computerized medical devices.
- Discuss litigation issues related to computer technology in health care.
- Evaluate Web sources for validity per HON standards.
- Discuss current & upcoming technologies in health care.

Faculty Marcy Parry, Associate Professor

Office: VFS 332

Phone: 591-2273

Office hours: Wednesday 11 – 11:50 AM

Wednesday 12 - 12:50 PM

Wednesday 2 – 2:50 PM

Friday 1 - 1:50 PM

By request

Course schedule 1–1:50 PM Monday & Wednesday, VFS 419

Required course materials

1. **Text** Handbook of Informatics For Nurses & Health Care Professionals, 3rd edition, Hebda, Czar, Mascara, 2005. Prentice Hall Health, ISBN: 0-13-151262-5
2. **Course manual** Computers in Health Care, 4th edition, 2006
3. **Blank notebook** 8 ½" by 11", college or wide ruled, maximum 100 pages

Evaluation (Scores will be posted in WebCT. It is your responsibility to inform me of any discrepancies. Changes are based on graded work.)

| | |
|--------------|------------|
| WebCT | 60 |
| Assignments | 140 |
| Quizzes | 60 |
| Final | 40 |
| Total | 300 |

TIMELINESS

On time work is expected. There is no late credit in this course. Work is due at the beginning of class to be 'on time'. Any exceptions will be at the discretion of the faculty member. Advance notice, as always, is expected. This is true for completion of assignments & exams as well as for the course. Negotiation is possible IF you initiate communication in advance & have a reasonable rationale.

Grace period: You are allowed one 'grace' period. This permits you to submit any **written** assignment within 7 calendar days of the original due date for full credit consideration. Simply write 'I am using my grace period.' when you submit the assignment. This does not apply to WebCT discussion boards.

QUALITY OF WORK

Unless otherwise stated, all assignments are to be computer printed, proofed & grammar checked. Proper grammar & spelling are critical to a passing score... and a successful career.

My standard policy is to recognize that writing improves during your academic career. Thus lower level courses are 'permitted' limited grammar/spelling errors. After that, you could decrease your score by 1 point per error.

100 level course - 3 errors per page

200 level course - 2 errors per page

300 level course - 1 error per page

400+ level - I return the assignment for no credit if there are more than 5 errors. The assignment may not be re-submitted.

ACADEMIC DISHONESTY

It is a disservice to yourself, your classmates and our profession to submit work that is not your own. Cheating and/or plagiarism are not tolerated. Review University consequences for such actions.

<http://www.ferris.edu/htmls/studentlife/handbook>

Click on University Policy, then Academic Misconduct

FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
Department of Clinical Laboratory Sciences, Respiratory Care and
Health Administration Programs
HCSA220 – AGA: Health Services Administration
Fall 2006

INSTRUCTOR

Mark Fabbri MSE MSA NHA
Assistant Professor
Office: VFS 415
Office phone: (231) 591-2237
E-Mail: fabbrim@ferris.edu
Office hours: M: 11-12N, & 1-2PM, T: 1:30-2:30PM, W: 11-12N, F:
11-12N & 1-2PM

Supplemental Contact Information: I Use the WebCT course email for all correspondence for this course. I routinely check my email at least daily. Also I will be available for face to face discussion after class time or by appointment. In an emergency you can contact me via my Ferris email address.

COURSE SCHEDULE W: 6-8:50PM RM 140

REQUIRED TEXT

Wolper, L. (2004). *Health care administration: Planning, implementing, and managing organized delivery systems (4th Ed)*. Sunbury, MA: Jones and Bartlett Publishers.

RECOMMENDED RESOURCES

American Psychological Association (APA) (2001). *Publication manual (5th Ed.)*. Washington DC: Author.

The course also has a companion WebCT course site that will have several resources available. Please use the site routinely for announcement and calendar updates, assignments and supplemental information.

COURSE OVERVIEW

This course is designed to provide an introduction to the spectrum of health services administration. It will explore the unique role of the administrator in the health care setting, expose students to the dual power structure in health care agencies, study the impact of the organization's culture on the role of the administrator as well as explore the administrative roles of planning, inventory control, facility and equipment management, productivity management, staffing and work distribution.

years. The annotated bibliography will be due on or before 11/29/06 by 10PM via an email Word or RTF email attachment. The annotated bibliography is worth 125 points (25 points APA (including spelling and grammar) and 100 points for content).

Grading Information

| | <i>% of Grade</i> | <i>Points</i> |
|-------------------------|-------------------|--|
| Unit Exams (3 exams) | 30% | 150 (50 points each) |
| Outside Reading Project | 30% | 150 points (includes 25 for topic and 125 for paper) |
| Quizzes | 40% | 200 points (20 points each) |
| Total: | 100% | 500 points |

Points/Grade

| | | | | | |
|-----------|----|-----------|----|-----------|----|
| 500 – 465 | A | 414 – 400 | B- | 349 – 335 | D+ |
| 464 – 450 | A- | 399 – 385 | C+ | 334 – 315 | D |
| 449 – 435 | B+ | 384 – 365 | C | 314 – 300 | D- |
| 434 – 415 | B | 364 – 350 | C- | Below 300 | F |

COURSE POLICIES

Please refer to the Student Handbook. For further information students can go to

[Student Handbook - Ferris State University @](#)

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/homepage.html>

For this course be especially knowledgeable of the following policies:

Section 02: Code of Community Standards Regarding Misconduct:

Part I: Administrative

- A. Academic Misconduct
- B. Personal Misconduct on or off University Property

Participation: It is expected that students will attend every class scheduled. It is also important to be actively engaged in class discussions and group work (as assigned). Refrain from reading any outside material, unnecessary conversations with fellow students and doing work that is not specific to the topic or discussion at hand. If observed not actively engaged and involved in non-related work/activities a warning will be given. If a second warning has to be given then any points that would have been available will be forfeited for that evening (including open book quiz, exams, and extra credit if any and/or any other points made available).

FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
Department of Clinical Laboratory Sciences, Respiratory Care and
Health Administration Programs
HCSA320 – Principles of Managed Care
Fall 2006

INSTRUCTOR Mark Fabbri MSE MSA
Assistant Professor
Office: VFS 415
Office phone: (231) 591-2237
E-Mail: fabbrim@ferris.edu
Office hours: M: 11-12N, & 1-2PM, T: 1:30-2:30PM, W: 11-12N, F: 11-12N & 1-2PM

Supplemental Contact Information: I use the WebCT course email for all correspondence for this course.

COURSE SCHEDULE **Section 002:** M, W, F: 10-10:50AM: VFS: 325
(Make sure to have the right section) **Section 001:** T & Th: 12-1:15PM: VFS 325

REQUIRED TEXT

Kongstvedt, P. (2003). *Essentials of Managed Health Care (4thEd)*. Boston: Jones and Bartlett Publishers, Inc.

RECOMMENDED RESOURCES

The course also has a companion WebCT course site that will have several resources available.

COURSE OVERVIEW

Managed health care is a complex and ever evolving set of health care systems that deal with both the finance and delivery of health care in a multitude of settings. This course will provide and overview of the managed care industry. Through lecture, discussion, and activities students will explore the origins of managed care, its mechanisms and effects on the purchaser, provider and patient.

COURSE OBJECTIVES

1. Learners will be able to demonstrate through examination a basic knowledge of managed health care, its terms and concepts.
2. Learners will be able to demonstrate through written assignments an understanding of managed health care, its terms and concepts.

3. Learners will be able to evaluate and synthesize what they learned through the application of a team project in specific areas of managed health care.
4. Specific areas of competencies will include the following:
 - a. Differentiate among the various types of managed care plans
 - b. Identify the major advantages/disadvantages of a variety of managed care plans
 - c. Understand key organizational functions of administering managed care programs including contracting, reimbursement systems, utilization review, quality assurance, plan management, case and disease management.
 - d. Understand government sponsored managed health care such as the managed care components of Medicare and Medicaid.

EVALUATION:

Exams: There will be 4 multiple choice/true-false and or short answer exams over the course of the semester. Failing to take an exam will result in no points awarded. If by some extraordinary circumstances a student is unable to take an exam at the time scheduled they should contact via email the instructor (prior to the quiz) to discuss options. Exams cannot be retaken. Each unit exam (1, 2 and 3) is worth 40 points towards your overall score. The final exam will include questions from the first 3 units as well as information from Unit 4. The final exam is worth 80 points.

Open book quizzes and group work: Throughout the course assignments will be given that measure the learner's understanding of the text readings and lecture, including but not limited to terms and concepts. Also included will be discussion questions. There will be 10 assignments given throughout the semester. Each will be worth 20 points.

Group discussions/work: Small and large group discussions on various topics in managed health care will be part of the course routine with points assigned for active participation in the discussion (scheduled at the discretion of the instructor).

Grading Information

| | % of Grade | Points |
|------------------------|-------------|--|
| Exams (4 exams) | 40% | 200 (40 points for exams 80 for the final) |
| Open book quizzes | 40% | 200 points (20 points each) |
| Group Discussions/Work | <u>20%</u> | <u>100 points</u> |
| | Total: 100% | 500 points |

Points/Grade

| | | | | | |
|-----------|----|-----------|----|-----------|----|
| 500 – 465 | A | 414 – 400 | B- | 349 – 335 | D+ |
| 464 – 450 | A- | 399 – 385 | C+ | 334 – 315 | D |
| 449 – 435 | B+ | 384 – 365 | C | 314 – 300 | D- |
| 434 – 415 | B | 364 – 350 | C- | Below 300 | F |

COURSE POLICIES

Please refer to the Student Handbook. For further information students can go to

Student Handbook - Ferris State University @

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/homepage.html>

For this course be especially knowledgeable of the following policies:

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Participation: It is expected that students will attend every class scheduled. It is also important to be actively engaged in class discussions and group work (as assigned). Refrain from reading any outside material, unnecessary conversations with fellow students and doing work that is not specific to the topic or discussion at hand. If observed not actively engaged and involved in non-related work/activities a warning will be given. If a second warning has to be given then any points that would have been available will be forfeited for that evening (including open book quiz, exams, and extra credit if any and/or any other points made available).

TENTATIVE SCHEDULE: *Subject to change if the need is present. I will give notice when schedule needs to be changed. Recommend checking often the course' WebCT for announcements and calendar information.*

Unit 1: Managed health care terms and concepts: (8/28-9/22)

- Exam 1: Week of 9/22-Covering lecture/PowerPoint and chapters 1-5 (pp. 1-79)

Unit 2: Managed health care contracts and reimbursement: (9/25-10/20)

- Exam 2: Week of 10/20-Covering lecture/PowerPoint and chapters 6-9 (pp. 85-175).

Unit 3: Managed health care operations and administration: (10/23-11/17)

- Exam 3: Week of 11/17-Covering lecture/PowerPoint and chapters 11 (pp. 197-231), 13-14 (pp. 249-291), 20-21 (pp. 454-459 and 461-506), 29 (643-653)

Unit 4: Government and managed health care (Medicare and Medicaid):

- Final Exam: Finals week- The exam will cover lecture/PowerPoint and chapters 30-31 (pp. 657-699), 35 (786-807) and 36 (810-821). There will also be exam items from units 1, 2 and 3.

Ferris State University
College of Allied Health Sciences
Health Management Department
Course Syllabus – Fall 2006
Section 221

Course Title HCSA 335 Supervisory Practices for Health Care Workers
4 cr hr (Lecture 3, Lab 2)

Course Description Theory and practice in personnel recruitment, selection, management and utilization in health care facilities. Unique characteristics of professional, technical, skilled and unskilled health care workers will be stressed. Legal responsibilities, collective bargaining, and training are covered. Prerequisite: MGMT 301 or permission of professor.

Course Objectives At the end of this course, the student shall be able to:

1. Conduct and participate in meetings.
2. Develop appropriate orientation and training sessions for employees.
3. Complete a job analysis and use it to develop a job description and perform a job evaluation for a health care position.
4. Demonstrate principles of employee selection through the use of appropriate recruitment and selection techniques.
5. Develop productivity standards as a basis for employee evaluation, counseling and job descriptions.
6. Demonstrate principles of employee discipline/counseling.
7. Develop policies and procedures.
8. Identify pertinent legislation that defines organizational and supervisory behavior
9. Select leadership style appropriate for work place situation/circumstances.
10. Recognize and implement appropriate motivational techniques for employees.
11. Appropriately delegate functions to empower employees.
12. Describe techniques to successfully negotiate solutions to work place problems.
13. Acknowledge diversity of employees and customers within the work place and recognize its value.
14. Describe the role of the supervisor in dealing with employees who are members of the bargaining unit.
15. Implement management techniques that are effective in supervising the health care employee.
16. Demonstrate appropriate written communication skills through the development of a training plan, policy, meeting minutes, etc.
17. Demonstrate appropriate oral communication skills and presentation skills by conducting a training session.
18. Demonstrate interpersonal skills through teamwork.

Instructor Michael Stowe, MA
Office: VFS 304A
Office phone – (231) 591-3111
E-mail: stowem1@ferris.edu
Office hours: M 5:30p-6:30p, TW 1:45--3:45, Th. 11a-12p F 9a-10:30a
For an appointment outside of these times, please call or email me to arrange an appointment.

Course Schedule Lecture: Tuesday and Thursday 5:00p-6:15p and Thursday 6:30p-8:20p

Required materials: Umiker, William, Management Skills for the New Health Care Supervisor. Fourth Edition. Aspen Publishers, 2006

Wendover, Robert, Smart Hiring, The Next Level, Source Books Inc.

Course Packet

Three ring binder

Evaluation Uniform Health Management Department grading scale will be used.

| | | |
|----------|----------|------------|
| A 93-100 | B- 80-82 | D+ 67-69 |
| A- 90-92 | C+ 77-79 | D 63-66 |
| B+ 87-89 | C 73-76 | D- 60-62 |
| B 83-86 | C- 70-72 | F Below 60 |

Grade determination

| | |
|----------------------------------|-----|
| Assignments/Projects/Tests/Final | 90% |
| Attendance/Participation | 10% |

Course Policies

See the Student Handbook Health Management Department for policy regarding the following:

Assignments
Class Attendance
Disruptive student behavior
Honesty
Harassment

Attendance Policy

When absent from class, the student is responsible for all the information covered during that session including contacting the instructor regarding materials and assignments handed out in class. An Absence Report will be filed with the Dean's Office when a student has an extended absence during which the instructor has not received any contact from the student. **The in-class points for project and attendance may not be made up.**

Assignments

All assignments are to be submitted on the date given in class. Assignments are due at the start of class. Failure to submit assignments on time or before the due date will result in an automatic deduction of points for each day that the assignment is late.

Tentative Class Schedule (Course schedule may be adjusted to accommodate class size)

| | |
|-----------|---|
| Week 1 | Introduction, Meetings, In-service Training, |
| Week 2 | In-service Training, Orientation Productivity Standards |
| Week 3 | Job Analysis Job Description, Job Ad |
| Week 4 | Job Evaluation, Recruitment & |
| Week 5 | Interviewing, Hiring |
| Week 6 | Performance Appraisals |
| Week 7 | Policies & Procedures |
| Week 8 | Discipline, Counseling, Grievances |
| Week 9-14 | Training Sessions, Student Presentations |
| Week 15 | Unions |
| Week 16 | Final |

Unit Objectives At the end of this course, the student shall be able to -

Training -

Identify training/in-service needs.

Discuss the importance of measurable standards of performance when preparing training/in-service objectives.

Write objectives for a training presentation.

Contrast modes of training including lecture, laboratory exercise, audiovisual methods, computer simulations, discussion, group learning, etc.

Identify characteristics of the adult learner.

Design a plan for training sessions.

Design an assessment tool to evaluate learning as appropriate to the training session.

Prepare and present a training session, including a plan, objectives, and evaluation mechanisms.

Job Analysis –

Describe the contents of a job analysis.

State the purpose of a job analysis.

Complete a job analysis for a health care position.

Utilize a job analysis to create a job description.

Utilize a job analysis to conduct a job evaluation.

Job Description –

Describe the contents of a job description.

State the purpose of a job description.

List managerial uses of a job description.

Write a job description utilizing a job analysis.

Job/Performance Evaluation –

Describe the purpose of a job evaluation.

Perform a job evaluation utilizing a job analysis.

Meetings –

Write a memo to organize a meeting.

Organize a meeting through preparation of an agenda.

Use elementary parliamentary procedure.

Conduct meetings and participate in meetings.

Describe types of meetings and identify examples of these types of meetings in a health care setting.

Record meeting minutes.

Recruitment/Selection -

Identify appropriate recruitment sources.

Write an ad for a health care position.

Plan and prepare appropriate questions for an interview.

Conduct an interview for a health care position.

Compile and analyze interview information in order to make a selection.

Plan appropriate orientation for a new employee.

Policy/Procedure –

Define policy, procedure and rule.

State the purpose of policies, procedures and rules.

Describe the contents and format of a policy.

Write and/or revise a health care organization policy.

Describe the contents and format of a procedure.

Write and/or revise a health care organization procedure.

Productivity/Performance Appraisal -

Develop productivity standards based upon work measurement and job description criteria.

Conduct an employee performance appraisal utilizing performance standards.

Counsel an employee in developing an improvement plan based upon employee performance.

Discipline –

Describe the role of the supervisor in the discipline process.

Define due process and just cause in regard to discipline.

Complete a discipline form.

Conduct a disciplinary session.

Counseling –

Describe the first line supervisor's role in counseling.

Explain how the Employee Assistance Program provides support for the supervisor.

