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Healthcare Management Program Review - November 2020

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Healthcare Management, Program Review, Section 1

Summary Statement about the State of the Program

Chair's Summary Statement

Over the past three years, the School of Business Leadership has experienced a trend of declining enrollments. The Health Care Management degree, begun in 2007 and currently directed by Dr. Kelly Riesenmy, participates in this trend at approximately the same levels as other SBL degree programs, although notably with an improving retention rate over that period. In this program, and across SBL, declining enrollments seem to be more closely related to new student recruitment than to retention, although SBL acknowledges retention as a factor and bases many of its continuous improvement processes toward the accomplishment of better retention rates.

The graphical and tabular data below, derived from the BI Analytics Retention Portal, demonstrates that enrolled students in SBL have decreased by an average of 11% per year over the last three years, and that the HCM program has experienced an average 13% decrease in that same time. HCM decreases were lower than the School average until the current year, but were greater in the 2019-20 year (28% vs. 16%). This phenomenon needs to be more closely investigated, since it seems to be a rather large deviation from expected results. It should be noted, however, that the MBA/HCM emphasis, created and managed by Dr. Riesenmy in that same period, now claims 13 current students, who may be seen as replacing lost undergraduate HCM student with more profitable graduate students, and forming the basis for the development of an expanding HCM or MPH graduate program.

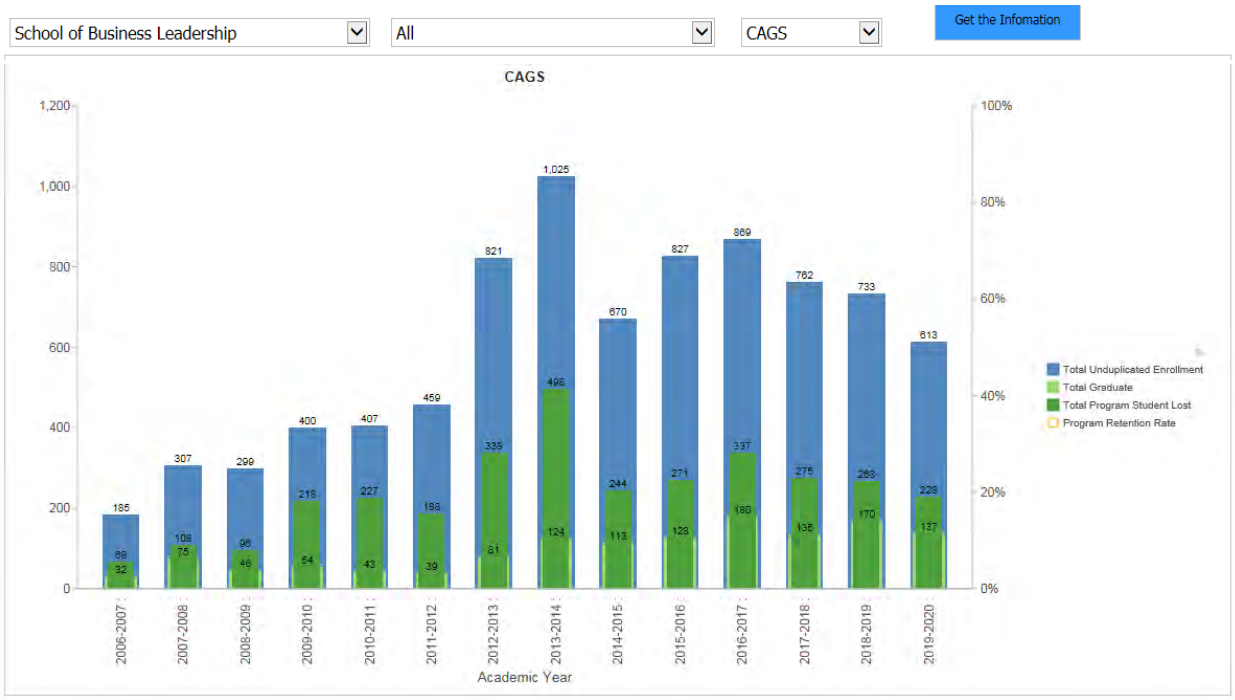
HCM Retention rates, by contrast, were lower when Dr. Riesenmy assumed management of the program, but have increased by 3% to the point that they are now comparable to other UG programs in SBL. Comparison indicates that improvements may still be made in retention rates, and improving retention will continue to be a primary focus going forward.