Grievances –

Define grievances in the workplace.

Describe a grievance process.

Describe the role of the supervisor in the grievance process.

Human Resource Department –

Describe how the Human Resource Department supports the departmental managers/supervisors.

Describe the basic functions of the Human Resource Department.

Identify how the Human Resource Department fits in the "chain of command."

Supervisory practices -

Identify elements of the health care industry that may impact choice of supervisory techniques and leadership style.

Describe the impact of the changing health care delivery environment on employee motivation

Identify various leadership styles.

Describe how to select the most effective leadership style for the circumstance.

Describe various factors which motivate employees.

Describe how to delegate functions to empower employees.

Identify reasons managers fail to delegate.

Describe various forms of negotiation.

Describe how to prepare for negotiation and how to carry out the major steps in negotiation.

Identify and acknowledge diversity in the work place.

Describe the value of a diverse work force.

Equal Opportunity/Wage & Hour laws –

Describe major equal employment opportunity and affirmative action legislation which define fair employment standards.

Describe wage/hour laws as they pertain to the health care industry.

Labor law -

Describe the major legislation that resulted in labor unions.

Explain the reasons that employees unionize.

Explain why health care organizations are target opportunities for union organizing.

Describe the typical union organizing approach.

Define the supervisor's role during a union organizing campaign.

Describe the rights of employees and employers during a strike.

COURSE OBJECTIVES

1. Discuss the impact of payers, payer mix & case mix in the health care arena.
2. Discuss reimbursement methods & impacts in myriad health care settings.
3. Discuss & utilize tools to analyze & manage A/R.
4. Discuss the unique properties of compensation in health care & project compensation expense.
5. Discuss & demonstrate how to manage both payroll & non-payroll expense.
6. Discuss the role of the Finance Department & the services it should offer.
7. Read & interpret annual reports & common financial reports in health care.
8. Utilize financial analysis tools: financial & operating ratios, horizontal & vertical analysis.
9. Discuss sources of capital financing.
10. Demonstrate Excel proficiency through a series of exercises.

Unit objectives (At the course's conclusion, the student will be able to:)

Unit: Background/foundation/context

1. Identify and discuss key factors leading to rising health care costs.
2. Identify and discuss key approaches to controlling health care costs.
3. Identify and discuss key ethical issues we face when we try to control costs.
4. Discuss the role of the Finance Department in HCOs.

Unit : Financial statements

1. Identify & read the basic financial statements.
2. Discuss the accounting basis for preparing the financial statements.
3. Discuss the role of footnotes.

Unit: Financial analysis

1. Analyze and explain financial statements using horizontal analysis and vertical (common size) analysis.
2. Compute and explain results of key financial ratios.
3. Compute and explain key operating ratios and related benchmarks.

Unit: Cost information

1. Define & identify fixed & variable costs.
2. Compute & explain contribution margin.
3. Compute and explain breakeven.
4. Discuss the role of breakeven in decision-making.

Unit: Budgeting

1. Discuss the purposes of budgeting.
2. Describe how budgeting fits into the planning/control cycle.
3. Explain the roles of the major budgets & how they relate to each other.
4. Construct fully documented volume & operating budgets in Excel.
5. Describe the purpose of variance analysis.
6. Compute & explain variances.

Same text as
MHS 103
→ course
pk

COLLEGE OF ALLIED HEALTH SCIENCES
HEALTH MANAGEMENT DEPARTMENT
COURSE SYLLABUS - WINTER 2006 ?

COURSE TITLE

HCSA 433
Quality Improvement
In Health Care

3 CREDITS
[2+2]

COURSE OBJECTIVES:

- 1 Demonstrate knowledge and skills regarding continuous quality improvement in the health care system: theory, implementation, and applications.
- ✓ 2 List the differences between quality assurance and quality improvement.
- ✓ 3 Describe the external and internal pressures in today's health care environment and their impact on quality improvement programs.
- ✓ 4 Discuss the purpose of quality improvement activities.
- ✓ 5 Describe the JCAHO Ten Step process and PDCA.
- ✓ 6 Discuss the history of quality improvement in the U.S.
- A 7 Discuss the purpose of utilization management.
- A 8 Identify the procedures which comprise the utilization review process.
- A 9 Identify critical pathways.
- 10 Discuss the role of federal, accrediting and licensing agencies in quality improvement programs (NCQA, JCAHO, HEDIS, URAC).
- ✓ 11 State the purposes of, and charges to, peer review organizations.
- 12 Recognize the importance of data quality and illustrate the importance of fusing data to drive quality improvement activities.
- ✓ 13 Discuss the legal and confidentiality issues related to the quality improvement components.
- ✓ 14 Apply quality improvement techniques and tools.
- ✓ 15 Practice team building techniques.
- ✓ 16 Apply data retrieval techniques and calculations.
- ✓ 17 Design data retrieval forms.

- 18 Assign DRGs. *not in 2009*
- 19 Evaluate data quality linkage with reimbursement.
- 20 Discuss case mix management, managed care and case management.
- 21 Discuss billing forms: UB92, HCFA 1500, Claim Adjustment, Inquiry, Remittance Advice, Explanation of Benefits, Electronic Claim Processing. *not in 2009*
- 22 Define PAR/NonPAR, RBRVS, UCR, Fee Schedules, APCs, ASC's, Blended Rates, Contractuals. *not in MEX 20*
- 23 Discuss various fraudulent and abuse activities.
- 24 Discuss content and importance of a compliance program.
- 25 Interpret the meaning of the JCAHO standards 'Improving Organization Performance.'
- 26 Develop a philosophy that consumer satisfaction is the hallmark of excellence.
- 27 Conduct an interview with a healthcare provider.

COURSE DESCRIPTION

Quality and reimbursement issues as they impact the health care setting. Students will gain an understanding of and experience in applying the JCAHO quality standards. Introduction to reimbursement issues including assignment of appropriate codes, case mix and utilization management.

Prerequisites: CCHS 101, MGMT 301

INSTRUCTOR

1

OFFICE HOURS

1

COURSE SCHEDULE

TUESDAY
5:00 – 6:50 P

THURSDAY
5:00 – 6:50 P

Same text as
MHS 103
→ course
pkt

COLLEGE OF ALLIED HEALTH SCIENCES
HEALTH MANAGEMENT DEPARTMENT
COURSE SYLLABUS - WINTER 2006 ?

COURSE TITLE

HCSA 433
Quality Improvement
In Health Care

3 CREDITS
[2+2]

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- ✓ 17 Design data retrieval forms.

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- 19 Evaluate data quality linkage with reimbursement.
- 20 Discuss case mix management, managed care and case management.
- 21 Discuss billing forms: UB92, HCFA 1500, Claim Adjustment, Inquiry, Remittance Advice, Explanation of Benefits, Electronic Claim Processing. *not in 2009*
- 22 Define PAR/NonPAR, RBRVS, UCR, Fee Schedules, APCs, ASC's, Blended Rates, Contractuals. *not in MBS 200*
- 23 Discuss various fraudulent and abuse activities.
- 24 Discuss content and importance of a compliance program.
- 25 Interpret the meaning of the JCAHO standards 'Improving Organization Performance.'
- 26 Develop a philosophy that consumer satisfaction is the hallmark of excellence.
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Prerequisites: CCHS 101, MGMT 301

INSTRUCTOR

?

OFFICE HOURS

?

COURSE SCHEDULE

TUESDAY
5:00 – 6:50 P

THURSDAY
5:00 – 6:50 P

REQUIRED MATERIALS

- Course Packet
- Handouts
- GOAL/QPC, **The Memory Jogger**
- CodeMaster Plus

EVALUATION

| | | | | | | | | | |
|--------|----|-------|----|-------|----|-------|----|------|----------|
| 93-100 | A | 87-89 | B+ | 77-79 | C+ | 67-69 | D+ | ↓ 60 | F |
| 90-92 | A- | 83-86 | B | 73-76 | C | 63-66 | D | | |
| | | 80-82 | B- | 70-72 | C- | 60-62 | D- | | |

GRADE DETERMINATION

| | POINTS | RECORD YOUR POINTS |
|------------------------------------|------------|--------------------|
| • Assignments | 20 | |
| • Projects | 10 | |
| • Journal Article Reviews | 4 | |
| • Interview | 3 | |
| • Tests | 35 | |
| • Quizzes | 20 | |
| • Course Notebook | 2 | |
| • Final Examination | 5 | |
| • Class Participation [Attendance] | 1 | |
| TOTAL POINTS | 100 | |

POLICIES

- **DISRUPTIVE STUDENT BEHAVIOR** Acts of obstruction or disruption that disturb classroom activities are not allowed..

Classroom Chitchat: Demonstrate respect for others, inappropriate conversation when someone else is speaking is disruptive to the entire class.
- **ACADEMIC DISHONESTY** Cheating and plagiarism is considered unethical and unprofessional. Please refer to the Student Handbook.

- *SEXUAL HARASSMENT* Ferris is committed to maintaining an educational and working environment free of conduct that degrades or oppresses individuals, including conduct that sexually humiliates individuals.
- *ATTENDANCE/LATENESS* Attend each class. Students who arrive late disturb the class.
- *ASSIGNMENTS* All assignments and projects are to be handed in on the DUE DATE. Five (5) points will be deducted for each day (Monday-Friday) late that the material is received. After five days the assignment is not accepted and a "0" grade is recorded. Or if assignment has been returned to the rest of the class, your assignment will not be accepted.
- *TESTS* All tests will be announced at least one week before the test. Mandatory attendance is required. If you are ill or an emergency occurs, please notify the instructor before class; a voice mail e-mail message is acceptable. A missed test due to illness will require supporting documentation.

Emergency - a sudden, generally unexpected occurrence or set of circumstances demanding immediate action

- *QUIZZES* All quizzes are unannounced and **cannot be made up.**
- *CLASS PARTICIPATION* Active participation is necessary to learn to apply, analyze, synthesize, and problem solve. Team and group activities require action of each person.

Performance Scale of Class Participation

- participates or gets involved in all discussions and group activities
- attempts to answer all questions given to the class or group
- ask questions and is involved in group activities
- expresses herself or himself every once in awhile
- does not offer information in class and does not participate

- *RED PEN* **Do not use** a red pen on any course assignment! The assignment will not be accepted.

UNIT 1 – DATA RETRIEVAL

1. Define the components of a criterion.
2. Describe the different categories of criteria
3. List the rules for applying the standards to the criteria
4. Define if the element is present or absent in the record to meet the standard
5. Define what a variation/variance is in data retrieval
6. Define what a deficiency is in data retrieval
7. Calculate compliance with the criterion
8. Calculate noncompliance with 100% criteria
9. Calculate noncompliance with 0% criteria
10. Calculate the adjusted number of records
11. Calculate the incidence of a criterion
12. Calculate compliance with critical management
13. Describe a chart audit
14. Retrieve data from the State of Michigan Department of Community Health web-site
15. Complete a variety of data retrieval forms
16. Define quality
17. Display data in a useable format

UNIT 2 – QUALITY IMPROVEMENT

1. Define continuous quality improvement
2. Describe the role of JCAHO, NCQA, URAC in health care quality improvement
3. Describe the use of HEDIS
4. Describe the JCAHO Ten Step Process
5. Describe the PDCA process (FOCUS PDCA)
6. Describe the ISO 9000 process
7. Complete a scatter diagram using Excel
8. Complete a pareto chart using Excel

9. Complete a run chart using Excel
10. Complete a flowchart and a cause and effect chart using VISIO.
11. Describe the purpose and use of the following; scatter diagram, pareto chart, run chart, control charts, flowchart, cause and effect diagram, brainstorming, checksheets, histogram, and nominal group techniques.
12. Discuss the purpose of continuous quality improvement tools and techniques.
13. Apply team building techniques.
14. Define the purpose of surveys.
15. Analyze data.
16. Define sentinel event.
17. Define root cause analysis.
18. Define 'structure + process = outcome.'
19. Define what an indicator is and types of indicators.
20. Define thresholds for indicators.
21. List the purpose of storyboards and minutes of meetings.
22. List the purpose of a Gantt chart.
23. List the purpose of ORYX.
24. Describe the organizational structure for quality/performance improvement.
25. Define benchmarking.
26. Describe what critical/clinical pathways are used for.
27. Describe the JCAHO Improving Organizational Performance standards.
28. Define a 'cross functional team.'

UNIT 3 – UTILIZATION MANAGEMENT

1. Define utilization management.
2. Describe the role of the utilization coordinator/case manager.
3. Define intensity of service (IS) and severity of illness (SI).
4. Define generic criteria for SI/IS.

5. Describe the UR process.
6. Apply the IS/SI criteria to an inpatient for admission review.
7. Certify charts for LOS.
8. Define MPRO's role in UR.
9. Complete a web-site search of MPRO.
10. List the steps in the utilization review process.
11. Define 'termination of benefits.'

UNIT 4 - DIAGNOSIS RELATED GROUPS

1. Define DRG and MDC.
2. Discuss the role of CMS in DRGs.
3. Define and apply principal diagnosis, secondary diagnoses, principal procedure and secondary procedures.
4. Describe the importance of CCs (comorbidities and complications).
5. Define a grouper.
6. Describe decision trees.
7. Describe medical and surgical partitioning.
8. Describe surgical hierarchy.
9. Describe the importance of ICD-9-CM codes.
10. Assign MDC and DRG to case studies.
11. Discuss fraud and abuse.
12. Describe case mix.
13. Discuss relative weight.
14. Discuss LOS vs. G/LOS.
15. Discuss the importance of discharge planning.
16. Describe the importance of **accurate** and **complete** record documentation.
17. Distinguish between indemnity insurance, Medicare's prospective payment system, and managed care.

UNIT 5 - JCAHO 'IMPROVING ORGANIZATION PERFORMANCE'

1. Team project with presentation of assigned standards

TENTATIVE SCHEDULE

ORDER OF COURSE CONTENT

UNIT 1

1. Orientation to quality assurance/improvement
2. Data Retrieval
3. Data Display
4. Data Interpretation
5. Data Integrity

UNIT 2

1. Quality Improvement
2. CQI/TQM Tools and Techniques
3. JCAHO Ten Step Process and PDCA
4. Regulatory Agencies
5. Team Building Skills

UNIT 3

1. Utilization Management
2. Peer Review Organizations

UNIT 4

1. DRGs

UNIT 5

1. JCAHO Team Project

GENERAL INFORMATION

1. Assignments and projects will correspond with the above content.
2. Three to 4 tests.
3. Several quizzes – unannounced.
4. Special projects; record due dates on your planning calendar.
5. Final Examination - comprehensive

1. JOURNAL ARTICLE REVIEWS 4 POINTS

1. Prepare a 1 - 1½ page typewritten summary of a journal article on each of the following:

| | | |
|---|------|---------|
| ❖ Continuous quality improvement | Due: | 1 Point |
| ❖ JCAHO or accrediting/licensing agencies | Due: | 1 Point |
| ❖ Diagnosis related groups | Due: | 1 Point |
| ❖ Current health care issue | Due: | 1 Point |

2. Write a summary of the article. Summary must include:

- 2.1. What does the article say to you?
- 2.2. How will it impact practice?
- 2.3. How will it impact you?
- 2.4. Your reaction to the article.

3. Attach a stapled copy of the article to the typewritten summary. The instructor will retain the copy; the summary will be returned.

4. Evaluation:

| | | | |
|---|-----|------------------------|-----|
| • ARTICLE RECENT (2002 OR LATER) AND RELATES TO CODING. | .25 | • SUMMARY COMPLETE | .25 |
| • GRAMMAR AND SPELLING | .25 | • YOUR REACTION | .25 |

Susan Adams
HCSA 433
Journal Review
Jan. 31, 2006

Smith, Susan J. "DRGs And Reimbursement". Journal of the American Health Information Management Association. 60/1 (Sept, 2005), 25-27. **Summary**

Reaction

My reaction to this article was

2. INTERVIEW DUE - 3 POINTS

1. INTERVIEW a health care manager in any type of health care setting.
 - 1.1. You will be responsible for making an appointment to conduct the interview.
 - 1.2. A list of suggested questions is included.
2. Your interview must be done in person, this semester, and before the above due date. Phone interviews will not be accepted.
3. Submit a typed report of the results of your interview and be prepared to discuss your findings with the class. Type your question first and then on a new line type the response [answer] of the person you interviewed. Number each question. At the end of your report include a summary of your reaction [positive and negative] to the interview and findings.
4. You may want to consider asking for an organizational chart of the facility, job description, sample of departmental policies, etc.
5. Please have the interviewee sign the attached interview validation sheet and attach it to your report. Your report will not be accepted without this signed validation.
6. Enjoy the interview, it is an excellent opportunity for you to gather information from the 'real world' and it may be useful to you when looking for the 'right' job or internship.
7. Use the following **format** as the heading of your interview report:

| | | |
|--------------------------|---------------------------|---------|
| Name of Facility | Address | |
| Person Interviewed | Title | Phone # |
| Date of Interview | Type of Service[s] | |

8. The following questions serve as suggestions, you may add or delete, however your report must contain sufficient [at least 30] and comprehensive job related questions. Avoid asking questions that only require a 'yes' or 'no' response. If this happens, follow-up with 'why.'

Suggested questions:

1. Title?
2. Are you licensed, credentialed, certified, etc.?
3. How long in this position?
4. How long employed in this facility?
5. Education?
6. What was the value of your education?

7. Experience
8. Why have you moved?
9. Why have you stayed?
10. Describe your job satisfaction or dissatisfaction?
11. Why did you choose this career?
12. Would you choose the same job again?
13. What are your opportunities for promotion?
14. How do you feel about health care reform and do you think it will ever happen?
15. What are the major concerns/issues related to your job responsibilities?
16. What is your work schedule? Is flex time available?
17. How are you treated by your employer/supervisor?
18. How did you get your current position?
19. What would you add to the education classes based on your experience?
20. Would you hire a new graduate-----why or why not?
21. What should a new grad do to get that first position?
22. Describe the training program for new employees.
23. Advantages and disadvantages of your job?
24. Is continuing education required or encouraged? Are seminars paid by your employer?
25. Do you get tuition reimbursement?
26. Do you have TQM in your facility? Do you work in teams?
27. How are you evaluated?
28. Do you have productivity standards?
29. What are some of the employee benefits?
 - health care
 - fitness programs
 - child care services available; what if your child is sick
 - how is vacation time or time off acquired
 - retirement
 - flex time
30. Do you have a job description? [You might ask for a copy.]
31. What is the job market for this profession?
32. Do you know other department personnel that work different shifts?
33. What happens when you make a mistake [error]?
34. Who do you report to? Do you have an organizational chart?
35. Is there a union? Advantages and disadvantages.
36. What do you know about other departments in the facility?

37. Who are your customers?
38. What are your short and long term goals? Where do you see yourself in 10 years?
39. Salary range ---- starting and current?
40. Other responsibilities?
41. Ask any other questions that you may have.
42. Include a summary of your reaction [positive and negative] to the interview and findings.

HCSA 433

**HEALTH CARE MANAGER
INTERVIEW VALIDATION**

| | |
|--------------------------------------|--|
| <i>Student's Name:</i> | |
| <i>Date & Time of Interview:</i> | |
| <i>Person Interviewed:</i> | |
| <i>Name of Facility:</i> | |

I was interviewed by the above Ferris State University student.

This interview was conducted in person. YES
 NO

Signature

Title

Date

3. COURSE NOTEBOOK DUE - 2 POINTS

- 1 Maintain a three ring notebook (2-3") of the contents of this class.
- 2 The "Notebook" will be evaluated by the professor – date to be announced by the professor.
- 3 Notebook Requirements:
 - 3.1 Notebook labeled.
 - 3.2 Title page, yours not mine.
 - 3.3 Table of Contents, SPECIFIC not broad. Labeled tabs. Your table and tabs must allow me to quickly locate notebook contents. **The table must be typed.**
 - 3.4 Course syllabus, course outline, notes, handouts, assignments, and projects-- everything.
 - 3.5 Appropriately organized for easy reference, neatly arranged and well assembled.

MY HCSA 433 PLAN

THE LETTER GRADE I EXPECT TO RECEIVE:

In HCSA 433, I want to learn:

- 1.
- 2.
- 3.

I WILL do the following to receive the above grade.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

| | |
|-------------|-----------------------|
| | |
| DATE | YOUR SIGNATURE |

FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
Department of Clinical Laboratory Sciences, Respiratory Care and
Health Administration Programs
HCSA460 – Long Term Care Concepts
Fall 2006

INSTRUCTOR Mark Fabbri MSE MSA NHA
Assistant Professor
Office: VFS 415
Office phone: (231) 591-2237
E-Mail: fabbrim@ferris.edu (email through WebCT)
Office hours: M: 11-12N, & 1-2PM, T: 1:30-2:30PM, W: 11-12N, F: 11-12N & 1-2PM

COURSE SCHEDULE Lecture: W & F: 2-2:50PM: VFS 419
Lab: Th: 1:30-3:20PM: VFS 419

REQUIRED TEXT

Pratt, J. R. (2004). *Long-term care: Managing across the continuum (2cd Ed)*. Boston: Jones and Bartlett Publishers, Inc.

RECOMMENDED RESOURCES

American Psychological Association (APA) (2001). *Publication manual (5th Ed.)*. Washington DC: Author.

COURSE OVERVIEW

This course is designed to provide an introduction to long-term care. Long-term care is term used to identify a wide range of services that meet the medical and psychosocial needs of very diverse groups. Those groups include but are not limited to persons needing assistance in daily functions, persons with chronic illness including dementia causing diseases, mental retardation, mental illness and other debilitating diseases such as acquired immune deficiency (AIDS). This class will examine several aspects of long-term care within the context of a continuum of services provided in a variety of settings. The learner will also gain exposure to administrative responsibilities, management, community activities, public relations, ethical practices, support services available, and state and federal requirements in long term care.

COURSE OBJECTIVES

- Learners will be able to demonstrate through examination a basic knowledge of long-term care terms and concepts.

Points/Grade

| | | | | | |
|-----------|----|-----------|----|-----------|----|
| 500 – 465 | A | 414 – 400 | B- | 349 – 335 | D+ |
| 464 – 450 | A- | 399 – 385 | C+ | 334 – 315 | D |
| 449 – 435 | B+ | 384 – 365 | C | 314 – 300 | D- |
| 434 – 415 | B | 364 – 350 | C- | Below 300 | F |

COURSE POLICIES

Please refer to the Student Handbook. For further information students can go to

Student Handbook - Ferris State University @

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/homepage.html>

For this course be especially knowledgeable of the following policies:

Section 02: Code of Community Standards Regarding Misconduct:

• Part I: Administrative

A. Academic Misconduct

B. Personal Misconduct on or off University Property

Participation: It is expected that students will attend every class scheduled. It is also important to be actively engaged in class discussions and group work (as assigned). Refrain from reading any outside material, unnecessary conversations with fellow students and doing work that is not specific to the topic or discussion at hand. If observed not actively engaged and involved in non-related work/activities a warning will be given. If a second warning has to be given then any points that would have been available will be forfeited for that evening (including open book quiz, exams, and extra credit if any and/or any other points made available).

TENTATIVE SCHEDULE: *Subject to change if the need is present. I will give notice when schedule needs to be changed. All assignments will be submitted via the course WebCT email as an attached Word or Rtf document. Check often WebCT for announcements and calendar postings. WebCT will be used for this course as a supplemental source for information.*

Unit 1: Understanding who we serve: (8/28-9/22)

- Quiz 1: Week of 9/22-Covering lecture/PowerPoint and chapters 1, 2 and 3.

Unit 2: Types of service providers: (9/25-10/20)

- Quiz 2: Week of 10/20-Covering lecture/PowerPoint and chapters 3(review), 4,5,6,7, and 8.

Unit 3: The continuum of care, ethics and regulatory compliance: (10/23-11/17)

- Quiz 4: Week of 11/17-Covering lecture/PowerPoint and chapters 9, 10, 11, 12 and 13.

Unit 4: Long-term care administration: (11/20-12/8)

- Final Exam (Finals week): Covering lecture/PowerPoint and chapters 14, 15, 16, 17 and 18 as well as items from Units 1, 2 and 3.

Course Objectives

At the conclusion of the course, the student will be able to:

- I Strategic planning
 1. Describe the strategic planning process.
 2. Assess value, vision & mission for a health care organization.
 3. Interpret a situational analysis using the SWOT technique.
 4. Identify critical issues resulting from a SWOT analysis.
 5. Draft goals & objectives pertinent to critical issues.
 6. Explain the purpose of & interactions with a marketing department within the HCO.
 7. Discuss how a coordinated HCO information system relates to strategic planning.

- II Planning and promotion
 1. Construct & utilize a Gantt chart.
 2. Explain the relationship between a Gantt chart & PERT diagram.
 3. Distinguish among business, disaster, project, marketing, systems & strategic planning.
 4. Compare time management techniques.
 5. Design a floor plan to support an intended purpose.
 6. Utilize Excel to support planning documentation.
 7. Utilize Visio to prepare graphical support for planning documents.
 8. Utilize creativity within the planning process & discuss its value in succeeding professionally.
 9. Implement a planning model for health promotion.
 10. Demonstrate critical thinking in assessment & discussions.
 11. Demonstrate professional work behaviors.

- II Materials management & purchasing
 1. Examine the relationship of a materials management department to other departments in an HCO.
 2. Discuss the purpose & methods of group purchasing options.
 3. Discuss primary tools in inventory management.
 4. Discuss the decision process related to capital budgeting.
 5. Prepare an RFB/Q.
 6. Evaluate responses to an RFB/Q.
 7. Evaluate & recommend vendors.
 8. Prepare a capital budget request with supporting justification.
 9. Discuss the relationship of capital budgeting & CON requirements.

Survey Instruments



FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES

November 13, 2006

Dear Ferris State University Alumni,

Once every five years, Ferris State University reviews each program to evaluate its effectiveness. This year Health Care Systems Administration is conducting such an assessment. Alumni surveys are the most valuable tool to assess our program. Please complete the attached survey and mail it in the self addressed stamped envelope provided.

Sincerely,

Marilyn Skrocki
Health Care Systems Administration
Program Coordinator/Assistant Professor

enclosure

Ferris Drive
Rapids, MI 49307-2740

Phone: (231) 591-2270 or
1800-462-8553
Web: www.ferris.edu

**Ferris State University
Health Care Systems Administration Program
Graduate Survey**

As an annual part of our program review and improvement efforts, we send surveys to our graduates and their employers. Please take a few minutes to complete the survey and return it in the enclosed self-addressed stamped envelope. We sincerely appreciate your time and input.

Directions: Please select only one option for each question unless the question specifically states that you may select more than one choice.

Q1 In what year did you graduate?

- 2000
- 2001
- 2002
- 2003
- 2004
- 2005

Q2 Which of the following professional membership(s) (state and/or national) do you maintain? *(Please select all that apply.)*

- American College of Healthcare Executives
- Healthcare Financial Management Association
- Health Care Compliance Association
- American College of Healthcare Administrators
- Other

Please Specify:

Q3 Which of the following job classifications/areas have you worked in since graduation? *(Please select all that apply.)*

- Manager/Supervisor of a Clinical Area
- Human Resources Management
- Quality/Compliance/Risk Management
- Non-hospital Management (physician's office practice, vendor, contracting)
- Other

Please Specify:

Q4 How long have you been employed in your present position?

- Less than 1 year
- 1-3 years
- 3-4 years
- More than 4 years

Q5 What is your current employment status?

- Not currently employed, not seeking employment *(Please skip to Q8)*
- Not currently employed, seeking employment *(Please skip to Q7)*
- Temporary/Flex/Contracting
- Part-time
- Full-time

Q6 What is your current salary range?

- Less than \$25,000
- \$25,001-40,000
- \$40,001-55,000
- \$55,001-75,000
- More than \$75,000

Q7 If you were seeking employment, how long did it take to secure a desired position?

- Less than 6 months
- 6-9 months
- 9-12 months
- More than 12 months

Q13 If you have not continued your education, do you plan to do so within the next five years?

Yes

No

Undecided

Q14 Please use this space to make any additional comments/suggestions which you believe would help us to evaluate and improve the Health Care Systems Administration program.

Thank you for your time and participation.

HCSA APR Graduate Survey...Skrocki

Frequencies

Prepared by: Institutional Research & Testing, 01/07

Statistics

| | N | | Mean | Median | Std. Deviation |
|---|-------|---------|------|--------|----------------|
| | Valid | Missing | | | |
| Year graduated | 23 | 0 | 3.57 | 4.00 | 2.107 |
| Profes'l Memberships: ACHE | 1 | 22 | 1.00 | 1.00 | |
| Profes'l Memberships: HFMA | 2 | 21 | 1.00 | 1.00 | .000 |
| Profes'l Memberships: HCCA | 0 | 23 | | | |
| Profes'l Memberships: ACHA | 1 | 22 | 1.00 | 1.00 | |
| Profes'l Memberships: Other | 11 | 12 | 1.00 | 1.00 | .000 |
| Profes'l Memberships: Other specified | 23 | 0 | | | |
| Jobs: Mgr/Supervisor Clinical Area | 4 | 19 | 1.00 | 1.00 | .000 |
| Jobs: Human Resource Mgmt | 3 | 20 | 1.00 | 1.00 | .000 |
| Jobs: Quality/Compliance/Risk Mgmt | 0 | 23 | | | |
| Jobs: Non-hospital Mgmt | 3 | 20 | 1.00 | 1.00 | .000 |
| Jobs: Other | 13 | 10 | 1.00 | 1.00 | .000 |
| Jobs: Other specified | 23 | 0 | | | |
| How long employed present position | 21 | 2 | 2.00 | 2.00 | .949 |
| Current employment status | 22 | 1 | 4.68 | 5.00 | 1.041 |
| Current salary range | 21 | 2 | 2.86 | 3.00 | .964 |
| How long to secure desired position | 16 | 7 | 1.38 | 1.00 | 1.025 |
| Prepared: Common Software Pkgs | 23 | 0 | 4.00 | 4.00 | .739 |
| Prepared: Query/Generate Reports | 23 | 0 | 3.17 | 3.00 | 1.072 |
| Prepared: Knowledge Regulatory Agencies | 22 | 1 | 3.73 | 4.00 | .935 |
| Prepared: Payment & Reimbursement | 23 | 0 | 3.26 | 3.00 | 1.137 |
| Prepared: Basic Mgmt/Supervision Principles | 22 | 1 | 3.68 | 4.00 | 1.211 |
| Prepared: HRM-Staff Orientation | 22 | 1 | 3.64 | 4.00 | 1.217 |
| Prepared: HRM-Performance/Discipline | 22 | 1 | 3.41 | 4.00 | 1.368 |
| Prepared: Plan & Conduct Meetings | 22 | 1 | 3.91 | 4.00 | 1.109 |
| Prepared: Develop Policies & Procedures | 22 | 1 | 3.68 | 4.00 | 1.171 |
| Prepared: Determine Productivity/Performance Stds | 22 | 1 | 3.45 | 3.50 | 1.011 |
| Prepared: Risk Mgt/Corporate Compliance | 22 | 1 | 3.23 | 3.00 | 1.066 |
| Prepared: Strategic Plans, Goals, Objectives | 22 | 1 | 3.91 | 4.00 | .868 |
| Prepared: Confidentiality (HIPAA) | 22 | 1 | 4.00 | 4.00 | .976 |
| Prepared: Legislative Process/Court System | 22 | 1 | 3.05 | 3.00 | 1.046 |
| Prepared: Inventory Mgt Tools | 22 | 1 | 3.27 | 3.50 | 1.032 |
| Prepared: Time Mgt | 22 | 1 | 4.14 | 4.00 | .774 |
| Prepared: Critical Thinking Skills | 21 | 2 | 3.95 | 4.00 | .973 |
| Overall, adequately prepared | 23 | 0 | 1.30 | 1.00 | .470 |
| Recommend FSU's HCSA program | 23 | 0 | 1.17 | 1.00 | .388 |
| Continued education | 23 | 0 | 1.57 | 2.00 | .507 |
| Specify degree achieved/currently seeking | 23 | 0 | | | |
| Not cont'd ed, plan to do in next 5 yrs | 14 | 9 | 1.64 | 1.00 | .842 |
| Additional Comments | 23 | 0 | | | |

Frequency Table

Year graduated

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 2000 | 6 | 26.1 | 26.1 | 26.1 |
| | 2001 | 4 | 17.4 | 17.4 | 43.5 |
| | 2002 | 1 | 4.3 | 4.3 | 47.8 |
| | 2003 | 2 | 8.7 | 8.7 | 56.5 |
| | 2004 | 3 | 13.0 | 13.0 | 69.6 |
| | 2005 | 7 | 30.4 | 30.4 | 100.0 |
| Total | | 23 | 100.0 | 100.0 | |

Profes'l Memberships: ACHE

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 1 | 4.3 | 100.0 | 100.0 |
| Missing | System | 22 | 95.7 | | |
| Total | | 23 | 100.0 | | |

Profes'l Memberships: HFMA

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 2 | 8.7 | 100.0 | 100.0 |
| Missing | System | 21 | 91.3 | | |
| Total | | 23 | 100.0 | | |

Profes'l Memberships: HCCA

| | | Frequency | Percent |
|---------|--------|-----------|---------|
| Missing | System | 23 | 100.0 |

Profes'l Memberships: ACHA

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 1 | 4.3 | 100.0 | 100.0 |
| Missing | System | 22 | 95.7 | | |
| Total | | 23 | 100.0 | | |

Profes'l Memberships: Other

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 11 | 47.8 | 100.0 | 100.0 |
| Missing | System | 12 | 52.2 | | |
| Total | | 23 | 100.0 | | |

Profes'I Memberships: Other specified

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------------------|-----------|---------|---------------|--------------------|
| Valid | | 10 | 43.5 | 43.5 | 43.5 |
| | AARC, MSRC | 1 | 4.3 | 4.3 | 47.8 |
| | AHIMA | 2 | 8.7 | 8.7 | 56.5 |
| | MI Society of Infection Control | 1 | 4.3 | 4.3 | 60.9 |
| | Neither | 1 | 4.3 | 4.3 | 65.2 |
| | None | 4 | 17.4 | 17.4 | 82.6 |
| | PAC, HIMSS, AHIMA | 1 | 4.3 | 4.3 | 87.0 |
| | Society of Nuc Med | 2 | 8.7 | 8.7 | 95.7 |
| | Society of Nuc Med, NMTCB, ARRT | 1 | 4.3 | 4.3 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Jobs: Mgr/Supervisor Clinical Area

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 4 | 17.4 | 100.0 | 100.0 |
| Missing | System | 19 | 82.6 | | |
| Total | | 23 | 100.0 | | |