I attribute initial low retention rates to generally poor curriculum in the HCM program dating in some instances back to its inception. One of Dr. Riesenmy's proudest accomplishments has been a nearly total restructuring of HCM curriculum to update academic materials and to align with industry requirements and Health Management job descriptions. I have a great degree of confidence in the quality and value of the HCM curriculum, and inclining retention rates seem to bear out this confidence. Part of Dr. Riesenmy's curriculum innovation has been the inclusion of SBL's first integrated third party certifications through NHA, which we believe add to the value of the educational credential that students receive.

As the evidence included with this Program Review will demonstrate, Dr. Riesenmy has been a champion of retention-related activities, including universal instructor review and remediation, quarterly HCM student-facing communications to raise awareness of program and School management and resources, and many example of personal investment into student success. I perceive no indication that declining enrollments in HCM are due to any program management deficits; rather, despite Dr. Riesenmy's consistently superior management, we seem to be failing to connect with student prospects for Health Care Management careers. I know that Dr. Riesenmy wants to address this with a more structured approach to creating workplace-based relationships with the employers of our potential students, and I agree. I also think there may be opportunities to leverage the relative success of our graduate HCM coursework, which is apparently finding a more consistent set of student prospects.

Wm. Scott McMurry
Interim Chair, MACU School of Business Leadership

School of Business Student Count and Retention 2016-2020



SBL Student Count and Retention 2016-2020	2016-2017	2017-2018	2018-2019	2019-2020
Student Count	869	762	733	613
Net Student Decrease		107	29	120
% Student Decrease		12%	4%	16%
Average % Decrease				11%
Student Graduated	180	135	170	137
% Students Graduated	21%	18%	23%	22%
Average % Graduated				21%
ACCT Retention	59%	65%	50%	48%
BBA Retention	41%	52%	49%	49%
MGMT Retention	50%	61%	53%	49%
DMKT Retention				63%

HCM Student Count and Retention 2016-2020

HCM Student Count and Retention 2016-2020	2016-2017	2017-2018	2018-2019	2019-2020
Student Count	105	98	94	68
Net Student Decrease		7	4	26
% Student Decrease		7%	4%	28%
Average % Decrease				13%
Student Graduated	20	11	10	10
% Students Graduated	19%	11%	11%	15%
Average % Graduated				14%
HCM Retention	44%	44%	44%	47%
MBA/HCM		9	10	13

S.W.O.T. Matrix: (2018) HCM-CAGS

Strengths

1. Connection with community via Advisory Counsel for student placement.

2. Health Care Management (HCM) program is built on a competency model so that students are offered KSAs for placement in a top 20 careers by the Dept of Labor Statistics.

3. HCM program curriculum is based on the Commission on Accreditation of Healthcare Management Education (CAHME) criteria. CAHME criteria fulfill many of the same criteria required for the Higher Learning Commission (HLC) accreditation. This alignment strengthens the overall creditability of MACU.

4. Part-time faculty are interested in teaching and leading students to success.

Opportunities

HCM-CAGS

1. Develop and market HCM program in the greater Oklahoma City region and beyond within the field of healthcare. Create partnerships with hospitals, nursing homes, physcian practices to both support current student career opportunities and build a referral base to grow the HCM program (BBS and MBA).

2. Revise the HCM program to have a cutting-edge program of study and student placement rate that grows the program through student and community support and enthusiasm.

3. HCM seeks to include certification programs (CBCS and CEHRS) to draw students into the university.

4. Use local churches to support and encourage a Biblical world-view education through MACU.

5. Build synergy with each cohort as a life-long learning community through an annual HC

focused leadership conference at MACU.