Jobs: Human Resource Mgmt

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 3 | 13.0 | 100.0 | 100.0 |
| Missing | System | 20 | 87.0 | | |
| Total | | 23 | 100.0 | | |

Jobs: Quality/Compliance/Risk Mgmt

| | | Frequency | Percent |
|---------|--------|-----------|---------|
| Missing | System | 23 | 100.0 |

Jobs: Non-hospital Mgmt

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 3 | 13.0 | 100.0 | 100.0 |
| Missing | System | 20 | 87.0 | | |
| Total | | 23 | 100.0 | | |

Jobs: Other

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 13 | 56.5 | 100.0 | 100.0 |
| Missing | System | 10 | 43.5 | | |
| Total | | 23 | 100.0 | | |

Jobs: Other specified

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | | 8 | 34.8 | 34.8 | 34.8 |
| | Analyst for the State of MI | 1 | 4.3 | 4.3 | 39.1 |
| | Coding Revenue Analyst | 1 | 4.3 | 4.3 | 43.5 |
| | Coord-Coding Dept. Coding Specialist | 1 | 4.3 | 4.3 | 47.8 |
| | Customer Svc. | 1 | 4.3 | 4.3 | 52.2 |
| | Educator of a Resp. Dept. | 1 | 4.3 | 4.3 | 56.5 |
| | Financial Analyst-Hosp; Healthcare Consultant-Acct'g firm | 1 | 4.3 | 4.3 | 60.9 |
| | Gov't Relations, Grass Roots, Mktg, Real Estate | 1 | 4.3 | 4.3 | 65.2 |
| | HRIS | 1 | 4.3 | 4.3 | 69.6 |
| | Neither | 1 | 4.3 | 4.3 | 73.9 |
| | None | 1 | 4.3 | 4.3 | 78.3 |
| | Nuc Med Technologist | 1 | 4.3 | 4.3 | 82.6 |
| | Ofc. Mgr./Secretary | 1 | 4.3 | 4.3 | 87.0 |
| | Proj. Admin.-Priority Health | 1 | 4.3 | 4.3 | 91.3 |
| | Sales-could find no one in med field to hire me | 1 | 4.3 | 4.3 | 95.7 |
| | Technologist | 1 | 4.3 | 4.3 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

How long employed present position

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Less than 1 yr | 7 | 30.4 | 33.3 | 33.3 |
| | 1-3 yrs | 9 | 39.1 | 42.9 | 76.2 |
| | 3-4 yrs | 3 | 13.0 | 14.3 | 90.5 |
| | More than 4 yrs | 2 | 8.7 | 9.5 | 100.0 |
| | Total | 21 | 91.3 | 100.0 | |
| Missing | System | 2 | 8.7 | | |
| Total | | 23 | 100.0 | | |

Current employment status

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------------|-----------|---------|---------------|--------------------|
| Valid | Not employed, not seeking | 1 | 4.3 | 4.5 | 4.5 |
| | Not employed, seeking | 1 | 4.3 | 4.5 | 9.1 |
| | Full-time | 20 | 87.0 | 90.9 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Current salary range

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Less than \$25,000 | 2 | 8.7 | 9.5 | 9.5 |
| | \$25,001-40,000 | 5 | 21.7 | 23.8 | 33.3 |
| | \$40,001-55,000 | 8 | 34.8 | 38.1 | 71.4 |
| | \$55,001-75,000 | 6 | 26.1 | 28.6 | 100.0 |
| | Total | 21 | 91.3 | 100.0 | |
| Missing | System | 2 | 8.7 | | |
| Total | | 23 | 100.0 | | |

How long to secure desired position

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------|-----------|---------|---------------|--------------------|
| Valid | Less than 6 mos | 14 | 60.9 | 87.5 | 87.5 |
| | More than 12 mos | 2 | 8.7 | 12.5 | 100.0 |
| | Total | 16 | 69.6 | 100.0 | |
| Missing | System | 7 | 30.4 | | |
| Total | | 23 | 100.0 | | |

Prepared: Common Software Pkgs

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Moderately Prepared | 6 | 26.1 | 26.1 | 26.1 |
| | Adequately Prepared | 11 | 47.8 | 47.8 | 73.9 |
| | Fully Prepared | 6 | 26.1 | 26.1 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Prepared: Query/Generate Reports

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 8.7 | 8.7 |
| | Minimally Prepared | 3 | 13.0 | 13.0 | 21.7 |
| | Moderately Prepared | 9 | 39.1 | 39.1 | 60.9 |
| | Adequately Prepared | 7 | 30.4 | 30.4 | 91.3 |
| | Fully Prepared | 2 | 8.7 | 8.7 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Prepared: Knowledge Regulatory Agencies

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Minimally Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Moderately Prepared | 7 | 30.4 | 31.8 | 40.9 |
| | Adequately Prepared | 8 | 34.8 | 36.4 | 77.3 |
| | Fully Prepared | 5 | 21.7 | 22.7 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Payment & Reimbursement

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.3 | 4.3 |
| | Minimally Prepared | 5 | 21.7 | 21.7 | 26.1 |
| | Moderately Prepared | 8 | 34.8 | 34.8 | 60.9 |
| | Adequately Prepared | 5 | 21.7 | 21.7 | 82.6 |
| | Fully Prepared | 4 | 17.4 | 17.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Prepared: Basic Mgmt/Supervision Principles

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Minimally Prepared | 4 | 17.4 | 18.2 | 22.7 |
| | Moderately Prepared | 2 | 8.7 | 9.1 | 31.8 |
| | Adequately Prepared | 9 | 39.1 | 40.9 | 72.7 |
| | Fully Prepared | 6 | 26.1 | 27.3 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: HRM-Staff Orientation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 18.2 |
| | Moderately Prepared | 3 | 13.0 | 13.6 | 31.8 |
| | Adequately Prepared | 10 | 43.5 | 45.5 | 77.3 |
| | Fully Prepared | 5 | 21.7 | 22.7 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: HRM-Performance/Discipline

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 3 | 13.0 | 13.6 | 13.6 |
| | Minimally Prepared | 3 | 13.0 | 13.6 | 27.3 |
| | Moderately Prepared | 3 | 13.0 | 13.6 | 40.9 |
| | Adequately Prepared | 8 | 34.8 | 36.4 | 77.3 |
| | Fully Prepared | 5 | 21.7 | 22.7 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Plan & Conduct Meetings

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 13.6 |
| | Moderately Prepared | 2 | 8.7 | 9.1 | 22.7 |
| | Adequately Prepared | 10 | 43.5 | 45.5 | 68.2 |
| | Fully Prepared | 7 | 30.4 | 31.8 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Develop Policies & Procedures

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 1 | 4.3 | 4.5 | 13.6 |
| | Moderately Prepared | 4 | 17.4 | 18.2 | 31.8 |
| | Adequately Prepared | 10 | 43.5 | 45.5 | 77.3 |
| | Fully Prepared | 5 | 21.7 | 22.7 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Determine Productivity/Performance Stds

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 13.6 |
| | Moderately Prepared | 8 | 34.8 | 36.4 | 50.0 |
| | Adequately Prepared | 8 | 34.8 | 36.4 | 86.4 |
| | Fully Prepared | 3 | 13.0 | 13.6 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Risk Mgt/Corporate Compliance

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 18.2 |
| | Moderately Prepared | 9 | 39.1 | 40.9 | 59.1 |
| | Adequately Prepared | 7 | 30.4 | 31.8 | 90.9 |
| | Fully Prepared | 2 | 8.7 | 9.1 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Strategic Plans, Goals, Objectives

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Minimally Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Moderately Prepared | 6 | 26.1 | 27.3 | 31.8 |
| | Adequately Prepared | 9 | 39.1 | 40.9 | 72.7 |
| | Fully Prepared | 6 | 26.1 | 27.3 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Confidentiality (HIPAA)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Minimally Prepared | 1 | 4.3 | 4.5 | 4.5 |
| | Moderately Prepared | 7 | 30.4 | 31.8 | 36.4 |
| | Adequately Prepared | 5 | 21.7 | 22.7 | 59.1 |
| | Fully Prepared | 9 | 39.1 | 40.9 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Legislative Process/Court System

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 3 | 13.0 | 13.6 | 22.7 |
| | Moderately Prepared | 11 | 47.8 | 50.0 | 72.7 |
| | Adequately Prepared | 4 | 17.4 | 18.2 | 90.9 |
| | Fully Prepared | 2 | 8.7 | 9.1 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Inventory Mgt Tools

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 2 | 8.7 | 9.1 | 9.1 |
| | Minimally Prepared | 2 | 8.7 | 9.1 | 18.2 |
| | Moderately Prepared | 7 | 30.4 | 31.8 | 50.0 |
| | Adequately Prepared | 10 | 43.5 | 45.5 | 95.5 |
| | Fully Prepared | 1 | 4.3 | 4.5 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Time Mgt

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Moderately Prepared | 5 | 21.7 | 22.7 | 22.7 |
| | Adequately Prepared | 9 | 39.1 | 40.9 | 63.6 |
| | Fully Prepared | 8 | 34.8 | 36.4 | 100.0 |
| | Total | 22 | 95.7 | 100.0 | |
| Missing | System | 1 | 4.3 | | |
| Total | | 23 | 100.0 | | |

Prepared: Critical Thinking Skills

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Inadequately Prepared | 1 | 4.3 | 4.8 | 4.8 |
| | Moderately Prepared | 4 | 17.4 | 19.0 | 23.8 |
| | Adequately Prepared | 10 | 43.5 | 47.6 | 71.4 |
| | Fully Prepared | 6 | 26.1 | 28.6 | 100.0 |
| | Total | 21 | 91.3 | 100.0 | |
| Missing | System | 2 | 8.7 | | |
| Total | | 23 | 100.0 | | |

Overall, adequately prepared

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 16 | 69.6 | 69.6 | 69.6 |
| | No | 7 | 30.4 | 30.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Recommend FSU's HCSA program

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 19 | 82.6 | 82.6 | 82.6 |
| | No | 4 | 17.4 | 17.4 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Continued education

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes | 10 | 43.5 | 43.5 | 43.5 |
| | No | 13 | 56.5 | 56.5 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Specify degree achieved/currently seeking

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------|---------------|--------------------|
| Valid | | 13 | 56.5 | 56.5 | 56.5 |
| | BSN | 1 | 4.3 | 4.3 | 60.9 |
| | Master's Degree | 1 | 4.3 | 4.3 | 65.2 |
| | Master's of HCSA | 1 | 4.3 | 4.3 | 69.6 |
| | Master's of Public Admin. | 1 | 4.3 | 4.3 | 73.9 |
| | Masters in Health Systems Admin at U-M | 1 | 4.3 | 4.3 | 78.3 |
| | MBA | 2 | 8.7 | 8.7 | 87.0 |
| | MBA Health Mgmt. | 1 | 4.3 | 4.3 | 91.3 |
| | MS in Health Admin. | 1 | 4.3 | 4.3 | 95.7 |
| | Pre-req's for NURS prog | 1 | 4.3 | 4.3 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |

Not cont'd ed, plan to do in next 5 yrs

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 8 | 34.8 | 57.1 | 57.1 |
| | No | 3 | 13.0 | 21.4 | 78.6 |
| | Undecided | 3 | 13.0 | 21.4 | 100.0 |
| | Total | 14 | 60.9 | 100.0 | |
| Missing System | 9 | 39.1 | | | |
| Total | 23 | 100.0 | | | |

Additional Comments

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|--------------|---------------|--------------------|
| | | 10 | 43.5 | 43.5 | 43.5 |
| | FSU needs to stress to students that the HIT & HCSA progs don't limit one to work'g directly in healthcare setting. One could work for vendors, do consult'g, research , grass roots/lobby'g & more w/ these deg's. | 1 | 4.3 | 4.3 | 47.8 |
| | I can't gain employmt; my current stu loans are in default. I wouldn't recommend continuing this major-it's "useless." Since graduation, I can't get a job in this field b/c I didn't have work experience. No one is willing to give me a chance or job although I did complete 2 internships-1 in a hosp. & 1 in corp ofc of hosp HR. What I discovered is the health industry is very "racist." | 1 | 4.3 | 4.3 | 52.2 |
| | I feel this was a great opportunity to grad from FSU & the HCSA prog. I learned so much from the prog that I applied to my mgmt career. Students really need to know Excel & how to give a good present'n. Team bldg is a great tool to have under your belt. Thank you for a great experience at FSU. | 1 | 4.3 | 4.3 | 56.5 |
| | I really think my 2+2 prog was excellent. I would recommend it to anyone. I know more about mgmt fxns than my team leader!! | 1 | 4.3 | 4.3 | 60.9 |
| | I was adequately prep'd for an entry level pos'n. The problem is that my "entry-level" is a promotion for someone w/ a technical deg. Since most companies would rather promote, I could find nothing in the med field. | 1 | 4.3 | 4.3 | 65.2 |
| | I was an unconventional student when I entered the prog. I thought it was very good, but all the classes should have been offered in GR more frequently. | 1 | 4.3 | 4.3 | 69.6 |
| | Make sure stu's have a clinical bkground-otherwise, HCSA degree is useless! | 1 | 4.3 | 4.3 | 73.9 |
| | More train'g on procing strategies, changemasters, reimbursemt & compliance would be helpful. | 1 | 4.3 | 4.3 | 78.3 |
| | Please see enclosed sheet. | 1 | 4.3 | 4.3 | 82.6 |
| Valid | The HCSA prog shouldn't be offered alone-should be w/ clinical prog. The fac at FSU needs to teach of more realistic goals & opportun's. No one ever preached of how new grads w/ only this deg don't obtain mgr'l roles. Deg is too broad. Love to actually talk to fac about improv'g prog b/c there is so much rm for improvement; my contact info at top of 2nd pg of survey. Internships complete inconvenience & waste of time & money. Dept should help stu's obtain internship. Work'g 40 hrs/wk for free is downright wrong. We are adults w/ bills. I struggled to complete 40 hr/wk internship & work another job to pay bills. FSU/fac didn't help or offer advice/assistance financially. It's really crazy to mandate such labor. At my site no one knew what the deg was so it was hard to place interns in good pos'ns. The fac, esp. Marie S., was horrible at respond'g to questions/comments during internship. FSU/dept. should try (really try) to offer stu's help in find'g good jobs for that is what a good school of excellence would do. Hav'g to do the internship was one of the worst times of my life, there was much pain & suffer'g as a result of it & has yet to pay off. (Survey # 14) | 1 | 4.3 | 4.3 | 87.0 |
| | The payor systems need to be more in depth. Expert areas would be a plus like Area Wage Index, Medicare bad debts, DSH paymts, & of course access. These are the areas that "excellent" employers are look'g for. If a person wants to succeed & make a decent salary, "We" "FSU" needs to prep the stu's for the "real" world of health care admin. by being more specific. We aren't competitive enough in our classrm applications as well as our externships. | 1 | 4.3 | 4.3 | 91.3 |
| | The prog really needs to involve more about the insurance industry as a whole. In 1 way or another, we are all affected by it. In addition, I think additional emphasis must be placed on our pc skills-which are more & more necessary. Some items are hard to answer as it's been almost 5 yrs since grad & some things I haven't used are forgotten. | 1 | 4.3 | 4.3 | 95.7 |
| | While at FSU, I also completed an Assoc. deg in Nuc Med. I've been a Technologist since graduation. | 1 | 4.3 | 4.3 | 100.0 |
| | Total | 23 | 100.0 | 100.0 | |



FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES

November 13, 2006

Dear Site Coordinator for Health Care Administration students,

Once every five years, Ferris State University reviews each program to evaluate its effectiveness. This year Health Care Systems Administration is conducting such an assessment. Employer surveys are the most valuable tool to assess our program. Please complete the attached survey and mail it in the self addressed stamped envelope provided.

Sincerely,

Marilyn Skrocki
Health Care Systems Administration
Program Coordinator/Assistant Professor

enclosure

Ferris Drive
Big Rapids, MI 49307-2740

Phone: (231) 591-2270 or
1800-462-8553

Web: www.ferris.edu

**Ferris State University
Health Care Systems Administration Program
Employer Survey**

As an annual part of our program review and improvement efforts, we send surveys to our graduates and employers. Please take a few minutes to complete the survey and return it in the enclosed self-addressed stamped envelope. We sincerely appreciate your time and input.

Directions: Please select only one option for each question unless the question specifically states that you may select more than one choice.

Q1 Please indicate the job classifications held in your organization by FSU graduates you employ. *(Please select all that apply.)*

- Manager/Supervisor of a Clinical Area
- Human Resources Management
- Quality/Compliance/Risk Management
- Non-hospital Management (physician's office practice, vendor, contracting)
- Other

Please Specify:

Q2 How long has/have the graduate(s) been employed at your organization?

- Less than 6 months
- 6 months to less than 18 months
- 18 months to 3 years
- More than 3 years

Q3 Please rate your level of satisfaction with the graduate's knowledge in each of the following areas.

| | Very Dissatisfied | Somewhat Dissatisfied | Somewhat Satisfied | Very Satisfied | Not Applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Medical Terminology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Managed Care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Long Term Care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Budgeting Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Computer Applications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problem Solving/Critical Thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teamwork | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professionalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (Please specify in the Comments section) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

HCSA Academic Program Review Survey 2006-2007
Currently Enrolled Students

Directions: Please answer the following questions by marking the option that best fits your opinion. Please note that some questions (if indicated) allow you to choose more than one option. The answers will be used to improve the quality of the program. Thank you for taking time to fill out this survey.

1. Do you meet with your HCSA advisor or attend group advising at least once a semester?
 - a. Yes
 - b. No

2. Has your HCSA advisor or group advising been helpful?
 - a. Yes
 - b. No

3. Please utilize this space for any comments you wish to make regarding your advisor or the group advising sessions.

4. Have your HCSA instructors been generally available outside of class?
 - a. Yes
 - b. No

5. Have your HCSA instructors been generally helpful?
 - a. Yes
 - b. No

6. Please utilize this space for any comments you wish to make regarding your instructors.

7. If you beginning your college career again, would you still choose to attend FSU?
 - a. Definitely Yes
 - b. Probably Yes
 - c. Probably Not
 - d. Definitely Not

13 – 26. Please indicate how well the HCSA Program has prepared you within the following categories.

- 4 – Very Prepared
- 3 – Adequately Prepared
- 2 – Somewhat Prepared
- 1 – Not At All Prepared

13. Demonstrate interpersonal skills necessary to succeed in the work force.

4 3 2 1

14. Demonstrate oral communication skills necessary to succeed in the work force.

4 3 2 1

15. Demonstrate computer skills necessary to succeed in the work force.

4 3 2 1

16. Demonstrate critical thinking skills to apply previously learned knowledge to solving a new problem

4 3 2 1

17. Demonstrate analytical skills necessary to interpret data.

4 3 2 1

18. Demonstrate written communication skills necessary to succeed in the work force.

4 3 2 1

19. Demonstrate professional conduct.

4 3 2 1

20. Speak the language of the health care profession(s).

4 3 2 1

21. Demonstrate understanding of the laws that pertain to healthcare.

4 3 2 1

Faculty perceptions survey

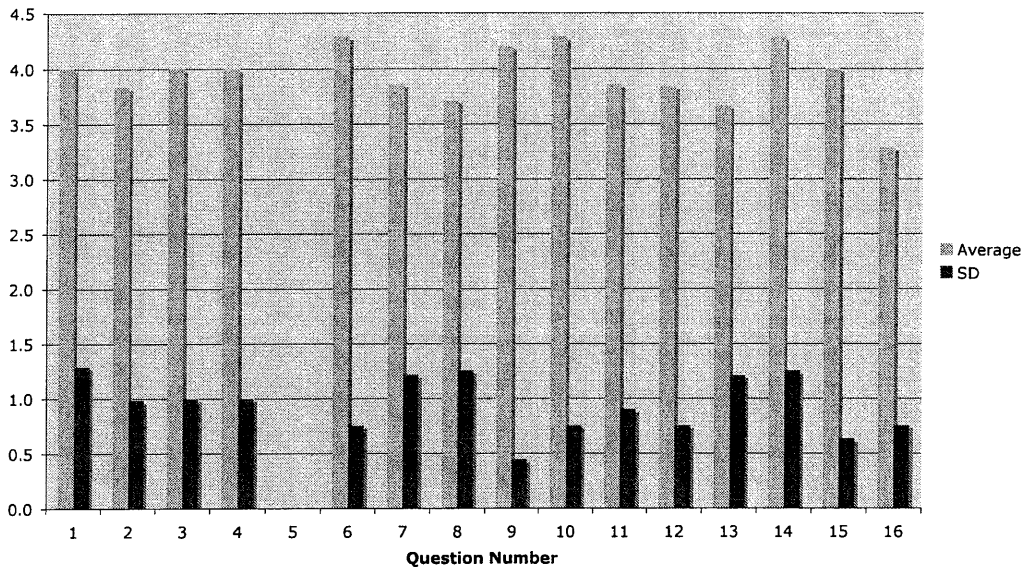
A 17-item instrument was utilized to secure faculty perceptions of the program. Handwritten comments were optional. Question 5 was inappropriate for the program; as such, all responses were N/A. Full-time on campus faculty who are assigned to the HCSA program plus faculty in a sister program, Health Information, were surveyed for an n=7. The composition of faculty included:

| | |
|----------|--|
| HCSA | 1 tenured faculty 2 tenure-track (in 2 nd year) faculty 1 full-time temporary faculty (new in F 2006) |
| MRIS | 3 tenured faculty |
| | 7 total |
| Combined | 4 tenured faculty 2 tenure-track (in 2 nd year) faculty 1 full-time temporary faculty (new in F 2006) 7 total |

Evaluations encompassed perceptions from the entire range: very inexperienced to very experienced in the program's purpose and role in producing graduates to meet the needs of the State of Michigan. Interpretation of results should consider the degree of knowledge that supports the perceptions. All tenured faculty have been vested in the growth and direction of the program for a number of years. They have each followed interns through their internships and talked with site coordinators as well as employers. They garnered information about the ability of HCSA students to perform in the workplace. Additionally, one tenure-track faculty has worked with interns and had the role of program coordinator for over three (3) semesters. These experiences intensified the interest and knowledge base regarding the HCSA program. Thus, five (5) faculty provided input based on significant background and understanding of the program while the remaining two (2) faculty, one tenure-track and one new full-time temporary faculty, have less background and understanding. It is expected that there would be a wide range of responses and comments. That was the case.

The following chart reflects the averaged responses with related standard deviations for the instrument questions. See attached instrument.

HCSA Faculty Perceptions
Survey Results as Averages with Related Standard Deviation
February 2007



Over half of the questions resulted in good or excellent ratings, as an average of all respondents. Average ratings of 4.2 or higher, on a scale of 1-5, related to

- involvement in program evaluation
- secretarial support
- library support and
- lab equipment

for the program. Handwritten comments stated that the quality of secretarial support was excellent yet inadequate. The recent addition of a part-time assistant may partially mitigate the perception that inadequate secretarial support exists. The secretarial support question had one of the largest dispersions in responses with a standard deviation of 1.3. Clearly, many responses were at the high end to result in an average rating of 4.3.

Average ratings of 4.0, related to

- administrators seeking and responding to faculty input in developing and revising programmatic plans
- curriculum meeting graduates' needs
- curriculum meeting employers' needs and
- the level of instructional support staff

for the program. Handwritten comments indicate that instructional support staff exist outside the college rather than inside. The administrator question had one of the largest dispersions in responses with a standard deviation of 1.3. Comments were not provided to explain this; the responses were simply widely spread.

All remaining responses were within the "acceptable range", i.e., 3.3 to 3.9, as averages. Of greatest concern are the two lowest averaged results with noted comments:

- 3.6 the quality of the faculty assigned to the program
 - Some newer faculty are not appropriately qualified and do not recognize their limitations.
 - While some new faculty are excellent, some are below expectations. Some new faculty are not prepared or experienced to teach in the program.
 - A lot of student complaints regarding quality of an instructor. Felt class is easy "A" but students complaining of not learning. Instructor not knowledgeable in course content.
- 3.3 the number of faculty assigned to the program
 - too dependent on adjunct faculty
 - quality of program is jeopardized by excessive use of temporary and adjunct faculty. Consistent overtime usage of full-time faculty contributes to burnout and a lessening of quality.

FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
HEALTH CARE SYSTEMS ADMINISTRATION

Every 6 years, the program is required to undergo a review by a college-wide committee. The purpose of this review is to make sure that the programs are meeting the needs of its customers. As an advisory committee member for the program, you are a very important part of the program. We are asking that you complete the following survey by marking the bubble on the scantron that corresponds with your experiences or belief about the program. Please be very candid and honest in your answers.

Please rate each of the following statements using the following scale. If you are unable to answer the statement, please just skip it rather than answering.

A Excellent (top 5-10%)

B Good (top 1/3)

C Acceptable (middle 1/3)

D Below Expectations (bottom 1/3)

E Poor (seriously inadequate)

PERCEPTIONS OF PROGRAM

1. Courses are available at times that are convenient for students

A B C D E

2. The program meets the needs of the health care administration community

A B C D E

3. Faculty in the program are qualified

A B C D E

4. Laboratory facilities for the program are adequate

A B C D E

5. The graduates are in high demand

A B C D E

6. The curriculum is reflective of current health information practice

A B C D E

APR Plan, Timeline, Budget

**PROGRAM EVALUATION PLAN
HEALTH CARE SYSTEMS ADMINISTRATION PROGRAM**

Degree Awarded: B.S. in Science Health Care Systems Administration

Program Review Panel:

Chair and Program Coordinator: Marilyn Skrocki

Program faculty: Marcy Parry, Mark Fabbri

College of Allied Health faculty: Dan DeRegnier

Individual(s) with special interest in the Program: Paula Hagstrom, Marie Sickelsteel

Faculty member outside the College of Allied Health: Allison Scott

Health Management Department Head: Roger Daugherty

Purpose: To conduct a study of the Health Care Systems Administration program to evaluate its needs and effectiveness so the University can make informed decisions about resource allocations.

Data Collection Techniques

1. Graduate surveys completed in 2000-2005.
2. Employer surveys from 2000-2005.
3. Student evaluation of program and courses from 2006.
4. Faculty perception of program from surveys to Health Care Systems Administration faculty.
5. Advisory Committee board member perceptions of the program from questionnaire.
6. Labor Market analysis information from current market indicators.
7. Evaluation of facilities and equipment by doing a review of the adequacy of classrooms and computer facilities.
8. Curriculum evaluation information will be taken from the Program Review documents completed in 2000, and evaluation of current curriculum by all faculty members, including recent tenure and full-time temporary faculty members, who have been actively practicing in Health Care Systems Administration arena.

Schedule of Events

| <u>Activity</u> | <u>Leader</u> | <u>Target Date</u> |
|--------------------------------|---------------------------------|---------------------------|
| Graduate Survey | Marilyn Skrocki | Dec. 8, 2006 |
| Employer Survey | Marie Sickelsteel | Dec. 8, 2006 |
| Student Evaluation | Marilyn Skrocki, Marcy Parry | Dec. 8, 2006 |
| Faculty Perceptions of Program | Marcy Parry | Dec. 8, 2006 |
| Advisory Committee Perceptions | Paula Hagstrom | Dec. 8, 2006 |
| Labor Market Analysis | Mark Fabbri | Dec. 8, 2006 |
| Evaluation of Facilities | Dan DeRegnier | Dec. 8, 2006 |
| Curriculum Evaluation | Paula Hagstrom, Roger Daugherty | Dec. 8, 2006 |

Timeline

September 11-October 1, 2006- Review various program review documents, attend in-service presentations, discuss survey methods with University Research, amend questionnaires to assure information needed is sought by appropriate questionnaires. Determine/invite members to be on Program Review Panel, Submit budget for approval.

October 9, 2006 (revised date) Self-evaluation plan and Budget due to APRC

October 19, 2006-First program review panel meeting

October 20, 2006-Revised Self-evaluation plan due to APRC

October 27, 2006-Surveys to be sent out by University Research

December 8, 2006-Survey tallies/results due

January 22, 2007-Begin analyzing data, invite dean to meeting to discuss survey results

February 5 to March 30-Write report and gather appendices

April 13, 2007-Analysis of report by department head

April 27, 2007- Analysis of report by dean

June 18, 2007-Initial report (final draft) to APRC

August 13, 2007-Final report, with corrections and multiple copies, to APRC

BUDGET (approved by Roxanne Cullen September 15, 2006)

Surveys (graduate and employer, and advisory committee)

| | |
|-----------------------------------|----------|
| Copying Costs | \$ 50.00 |
| Postage | \$100.00 |
| Binders (3-Ring for Final Report) | \$150.00 |
| Final Report Copying Costs | \$400.00 |
| Total Proposed Costs | \$700.00 |

Analysis of Programs by Department Head & Dean

Internship Sites

Tables

Ferris State University
APR 02-06 Enrollment by Sex and Ethnicity
AHS
Health Care Systems Administration

Student Enrollment

| Term | Enrolled | Sex | | Ethnicity | | | | | | | Enrollment | |
|-------|----------|------|--------|-----------|-------|----------|-----------------|--------------------|-------|---------|------------|-----------|
| | | Male | Female | Blank | Black | Hispanic | Indian/ Alaskan | Asian/Pac Islander | White | Foreign | Full-Time | Part-Time |
| 2002F | 86 | 13 | 73 | 2 | 16 | 1 | 0 | 2 | 64 | 1 | 70 | 16 |
| 2003F | 86 | 12 | 74 | 3 | 11 | 3 | 3 | 1 | 65 | 0 | 72 | 14 |
| 2004F | 136 | 28 | 108 | 7 | 23 | 1 | 2 | 2 | 101 | 0 | 115 | 21 |
| 2005F | 212 | 44 | 168 | 10 | 20 | 2 | 7 | 5 | 167 | 1 | 167 | 45 |
| 2006F | 255 | 52 | 203 | 10 | 23 | 0 | 4 | 3 | 214 | 1 | 199 | 56 |

Source:
 Institutional Research and Testing
 11/20/2006

Ferris State University
 APR 02-06 Enrollment by Sex and Ethnicity
 AHS
 Pre-Health Care Systems Administration

Student Enrollment

| Term | Enrolled | Sex | | Ethnicity | | | | | | | Enrollment | |
|-------|----------|------|--------|-----------|-------|----------|-----------------|--------------------|-------|---------|------------|-----------|
| | | Male | Female | Blank | Black | Hispanic | Indian/ Alaskan | Asian/Pac Islander | White | Foreign | Full-Time | Part-Time |
| 2002F | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 2003F | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 |
| 2004F | 8 | 1 | 7 | 0 | 2 | 0 | 0 | 0 | 6 | 0 | 6 | 2 |
| 2005F | 9 | 1 | 8 | 0 | 5 | 0 | 0 | 0 | 4 | 0 | 8 | 1 |
| 2006F | 18 | 3 | 15 | 0 | 5 | 0 | 0 | 0 | 13 | 0 | 15 | 3 |

Section 3 Table 1.2

Ferris State University
APR 02-06 Enrollment by Residency, Age, FSU GPA, and ACT
AHS
Health Care Systems Administration

Student Enrollment

| Term | Residency | | | | Age | FSU GPA | | | ACT | | |
|-------|-----------|-----------------|--------------|----------|----------|----------|----------|----------|----------|----------|----------|
| | Blank | Midwest Compact | Non-Resident | Resident | Avg. Age | Avg. GPA | Min. GPA | Max. GPA | Avg. ACT | Min. ACT | Max. ACT |
| 2002F | 0 | 1 | 1 | 84 | 26 | 2.897 | 1.839 | 4 | 18.8 | 13 | 27 |
| 2003F | 0 | 1 | 0 | 85 | 25.1 | 2.963 | 1.748 | 3.972 | 18.9 | 12 | 27 |
| 2004F | 0 | 1 | 0 | 135 | 24.7 | 3.011 | 2.005 | 3.982 | 18.7 | 11 | 27 |
| 2005F | 0 | 2 | 1 | 209 | 24.7 | 3.043 | 2.047 | 4 | 19.7 | 12 | 30 |
| 2006F | 0 | 4 | 1 | 250 | 24.3 | 3.169 | 0.68 | 4 | 20.4 | 12 | 29 |

Ferris State University
APR 02-06 Enrollment by Residency, Age, FSU GPA, and ACT
AHS
Pre-Health Care Systems Administration

Student Enrollment

| Term | Residency | | | | Age | FSU GPA | | | ACT | | |
|-------|-----------|-----------------|--------------|----------|----------|----------|----------|----------|----------|----------|----------|
| | Blank | Midwest Compact | Non-Resident | Resident | Avg. Age | Avg. GPA | Min. GPA | Max. GPA | Avg. ACT | Min. ACT | Max. ACT |
| 2002F | 0 | 0 | 0 | 1 | 22 | 2.123 | 2.123 | 2.123 | 20 | 20 | 20 |
| 2003F | 0 | 0 | 0 | 2 | 22 | 2.658 | 2.423 | 2.893 | 20.5 | 20 | 21 |
| 2004F | 0 | 1 | 0 | 7 | 21.8 | 2.409 | 2.007 | 3.107 | 18.1 | 15 | 22 |
| 2005F | 0 | 0 | 0 | 9 | 23.1 | 2.36 | 2.13 | 2.633 | 16.3 | 13 | 21 |
| 2006F | 0 | 0 | 0 | 18 | 22.2 | 2.36 | 2.02 | 2.98 | 17.7 | 13 | 21 |

Section 3 Table 1.4

Ferris State University
 Administrative Program Review 2006
 College of Allied Health Sciences
 Health Care Systems Administration BS

Student Enrollment

| | Fall 2002 | | | Fall 2003 | | | Fall 2004 | | | Fall 2005 | | | Fall 2006 | | |
|----------------------------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|
| | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total |
| Freshman Headcount | 3 | | 3 | 2 | 2 | 4 | 2 | | 2 | 6 | | 6 | 6 | | 6 |
| Freshman SCH's | 36 | | 36 | 29 | 8 | 37 | 26 | | 26 | 77 | | 77 | 82 | | 82 |
| Sophomore Headcount | 12 | 1 | 13 | 5 | | 5 | 16 | 2 | 18 | 31 | 3 | 34 | 36 | 6 | 42 |
| Sophomore SCH's | 169 | 4 | 173 | 70 | | 70 | 217 | 9 | 226 | 433 | 18 | 451 | 487 | 38 | 525 |
| Junior Headcount | 24 | 3 | 27 | 25 | 3 | 28 | 35 | 2 | 37 | 44 | 9 | 53 | 64 | 10 | 74 |
| Junior SCH's | 341 | 12 | 353 | 339 | 18 | 357 | 474 | 8 | 482 | 577 | 58 | 635 | 833 | 80 | 913 |
| Senior Headcount | 35 | 8 | 43 | 45 | 4 | 49 | 71 | 8 | 79 | 101 | 18 | 119 | 108 | 25 | 133 |
| Senior SCH's | 466 | 47 | 513 | 611 | 17 | 628 | 945 | 42 | 987 | 1322 | 100 | 1422 | 1431 | 195 | 1626 |
| TOTAL HEADCOUNT | 74 | 12 | 86 | 77 | 9 | 86 | 124 | 12 | 136 | 182 | 30 | 212 | 214 | 41 | 255 |
| TOTAL SCH's | 1012 | 63 | 1075 | 1049 | 43 | 1092 | 1662 | 59 | 1721 | 2409 | 176 | 2585 | 2833 | 313 | 3146 |