6. Regular faculty development via webex/video chat and microlearning techniques.

Weaknesses

HCM-CAGS

1. Student drops due to poor HCM curriculum.

2. Outdated textbooks and poorly constructed curriculum.

3. Poor performing part-time faculty.

4. Lack of internship and placement opportunities.

Threats

HCM-CAGS

1. Increased government funding for students to attend Community College.

2. Large number of online programs in HCM.

3. Field of HCM changes continually with the flow of the legal and regulatory context, technology, and market.

4. Christian world-view education can be intimidating to non-Christian student.

S.W.O.T. Matrix: (Conducted in even numbered years)

HCM-CAGS

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From 5.23.18 SWOT Analysis
CAGS Academics

STRENGTHS:

- Culture
- Strong service based
- Christian perspective (Wesleyan)
- Advertising
- Adjunct Quality
- Community connection
- Large census of students
- Diverse student body
- Student support
- Consolidation of school (one school)

WEAKNESSES:

- Understaffed
- Adjuncts don't understand who our students are
- Students are technologically challenged
- Students lack necessary writing skills
- Course workload and/or complexity
- Budget shortfalls
- Instructor credential issues
- Students not having computer access
- Emphasis on program development over program improvement
- Lack of focus on CAGS
- TOL
- Textbooks
- Advertising – internal
- Communication – internal
- Available on-ground adjuncts

OPPORTUNITIES:

- Use face-to-face technology in courses
- Accreditation
- Certification programs
- Creating partnerships
- Explore more specific Associates degree
- Connect with more denominations
- Spanish program for local students
- Full access to everything D2L has to offer
- Professional Development – internal
- Our state is highly undereducated
- Presence at professional conferences

THREATS:

- Public perception
- Competition
- State schools in higher education
- General Reputation of online programs
- Community colleges receiving government funds
- Students not seeing value in a degree
- Community colleges have tech schools
- HLC regulations
- Salary
- Saturation of market
- TV advertising
- People intimidated (or put off) by Christian education

S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, and Threats)	
Strengths	
What does our Department/School do well?	Consistently high student retention rates via quarterly student newsletter and video engagement practices with students in coursework. A high performing team of adjunct instructors. Close monitoring of instructor performance.
What does the University as a whole do well?	Student support services, enrollment counselor support services, support staff for faculty. MACU does an extraordinary job of communicating with remote employees, especially during the pandemic.
What do those outside MACU see as the Department's/School's strengths?	Christian perspective, low teacher to student ratio, online and onground options, small campus.
What is our strongest degree program?	BBS, Accounting; ML
What do we consider to be the Department's/School's niche(s)?	Management
Other Observations	The HCM program is relatively new in its current format which is highly focused on management principles as they relate to healthcare.
Weaknesses	
What needs improvement in our Department/School?	
Where does the Department/School lack resources?	
Are degree programs or student services outdated or ineffective?	
What complaints or objections do our customers frequently raise?	
Department's/School's employees lack vital skills?	
Other Observations	

S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, and Threats)	
Opportunities	
Are there any trends that we feel will generate opportunities for the Department/School?	
Niches that competitors are missing?	
Any new delivery methods or technologies that would advance our Department/School?	
Training programs that would benefit employees' skills?	
Degrees that students are asking for?	
New needs of customers?	
Other Observations	
Threats	
Obstacles to overcome?	
Where are competitors about to threaten the Department/School's position?	
Can the Department/School attract and retain the employees it needs?	
What are the negative economic trends?	
What are the negative political and social trends?	
Will the Department/School lose any key faculty or staff?	
Any Department/School vulnerabilities?	
Other Observations	

S.W.O.T. Matrix: HCM 2020

Strengths	Weaknesses
The HCM Program has consistently high student retention rates through the following retention efforts: quarterly student newsletter, video engagement practices with students in coursework, keeping course contents new and relevant. Another strength of the HCM Progam is the high performing team of adjunct instructors. They are closely monitored to assure compliance with the instructor agreement. Instructors are reminded to use first alert for student support services. The HCM Program Director meets with enrollment counselors yearly to apprise them of new programs and certificates to sell the program. Other marketing efforts attending Open Houses and New Student Orientation have been valuable in selling the HCM program to students.The HCM Program's strength comes from the collaboration between the Program Director the innovative and communicative Chair and methodical and creative Program Coordinator.	The HCM Program doesn't have an official capstone project. Many undergraduate and graduate programs require senior students to complete a capstone project or senior thesis. A capstone project or thesis would provide an assessment of student learning and give students an opportunity to apply learning to a specific area of interest. The HCM Program does not internships for eligible students. Internships speak to the employability of a degree. Internships provide students with experience and networking for future employment. Four courses are due for revision during this period for current textbooks and content updates. Complaints received about the program have been related to employment opportunities post graduation.
Opportunities	**Threats**
The pandemic presented opportunities to reach out to students and identify them as frontline people in the business of healthcare. According to the US Department of Labor Statistics, healthcare management and service jobs have increased by 32% from 2018 to 2019 (approximately 422,300 jobs available). Healthcare service entry is at the bachelor's level. Exploiting opportunities to partner with Healthcare Organizations (HCO) for employee tuition reimbursement programs is important, both to recruit students and to place students in jobs prior to graduation. The SBL Advisory Council has added three new members who have a focus in healthcare. Building partnerships with their HCOs and others (e.g., Integris, Mercy) is mutually beneficial. Creating creditability and visibility for the HCM Program by writing articles for popular press and industry journals is a priority. Adding certificates to the MBA program would enhance opportunities for students to stack credentials.	Public health concerns continue to be a threat as epidemics of viral infections may cause closures and shutdowns. Continuing to be flexible will assure resiliency. The pandemic may cause some people who wanted to enter the field of healthcare be hesitant due to fears of contagion. Larger universities with ties to healthcare organizations pose a threat in terms of providing greater resources and networking for students.

Healthcare Management, Program Review, Section 2

Program Sheet from Catalog

Program Sheet for the Bachelor of Science in Healthcare Management

Mid-America Christian University Catalog 2019-2020 *March 15, 2020*

Healthcare Management and Ethics, B.S.

Effective: 9/01/2017

As the healthcare sector continues to expand, organizations need healthcare managers more than ever – and this degree plan is designed to prepare students to enter the workforce with special knowledge and confidence. Focus is placed on the "hands-on" practice and business aspects of healthcare management systems, to provide the student knowledge and skills that can be immediately applied in a variety of settings, such as private practices, clinics, auxiliary services, or hospitals. Courses such as Human Resources, Legal Environment, Medical Language, Operations, and Information Systems go beyond traditional business content to address the unique application of these topics within the healthcare industry. Consideration of Christian principles with respect to ethical and moral dilemmas in healthcare is an important component of each course.

University Core

Specific courses within the University Core are listed on the first page of this catalog section.

University Core (46 Hrs)
Bible/Theology (12 hrs)
Communication (9 hrs)
U.S. History and Government (6 hrs)
Science (6 hrs *plus 1 hr of lab*)
Math (3 hrs)
Social Sciences (3 hrs)
Humanities (6 hrs – *3 hrs must be literature*)
See the Academic Program Requirements section of this Catalog for additional requirements.

Orientation Requirement

Orientation (3 Hrs)
UNIV 1123 Success at MACU

Required prior to Major Courses (6 Hrs)

BUAD 2503 Business and Professional Communications
MGMT 2103 Business Software Applications

Major Requirements

Healthcare Management Major (30 Hrs)

BUAD	3403	Business Finance
HC	3203	Introduction to Healthcare Management
HC	3213	Fundamentals of Medical Practice Management
HC	3313	Healthcare Human Resource Management
HC	3503	Legal Aspects of Healthcare Management
HC	4103	Healthcare Economics
HC	4203	Healthcare Operations Management
HC	4303	Healthcare Information Systems
MGMT	3213	Applied Business Management
MGMT	4303	Accounting for Managers

Electives (37 Hrs)
Choose thirty-seven (37) hours from any area to meet the required minimum