Graduates

| | Academic Yr 01/02 | | | Academic Yr 02/03 | | | Academic Yr 03/04 | | | Academic Yr 04/05 | | | Academic Yr 05/06 | | |
|----------------------------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|
| | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total |
| Number of Graduates | 19 | 4 | 23 | 11 | 2 | 13 | 19 | 2 | 21 | 16 | 1 | 17 | 20 | 1 | 21 |

Section 3 Table 1.5

Ferris State University
 Administrative Program Review 2006
 College of Allied Health Sciences
 Pre-Health Care Systems Administration BS

Student Enrollment

| | Fall 2002 | | | Fall 2003 | | | Fall 2004 | | | Fall 2005 | | | Fall 2006 | | |
|----------------------------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|
| | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total |
| Freshman Headcount | | | 0 | | | 0 | | | 0 | 1 | | 1 | 2 | | 2 |
| Freshman SCH's | | | 0 | | | 0 | | | 0 | 14 | | 14 | 29 | | 29 |
| Sophomore Headcount | 1 | | 1 | | | 0 | 2 | | 2 | | | 0 | 2 | | 2 |
| Sophomore SCH's | 14 | | 14 | | | 0 | 30 | | 30 | | | 0 | 29 | | 29 |
| Junior Headcount | | | 0 | | | 0 | 4 | | 4 | 3 | | 3 | 9 | | 9 |
| Junior SCH's | | | 0 | | | 0 | 50 | | 50 | 34 | | 34 | 109 | | 109 |
| Senior Headcount | | | 0 | 2 | | 2 | 2 | | 2 | 5 | | 5 | 5 | | 5 |
| Senior SCH's | | | 0 | 36 | | 36 | 18 | | 18 | 66 | | 66 | 48 | | 48 |
| TOTAL HEADCOUNT | 1 | | 1 | 2 | | 2 | 8 | | 8 | 9 | | 9 | 18 | | 18 |
| TOTAL SCH's | 14 | | 14 | 36 | | 36 | 98 | | 98 | 114 | | 114 | 215 | | 215 |

Graduates

| | Academic Yr 01/02 | | | Academic Yr 02/03 | | | Academic Yr 03/04 | | | Academic Yr 04/05 | | | Academic Yr 05/06 | | |
|----------------------------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|-------------------|-----|-------|
| | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total | On | Off | Total |
| Number of Graduates | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |

Section 3 Table 1.6

**ENROLLMENT BY PROGRAM
FALL SEMESTER**

| COLLEGE | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 |
|--|------------|------------|------------|------------|------------|
| ALLIED HEALTH SCIENCES | | | | | |
| CLINICAL LAB, RESP CARE, & HLTH ADMIN | | | | | |
| Environmental Health & Safety Management | 26 | 25 | 20 | 13 | 6 |
| Environmental Health & Safety Technology | 0 | 2 | 2 | 1 | 0 |
| Health Care Systems Administration | 74 | 77 | 124 | 182 | 214 |
| Medical Laboratory Technology | 7 | 10 | 8 | 12 | 8 |
| Medical Record Administration | 19 | 28 | 33 | 27 | 24 |
| Medical Record Technology | 25 | 24 | 37 | 36 | 33 |
| Medical Technology | 32 | 33 | 29 | 47 | 63 |
| Nuclear Medicine Technology AAS | 43 | 57 | 56 | 49 | 43 |
| Nuclear Medicine Technology BS | 13 | 11 | 7 | 0 | 0 |
| Phlebotomy | 0 | 0 | 0 | 5 | 5 |
| Pre-Environmental Health & Safety Management | 1 | 2 | 0 | 0 | 0 |
| Pre-Health Care Systems Administration | 1 | 2 | 8 | 9 | 18 |
| Pre-Medical Laboratory Technology | 12 | 4 | 2 | 9 | 4 |
| Pre-Medical Record Administration | 1 | 2 | 1 | 4 | 3 |
| Pre-Medical Record Technology | 1 | 3 | 6 | 11 | 8 |
| Pre-Nuclear Medicine 2-Yr | 32 | 46 | 51 | 67 | 59 |
| Pre-Nuclear Medicine 4-Yr | 1 | 0 | 2 | 0 | 0 |
| Pre-Respiratory Care | 13 | 18 | 12 | 21 | 17 |
| Respiratory Care | 12 | 15 | 33 | 34 | 32 |
| On-Campus Total | 313 | 359 | 431 | 527 | 537 |
| OFF-CAMPUS | | | | | |
| Coding/Reimbursement Specialist Cert | 56 | 57 | 32 | 12 | 14 |
| Environmental Health & Safety Management | 1 | 18 | 21 | 13 | 1 |
| Environmental Health & Safety Technology AAS | 15 | 0 | 0 | 0 | 0 |
| Environmental Health & Safety Technology Cert | 1 | 2 | 0 | 0 | 0 |
| Health Care Systems Administration | 12 | 9 | 12 | 30 | 41 |
| Medical Record Administration | 3 | 10 | 15 | 16 | 16 |
| Medical Record Technology | 37 | 68 | 66 | 85 | 76 |
| Phlebotomy | 0 | 0 | 8 | 18 | 6 |
| Pre-Respiratory Care | 0 | 0 | 0 | 0 | 4 |
| Respiratory Care | 0 | 21 | 18 | 68 | 103 |
| Off-Campus Total | 125 | 185 | 172 | 242 | 261 |
| <i>DEPARTMENT TOTAL</i> | 438 | 544 | 603 | 769 | 798 |
| DENTAL HYGIENE & MEDICAL IMAGING | | | | | |
| Dental Hygiene | 104 | 112 | 113 | 109 | 101 |
| Diagnostic Medical Sonography | 41 | 36 | 33 | 30 | 26 |
| Opticianry | 1 | 0 | 0 | 0 | 0 |
| Radiography | 90 | 98 | 94 | 80 | 70 |
| Pre-Dental Hygiene | 113 | 128 | 112 | 128 | 95 |
| Pre-Diagnostic Medical Sonography | 18 | 39 | 25 | 35 | 36 |
| Pre-Radiography | 40 | 82 | 114 | 114 | 111 |
| On-Campus Total | 407 | 495 | 491 | 496 | 439 |
| OFF-CAMPUS | | | | | |
| Dental Hygiene | 0 | 0 | 0 | 0 | 1 |
| Off-Campus Total | 0 | 0 | 0 | 0 | 1 |
| <i>DEPARTMENT TOTAL</i> | 407 | 495 | 491 | 496 | 440 |

Ferris State University
APR Graduated 2001-02 Through 2005-06
AHS
Health Care Systems Administration

Graduated Students

| Year | FSU GPA | | | ACT | | |
|-----------|----------|----------|----------|----------|----------|----------|
| | Avg. GPA | Min. GPA | Max. GPA | Avg. ACT | Min. ACT | Max. ACT |
| 2001-2002 | 3.207 | 2.402 | 3.959 | 20 | 13 | 30 |
| 2002-2003 | 3.149 | 2.296 | 3.925 | 18.3 | 10 | 29 |
| 2003-2004 | 3.151 | 2.368 | 3.86 | 18.4 | 12 | 27 |
| 2004-2005 | 2.897 | 2.604 | 3.191 | 18 | 18 | 18 |
| 2005-2006 | 3.109 | 2.324 | 3.95 | 19.2 | 13 | 24 |

2004/2005 Graduate Follow-Up Survey Summary

College: Allied Health Sciences

Section 3 Table 1.9

| ALLIED HEALTH SCIENCES | Degrees | | | Placement Information | | |
|-------------------------------------|-----------|------------|-----------|-----------------------|----------------|-----------------------|
| | CERT | AS | BS | % Response | Placement Rate | Ave Salary |
| HEALTH MANAGEMENT | | | | | | |
| Coding/Reimbursement Specialist | 33 | | | 18% | 100% | \$ 39,211 |
| Environmental Health & Safety | | 1 | 10 | | 96% | \$ 37,250 |
| Health Care Systems Administration | | | 17 | 48% | 100% | \$ 39,480 |
| Medical Record Administration | | | 9 | 60% | 100% | \$ 41,360 |
| Medical Record Technology | | 25 | | 64% | 100% | \$ 29,872 |
| Occupational Health and Safety | | | | NA | NA | NA |
| Phelbotomy | 3 | | | 33% | 100% | NA |
| HEALTH RELATED PROGRAMS | | | | | | |
| Diagnostic Medical Sonography | | 12 | | 67% | 100% | \$ 39,846 |
| Medical Laboratory Technology | | 2 | | 50% | 100% | NA |
| Medical Technology | | | 11 | 64% | 100% | \$ 37,469 |
| Nuclear Medicine Technology | | 34 | 2 | 78% | 97% | \$ 33,144 |
| Radiography | | 47 | | 80% | 98% | \$ 33,103 |
| Respiratory Care | | 14 | | 71% | 100% | \$ 34,760 |
| NURSING & DENTAL HYGIENE | | | | | | |
| Dental Hygiene | | 61 | | 55% | 100% | \$ 38,468 |
| Master of Science in Nursing | | | | NA | NA | NA |
| Nursing | | 55 | 48 | 55% | 99% | \$ 40,755 |
| Nursing Education | 5 | | | | | |
| Allied Health TOTAL | 41 | 251 | 97 | 57% | 99% | Not calculated |

Section 3 Table 2.0

Ferris State University
Retention and Graduation Rates of Full-Time FTIAC Students - By Major
Four-Year Degree Programs

| Entering Fall Term | Major | N | Fall Term | | | | | | |
|--------------------|-------|---|---------------------|--------|--------|--------|--------|--------|-----|
| | | | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | |
| 1999F | HCSA | 2 | % Graduated By | 0 | 0 | 0 | 50 | 50 | 50 |
| | | | % Still Enrolled In | 50 | 50 | 50 | 0 | 0 | 0 |
| | | | % Persisters | 50 | 50 | 50 | 50 | 50 | 50 |
| | | | % Non-Persisters | 50 | 50 | 50 | 50 | 50 | 50 |
| | | | | | | | | | |
| 2000F | HCSA | 1 | % Graduated By | 0 | 0 | 0 | 100 | 100 | 100 |
| | | | % Still Enrolled In | 100 | 100 | 100 | 0 | 0 | 0 |
| | | | % Persisters | 100 | 100 | 100 | 100 | 100 | 100 |
| | | | % Non-Persisters | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | |
| 2001F | HCSA | 1 | % Graduated By | 0 | 0 | 0 | 100 | 100 | |
| | | | % Still Enrolled In | 100 | 100 | 100 | 0 | 0 | |
| | | | % Persisters | 100 | 100 | 100 | 100 | 100 | |
| | | | % Non-Persisters | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | | | |
| 2002F | HCSA | 3 | % Graduated By | 0 | 33 | 66 | 66 | | |
| | | | % Still Enrolled In | 66 | 33 | 34 | 0 | | |
| | | | % Persisters | 66 | 66 | 100 | 66 | | |
| | | | % Non-Persisters | 34 | 34 | 0 | 34 | | |
| | | | | | | | | | |
| 2003F | HCSA | 2 | % Graduated By | 0 | 0 | 0 | | | |
| | | | % Still Enrolled In | 50 | 100 | 50 | | | |
| | | | % Persisters | 50 | 100 | 50 | | | |
| | | | % Non-Persisters | 50 | 0 | 50 | | | |
| | | | | | | | | | |
| 2004F | HCSA | 3 | % Graduated By | 33 | 33 | | | | |
| | | | % Still Enrolled In | 67 | 67 | | | | |
| | | | % Persisters | 100 | 100 | | | | |
| | | | % Non-Persisters | 0 | 0 | | | | |
| | | | | | | | | | |
| 2005F | HCSA | 2 | % Graduated By | 0 | | | | | |
| | | | % Still Enrolled In | 100 | | | | | |
| | | | % Persisters | 100 | | | | | |
| | | | % Non-Persisters | 0 | | | | | |
| | | | | | | | | | |

Table 2.0

**Ferris State University
Degree Program Costing 2002- 2003 (Summer, Fall, and Winter)**

College : Allied Health Sciences
Department : Health Management

Program Name: Health Care Systems Administration BS

Program Credits Required (Total credits to graduate) 123

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$122.96
 **Department Cost per Student Credit Hour \$28.61
 ***Dean's Cost per Student Credit Hour \$22.26

Total Cost per Student Credit Hour (Average for program) \$173.82

Total Program Instructor Cost (Assumes a student will complete program in one year) \$15,123.94
 Total Program Department Cost \$3,519.17
 Total Program Dean's Cost \$2,737.37

Total Program Cost (Assumes a student will complete program in one year) \$21,380.47

| Course ID | Level | Instructor Cost | Dept Cost | Dean's Cost | SCH's Produced | Instructor Cost/SCH | Dept Cost/SCH | Dean's Cost/SCH | Credits Required | Program Instructor Cost | Program Dept Cost | Program Dean's Cost |
|-----------|-------|-----------------|-------------|-------------|----------------|---------------------|---------------|-----------------|------------------|-------------------------|-------------------|---------------------|
| ACCT201 | L | \$223,488 | \$47,349 | \$38,078 | 2199 | \$102 | \$22 | \$17 | 3 | \$305 | \$65 | \$52 |
| BIOL109 | L | \$84,512 | \$44,147 | \$8,783 | 1476 | \$57 | \$30 | \$6 | 4 | \$229 | \$120 | \$24 |
| CCHS101 | L | \$117,914 | \$59,943 | \$59,441 | 1746 | \$68 | \$34 | \$34 | 3 | \$203 | \$103 | \$102 |
| CCHS102 | L | \$48,335 | \$17,372 | \$17,226 | 506 | \$96 | \$34 | \$34 | 1 | \$96 | \$34 | \$34 |
| COMM105 | L | \$290,824 | \$48,206 | \$18,441 | 3099 | \$94 | \$16 | \$6 | 3 | \$282 | \$47 | \$18 |
| COMM365 | U | \$15,543 | \$1,960 | \$750 | 126 | \$123 | \$16 | \$6 | 3 | \$370 | \$47 | \$18 |
| CULTELE | E | \$2,095,711 | \$340,667 | \$132,576 | 21581 | \$97 | \$16 | \$6 | 8 | \$777 | \$126 | \$49 |
| ECON221 | L | \$236,454 | \$62,206 | \$50,026 | 2889 | \$82 | \$22 | \$17 | 3 | \$246 | \$65 | \$52 |
| EHSM315 | U | \$47,515 | \$15,449 | \$15,320 | 450 | \$106 | \$34 | \$34 | 3 | \$317 | \$103 | \$102 |
| ENGL150 | L | \$668,824 | \$93,436 | \$40,416 | 6792 | \$98 | \$14 | \$6 | 3 | \$295 | \$41 | \$18 |
| ENGL250 | L | \$499,521 | \$71,315 | \$30,848 | 5184 | \$96 | \$14 | \$6 | 3 | \$289 | \$41 | \$18 |
| ENGL321 | U | \$306,279 | \$29,839 | \$12,907 | 2169 | \$141 | \$14 | \$6 | 3 | \$424 | \$41 | \$18 |
| HCSA202 | L | \$5,114 | \$3,193 | \$3,166 | 93 | \$55 | \$34 | \$34 | 3 | \$165 | \$103 | \$102 |
| HCSA205 | L | \$2,724 | \$2,060 | \$2,043 | 60 | \$45 | \$34 | \$34 | 2 | \$91 | \$69 | \$68 |
| HCSA220 | L | \$6,458 | \$927 | \$919 | 27 | \$239 | \$34 | \$34 | 3 | \$718 | \$103 | \$102 |
| HCSA320 | N | \$15,271,137 | \$3,812,904 | \$2,102,742 | 101733 | \$150 | \$37 | \$21 | 2 | \$300 | \$75 | \$41 |
| HCSA333 | U | \$3,044 | \$824 | \$817 | 24 | \$127 | \$34 | \$34 | 3 | \$381 | \$103 | \$102 |
| HCSA335 | U | \$42,314 | \$15,930 | \$15,796 | 464 | \$91 | \$34 | \$34 | 4 | \$365 | \$137 | \$136 |
| HCSA345 | U | \$3,137 | \$927 | \$919 | 27 | \$116 | \$34 | \$34 | 1 | \$116 | \$34 | \$34 |
| HCSA392 | U | \$23,082 | \$2,472 | \$2,451 | 72 | \$321 | \$34 | \$34 | 6 | \$1,924 | \$206 | \$204 |
| HCSA401 | U | \$15,865 | \$3,845 | \$3,813 | 112 | \$142 | \$34 | \$34 | 4 | \$567 | \$137 | \$136 |
| HCSA460 | U | \$2,435 | \$1,854 | \$1,838 | 54 | \$45 | \$34 | \$34 | 4 | \$180 | \$137 | \$136 |
| HCSA474 | U | \$12,300 | \$4,257 | \$4,221 | 124 | \$99 | \$34 | \$34 | 4 | \$397 | \$137 | \$136 |
| HCSA493 | U | \$49,409 | \$7,828 | \$7,762 | 228 | \$217 | \$34 | \$34 | 12 | \$2,600 | \$412 | \$409 |
| ISYS105 | L | \$240,424 | \$85,062 | \$44,104 | 2547 | \$94 | \$33 | \$17 | 3 | \$283 | \$100 | \$52 |
| ISYS200 | L | \$118,614 | \$30,157 | \$15,636 | 903 | \$131 | \$33 | \$17 | 3 | \$394 | \$100 | \$52 |
| MGMT301 | U | \$206,956 | \$57,697 | \$36,156 | 2088 | \$99 | \$28 | \$17 | 3 | \$297 | \$83 | \$52 |
| MKTG321 | U | \$207,234 | \$70,792 | \$26,234 | 1515 | \$137 | \$47 | \$17 | 3 | \$410 | \$140 | \$52 |
| MRIS103 | L | \$83,171 | \$29,937 | \$29,686 | 872 | \$95 | \$34 | \$34 | 4 | \$382 | \$137 | \$136 |
| MRIS209 | L | \$12,145 | \$2,987 | \$2,962 | 87 | \$140 | \$34 | \$34 | 3 | \$419 | \$103 | \$102 |
| MRIS211 | L | \$24,018 | \$11,741 | \$11,643 | 342 | \$70 | \$34 | \$34 | 3 | \$211 | \$103 | \$102 |
| PSYC150 | L | \$266,229 | \$83,283 | \$27,527 | 4626 | \$58 | \$18 | \$6 | 3 | \$173 | \$54 | \$18 |
| SCIUELE | E | \$2,943,071 | \$793,257 | \$182,284 | 30633 | \$96 | \$26 | \$6 | 4 | \$384 | \$104 | \$24 |
| SOCY345 | U | \$17,477 | \$3,133 | \$1,035 | 174 | \$100 | \$18 | \$6 | 3 | \$301 | \$54 | \$18 |
| SOCY373 | U | \$8,024 | \$1,836 | \$607 | 102 | \$79 | \$18 | \$6 | 3 | \$236 | \$54 | \$18 |

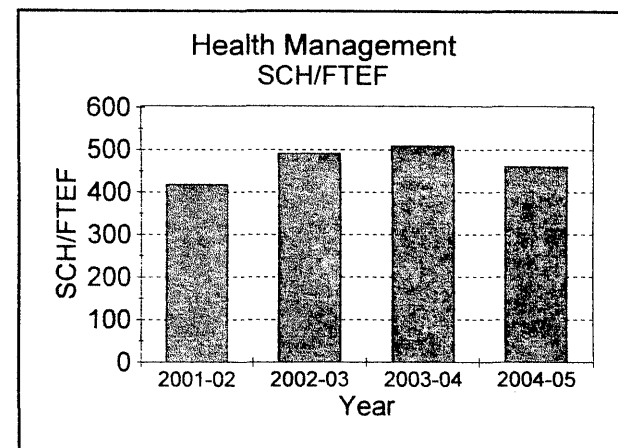
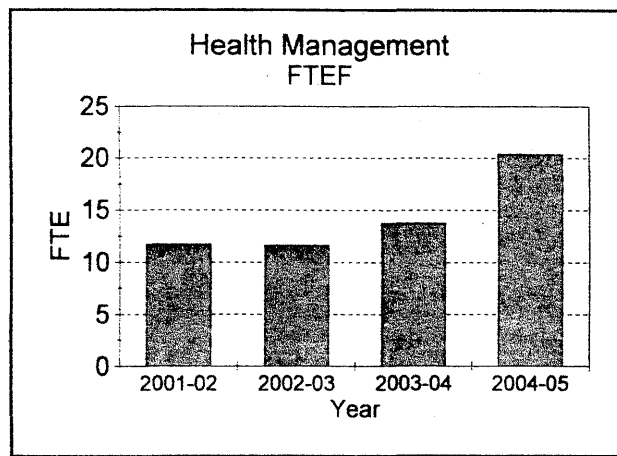
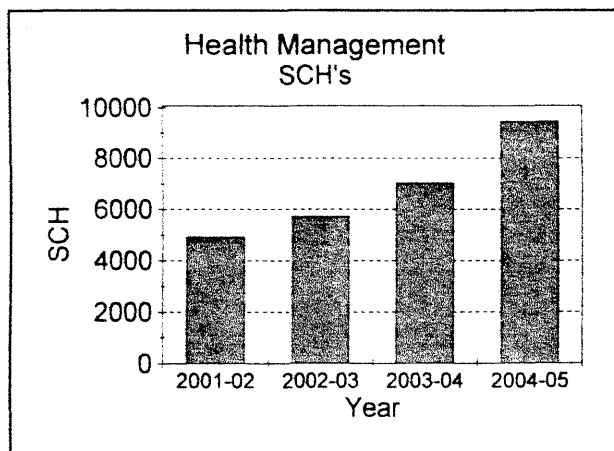
* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
 ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
 *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Ferris State University

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Department

Fall and Winter Terms Combined

Health Management (College of Allied Health Sciences)



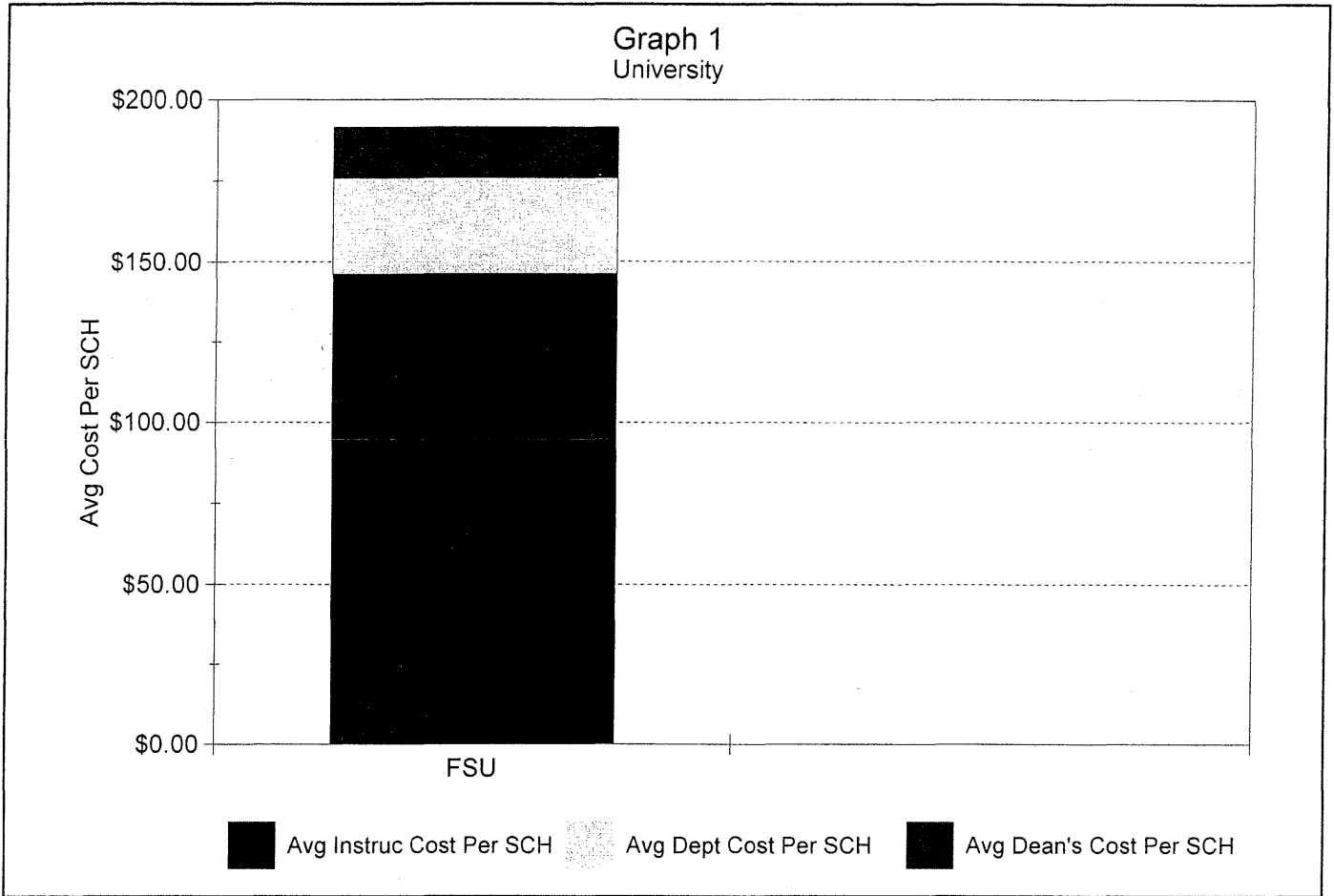
| <u>Year</u> | <u>SCH</u> | <u>FTEF</u> | <u>SCH/FTEF</u> |
|-------------|------------|-------------|-----------------|
| 2001-02 | 4,895.00 | 11.73 | 417.29 |
| 2002-03 | 5,686.00 | 11.62 | 489.23 |
| 2003-04 | 6,989.00 | 13.77 | 507.53 |
| 2004-05 | 9,375.00 | 20.38 | 459.99 |

<< College of Allied Health Sciences Reorganized in 2005-06 >>
<< see detailed information for the FTE & SCH for the 2005-06 data >>

Caution: When viewing graphs, please note the differences in scales

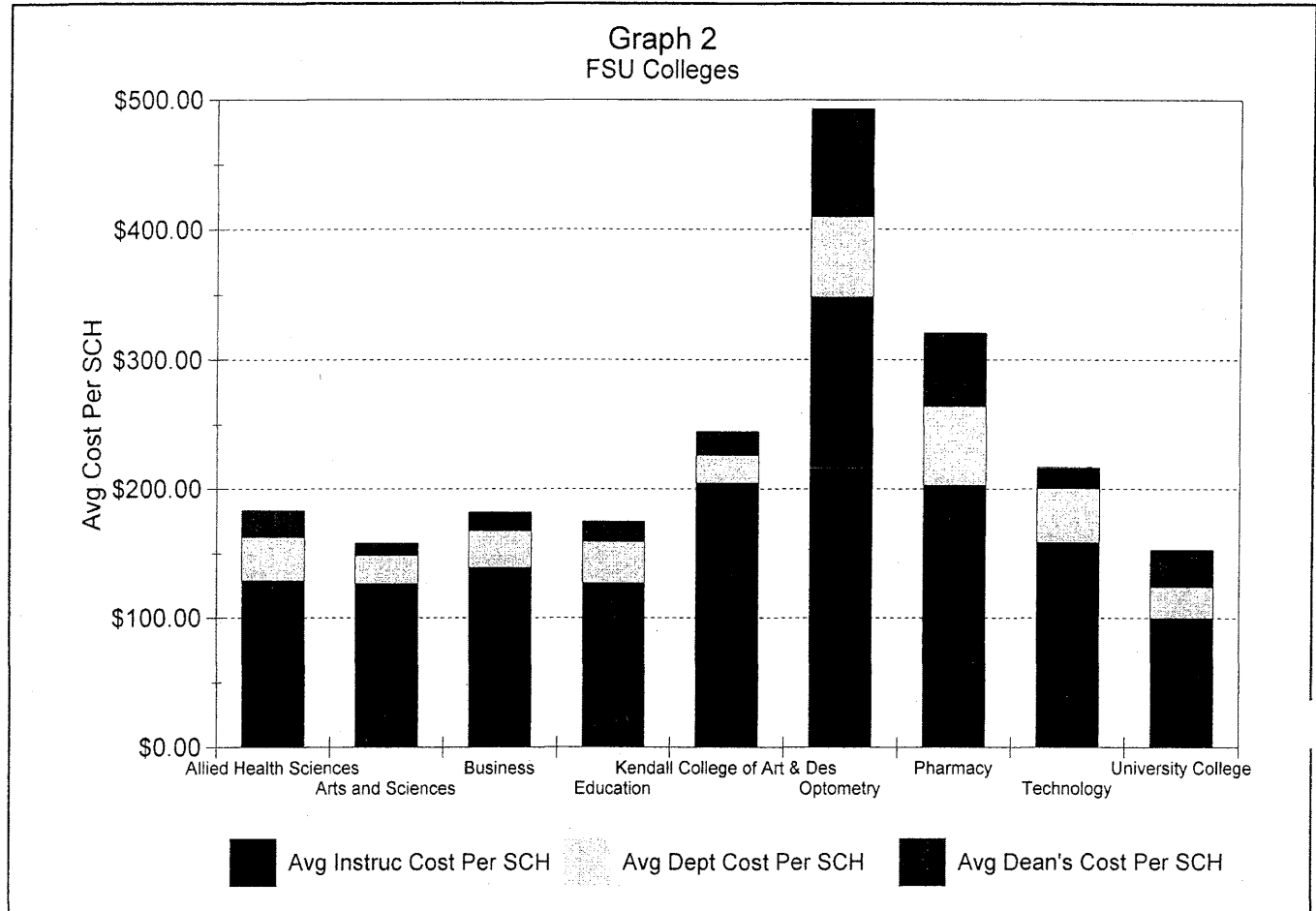
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Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
The University
2003 - 2004 Data



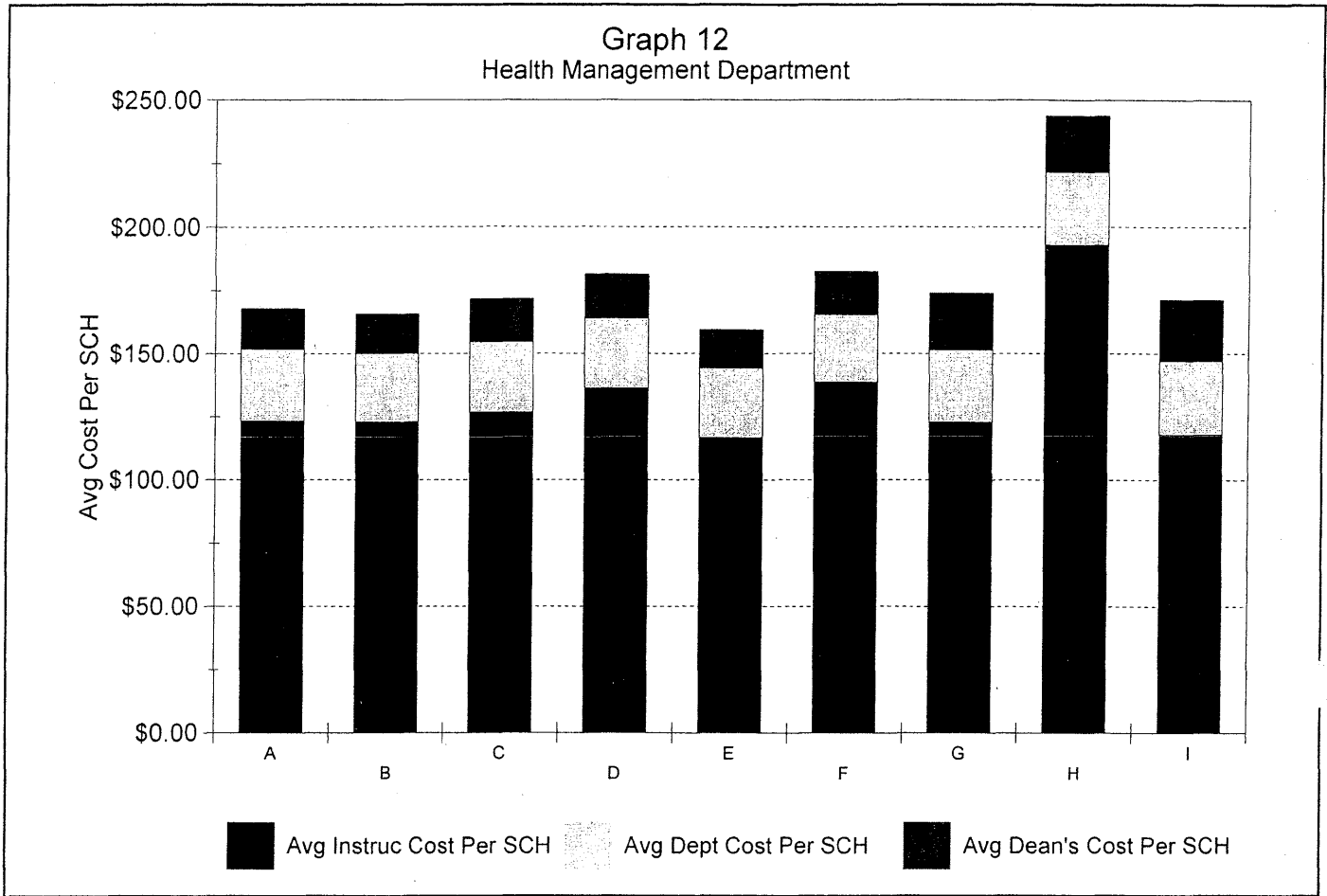
| <u>University</u> | <u>Avg Instructor Cost/SCH</u> | <u>Avg Dept Cost/SCH</u> | <u>Avg Dean's Cost/SCH</u> | <u>Total Avg Cost/SCH</u> |
|-------------------|--------------------------------|--------------------------|----------------------------|---------------------------|
| FSU | \$146.08 | \$29.80 | \$15.68 | \$191.56 |

Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
FSU Colleges
2003 - 2004 Data



| <u>Colleges</u> | <u>Avg Instructor Cost/SCH</u> | <u>Avg Dept Cost/SCH</u> | <u>Avg Dean's Cost/SCH</u> | <u>Total Avg Cost/SCH</u> |
|---------------------------------|--------------------------------|--------------------------|----------------------------|---------------------------|
| Allied Health Sciences | \$129.05 | \$33.60 | \$20.56 | \$183.21 |
| Arts and Sciences | \$126.58 | \$21.93 | \$9.52 | \$158.04 |
| Business | \$138.86 | \$28.78 | \$14.30 | \$181.95 |
| Education | \$127.05 | \$32.14 | \$15.49 | \$174.67 |
| Kendall College of Art & Design | \$204.55 | \$21.75 | \$18.11 | \$244.41 |
| Optometry | \$347.89 | \$61.93 | \$83.22 | \$493.04 |
| Pharmacy | \$202.84 | \$61.38 | \$56.26 | \$320.47 |
| Technology | \$158.57 | \$42.03 | \$16.47 | \$217.06 |
| University College | \$100.08 | \$24.14 | \$28.61 | \$152.83 |

Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
Health Management Department
2003 - 2004 Data



| <u>Programs</u> | <u>Avg Instructor Cost/SCH</u> | <u>Avg Dept Cost/SCH</u> | <u>Avg Dean's Cost/SCH</u> | <u>Total Avg Cost/SCH</u> |
|---|--------------------------------|--------------------------|----------------------------|---------------------------|
| A Environmental Health & Safety Mgmt (Env Health option) BS | \$123.24 | \$28.62 | \$15.97 | \$167.84 |
| B Environmental Hlth & Safety Mgmt (Haz Material Mgmt opt) BS | \$122.88 | \$27.22 | \$15.55 | \$165.65 |
| C Environmental Hlth & Safety Mgmt (Indust Hygiene option) BS | \$126.70 | \$27.91 | \$16.94 | \$171.55 |
| D Environmental Hlth & Safety Mgmt (Indust Safety option) BS | \$136.22 | \$27.72 | \$17.49 | \$181.44 |
| E Environmental Hlth & Safety Tech (Env Health option) AAS | \$116.71 | \$27.58 | \$15.10 | \$159.39 |
| F Environmental Hlth & Safety Tech (Occ Hlth & Safe opt) AAS | \$138.68 | \$26.70 | \$17.06 | \$182.45 |
| G Health Care Systems Administration BS | \$122.96 | \$28.61 | \$22.26 | \$173.82 |
| H Medical Record Administration BS | \$193.01 | \$28.75 | \$22.02 | \$243.78 |
| I Medical Record Technology AAS | \$118.06 | \$29.17 | \$23.99 | \$171.22 |

Table I

Degree Program Costing Summary
Alpha Listing of Programs
2003-04

| Program Name | Prog Crs Req | Total Instructor Cost* | Total Dept Cost** | Total Dean's Cost*** | Total Program Cost | Instructor Cost Per SCH | Dept Cost Per SCH | Dean's Cost Per SCH | Total Cost Per SCH |
|---|--------------------|------------------------------|-------------------------|----------------------------|--------------------------|-------------------------------|-------------------------|---------------------------|--------------------------|
| Early Childhood Education AAS | 63 | \$6,512.86 | \$1,875.17 | \$998.90 | \$9,386.93 | \$103.38 | \$29.76 | \$15.86 | \$149.00 |
| Elect/Electron Engr Tech (Indust Auto) BS (Yrs | 68 | \$10,866.10 | \$2,426.80 | \$1,036.41 | \$14,329.32 | \$159.80 | \$35.69 | \$15.24 | \$210.73 |
| Elect/Electron Engr Tech (Tech Integration) BS | 68 | \$9,819.50 | \$2,320.64 | \$1,039.87 | \$13,180.02 | \$144.40 | \$34.13 | \$15.29 | \$193.82 |
| Elementary Education BS | 120 | \$11,284.62 | \$3,159.78 | \$1,500.52 | \$15,944.91 | \$94.04 | \$26.33 | \$12.50 | \$132.87 |
| English Composition BA | 126 | \$17,884.83 | \$2,427.06 | \$1,156.96 | \$21,468.85 | \$141.94 | \$19.26 | \$9.18 | \$170.39 |
| English Education BS | 140 | \$14,161.46 | \$3,234.79 | \$1,524.84 | \$18,921.09 | \$101.15 | \$23.11 | \$10.89 | \$135.15 |
| English Literature BA | 126 | \$15,969.45 | \$2,515.08 | \$1,215.25 | \$19,699.78 | \$126.74 | \$19.96 | \$9.64 | \$156.35 |
| Environmental Health & Safety Mgmt (Env Health | 131 | \$16,145.02 | \$3,749.82 | \$2,092.24 | \$21,987.09 | \$123.24 | \$28.62 | \$15.97 | \$167.84 |
| Environmental Hlth & Safety Mgmt (Haz Materia | 126 | \$15,483.25 | \$3,429.14 | \$1,959.13 | \$20,871.51 | \$122.88 | \$27.22 | \$15.55 | \$165.65 |
| Environmental Hlth & Safety Mgmt (Indust Hygie | 124 | \$15,710.95 | \$3,460.86 | \$2,100.88 | \$21,272.69 | \$126.70 | \$27.91 | \$16.94 | \$171.55 |
| Environmental Hlth & Safety Mgmt (Indust Safet | 124 | \$16,891.46 | \$3,437.83 | \$2,169.10 | \$22,498.39 | \$136.22 | \$27.72 | \$17.49 | \$181.44 |
| Environmental Hlth & Safety Tech (Env Health c | 63 | \$7,352.54 | \$1,737.77 | \$951.34 | \$10,041.65 | \$116.71 | \$27.58 | \$15.10 | \$159.39 |
| Environmental Hlth & Safety Tech (Occ Hlth & S | 62 | \$8,598.37 | \$1,655.48 | \$1,057.82 | \$11,311.67 | \$138.68 | \$26.70 | \$17.06 | \$182.45 |
| Facilities Management BS (Yrs 3 & 4) | 68 | \$10,154.95 | \$3,328.12 | \$1,155.06 | \$14,638.14 | \$149.34 | \$48.94 | \$16.99 | \$215.27 |
| Facilities Management Certificate | 12 | \$2,232.04 | \$871.32 | \$262.25 | \$3,365.61 | \$186.00 | \$72.61 | \$21.85 | \$280.47 |
| Finance/Investment Concentration BS | 123 | \$21,360.45 | \$2,727.85 | \$1,700.92 | \$25,789.21 | \$173.66 | \$22.18 | \$13.83 | \$209.67 |
| Fine Arts/Art/K-12 Art Education Certification Bl | 134 | \$15,438.43 | \$3,537.93 | \$2,564.23 | \$21,540.59 | \$115.21 | \$26.40 | \$19.14 | \$160.75 |
| Fine Arts/Drawing BFA | 120 | \$15,719.18 | \$2,773.80 | \$2,153.96 | \$20,646.95 | \$130.99 | \$23.11 | \$17.95 | \$172.06 |
| Fine Arts/Drawing MFA | 60 | \$34,837.79 | \$1,821.58 | \$1,085.14 | \$37,744.50 | \$580.63 | \$30.36 | \$18.09 | \$629.08 |
| Fine Arts/Dual Concentration MFA | 60 | \$34,837.79 | \$1,821.58 | \$1,085.14 | \$37,744.50 | \$580.63 | \$30.36 | \$18.09 | \$629.08 |
| Fine Arts/Painting BFA | 120 | \$15,318.49 | \$2,802.78 | \$2,153.96 | \$20,275.23 | \$127.65 | \$23.36 | \$17.95 | \$168.96 |
| Fine Arts/Painting MFA | 60 | \$34,837.79 | \$1,821.58 | \$1,085.14 | \$37,744.50 | \$580.63 | \$30.36 | \$18.09 | \$629.08 |
| Fine Arts/Photography BFA | 120 | \$15,806.49 | \$2,729.45 | \$2,153.96 | \$20,689.91 | \$131.72 | \$22.75 | \$17.95 | \$172.42 |
| Fine Arts/Photography MFA | 60 | \$34,837.79 | \$1,821.58 | \$1,085.14 | \$37,744.50 | \$580.63 | \$30.36 | \$18.09 | \$629.08 |
| Fine Arts/Printmaking BFA | 120 | \$16,820.57 | \$3,030.93 | \$2,178.44 | \$22,029.94 | \$140.17 | \$25.26 | \$18.15 | \$183.58 |
| Fine Arts/Printmaking MFA | 60 | \$34,837.79 | \$1,821.58 | \$1,085.14 | \$37,744.50 | \$580.63 | \$30.36 | \$18.09 | \$629.08 |
| Fine Arts/Sculpture BFA | 120 | \$24,859.19 | \$2,802.78 | \$2,153.96 | \$29,815.94 | \$207.16 | \$23.36 | \$17.95 | \$248.47 |
| Fine Arts/Woodworking & Functional Art BFA | 120 | \$19,384.74 | \$3,025.07 | \$2,170.28 | \$24,580.10 | \$161.54 | \$25.21 | \$18.09 | \$204.83 |
| Furniture Design BFA | 120 | \$24,799.63 | \$2,153.51 | \$2,153.96 | \$29,107.11 | \$206.66 | \$17.95 | \$17.95 | \$242.56 |
| General Business AAS | 63 | \$7,011.61 | \$1,565.45 | \$886.91 | \$9,463.96 | \$111.30 | \$24.85 | \$14.08 | \$150.22 |
| General Studies AA | 60 | \$5,896.09 | \$1,372.43 | \$1,137.83 | \$8,406.35 | \$98.27 | \$22.87 | \$18.96 | \$140.11 |
| Geographic Information Systems Certificate | 6 | \$900.66 | \$224.88 | \$124.02 | \$1,249.55 | \$150.11 | \$37.48 | \$20.67 | \$208.26 |
| Health Care Systems Administration BS | 123 | \$15,123.94 | \$3,519.17 | \$2,737.37 | \$21,380.47 | \$122.96 | \$28.61 | \$22.26 | \$173.82 |
| Heavy Equipment Service Eng Tech BS (Yrs 3 | 70 | \$8,853.74 | \$4,578.37 | \$1,228.53 | \$14,660.63 | \$126.48 | \$65.41 | \$17.55 | \$209.44 |
| Heavy Equipment Technology AAS | 68 | \$12,603.70 | \$6,986.72 | \$1,187.57 | \$20,777.99 | \$185.35 | \$102.75 | \$17.46 | \$305.56 |
| Heavy Equipment Technology Komatsu Equip R | 18 | \$2,701.98 | \$674.63 | \$372.05 | \$3,748.66 | \$150.11 | \$37.48 | \$20.67 | \$208.26 |
| History BA | 126 | \$14,615.92 | \$2,655.43 | \$1,261.14 | \$18,532.50 | \$116.00 | \$21.07 | \$10.01 | \$147.08 |
| Horticulture for Golf Course Managers Certifica | 11 | \$3,213.44 | \$329.01 | \$65.46 | \$3,607.91 | \$292.13 | \$29.91 | \$5.95 | \$327.99 |
| Hotel Management BS (Yrs 3 & 4) | 63 | \$8,539.37 | \$1,612.70 | \$862.29 | \$11,014.36 | \$135.55 | \$25.60 | \$13.69 | \$174.83 |
| Hotel Management Certificate | 12 | \$964.17 | \$331.59 | \$207.79 | \$1,503.55 | \$80.35 | \$27.63 | \$17.32 | \$125.30 |
| Human Resource Management BS | 124 | \$16,365.81 | \$2,925.89 | \$1,641.20 | \$20,932.89 | \$131.98 | \$23.60 | \$13.24 | \$168.81 |
| HVACR Engineering Technology BS (Yrs 3 & 4) | 64 | \$10,702.14 | \$3,693.30 | \$1,076.67 | \$15,472.12 | \$167.22 | \$57.71 | \$16.82 | \$241.75 |

Instructor Cost - *Salary & Fringe** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment**** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment*

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
2003-04

| Program Name | Program Credits Required | Total Instructor Cost* | Total Dept Cost** | Total Dean's Cost*** | Total Program Cost |
|--|--------------------------|------------------------|-------------------|----------------------|--------------------|
| Recreation Leadership & Mgmt/Outdoor-Adv Edu Track | 128 | \$16,132.68 | \$4,203.19 | \$2,041.65 | \$22,377.52 |
| New Media Printing and Publishing BS (Yrs 3 & 4) | 68 | \$17,861.55 | \$3,311.48 | \$1,038.28 | \$22,211.31 |
| Tech & Professional Comm (Computer Info Writing Track) | 121 | \$17,997.32 | \$2,860.09 | \$1,248.35 | \$22,105.76 |
| Accountancy (Professionally Directed Track) BS | 124 | \$17,416.76 | \$2,833.69 | \$1,783.97 | \$22,034.42 |
| Fine Arts/Printmaking BFA | 120 | \$16,820.57 | \$3,030.93 | \$2,178.44 | \$22,029.94 |
| Mathematics Education BS | 142 | \$16,905.23 | \$3,336.87 | \$1,785.67 | \$22,027.77 |
| Environmental Health & Safety Mgmt (Env Health option) | 131 | \$16,145.02 | \$3,749.82 | \$2,092.24 | \$21,987.09 |
| Management BS | 130 | \$16,871.15 | \$3,145.27 | \$1,812.90 | \$21,829.32 |
| Construction Management (Highway/Bridge Track) BS | 129 | \$16,822.72 | \$2,893.27 | \$2,093.52 | \$21,809.51 |
| Biochemistry BA | 126 | \$17,767.24 | \$2,724.31 | \$1,201.69 | \$21,693.24 |
| Tech & Professional Comm (Multimedia Writing Track) E | 121 | \$17,458.76 | \$2,906.28 | \$1,291.37 | \$21,656.41 |
| Recreation Leadership & Mgmt/Sports Management Trac | 128 | \$15,501.37 | \$4,127.80 | \$2,019.94 | \$21,649.10 |
| Tech & Professional Comm (Automotive Writing Track) t | 121 | \$17,298.34 | \$3,007.37 | \$1,299.71 | \$21,605.43 |
| Fine Arts/Art/K-12 Art Education Certification BFA | 134 | \$15,438.43 | \$3,537.93 | \$2,564.23 | \$21,540.59 |
| Construction Management (Mech/Elect/Plumbing Track) | 129 | \$16,336.30 | \$3,076.27 | \$2,093.52 | \$21,506.09 |
| English Composition BA | 126 | \$17,884.83 | \$2,427.06 | \$1,156.96 | \$21,468.85 |
| Recreation Leadership & Mgmt/Leisure Service Track BS | 128 | \$15,292.13 | \$4,140.92 | \$2,024.85 | \$21,457.90 |
| Construction Management (Commercial/Indust Track) B | 129 | \$16,259.20 | \$3,076.27 | \$2,093.52 | \$21,428.99 |
| Health Care Systems Administration BS | 123 | \$15,123.94 | \$3,519.17 | \$2,737.37 | \$21,380.47 |
| Environmental Hlth & Safety Mgmt (Indust Hygiene option) | 124 | \$15,710.95 | \$3,460.86 | \$2,100.88 | \$21,272.69 |
| Music Industry Management BS | 124 | \$15,568.22 | \$3,780.36 | \$1,707.56 | \$21,056.14 |
| Advertising BS | 125 | \$15,589.81 | \$3,779.52 | \$1,684.11 | \$21,053.44 |
| Applied Speech Communication BS | 126 | \$17,129.75 | \$2,611.68 | \$1,286.73 | \$21,028.16 |
| Operations & Supply Management BB | 124 | \$15,863.51 | \$3,319.20 | \$1,839.35 | \$21,022.06 |
| Printing & Digital Graphic Imaging Technology AAS | 62 | \$15,744.01 | \$4,116.10 | \$1,102.40 | \$20,962.51 |
| Tech & Professional Comm (Sci & Medical Writing Track) | 121 | \$16,993.52 | \$2,747.10 | \$1,196.27 | \$20,936.90 |
| Human Resource Management BS | 124 | \$16,365.81 | \$2,925.89 | \$1,641.20 | \$20,932.89 |
| Environmental Hlth & Safety Mgmt (Haz Material Mgmt o | 126 | \$15,483.25 | \$3,429.14 | \$1,959.13 | \$20,871.51 |
| Business Administration w/ AAS in Legal Studies | 128 | \$15,897.13 | \$3,106.14 | \$1,814.31 | \$20,817.58 |
| Heavy Equipment Technology AAS | 68 | \$12,603.70 | \$6,986.72 | \$1,187.57 | \$20,777.99 |
| Fine Arts/Photography BFA | 120 | \$15,806.49 | \$2,729.45 | \$2,153.96 | \$20,689.91 |
| International Business BS | 125 | \$15,887.98 | \$3,057.49 | \$1,741.09 | \$20,686.56 |
| E-Commerce Marketing BS | 124 | \$15,152.64 | \$3,746.00 | \$1,750.67 | \$20,649.31 |
| Fine Arts/Drawing BFA | 120 | \$15,719.18 | \$2,773.80 | \$2,153.96 | \$20,646.95 |
| Visual Communication - Print Media Focus BFA | 120 | \$16,425.22 | \$2,064.82 | \$2,153.96 | \$20,644.01 |
| Professional Golf Management BS | 127 | \$14,801.56 | \$3,980.91 | \$1,790.06 | \$20,572.53 |

* Instructor Cost - *Salary & Fringe*** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment**** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment*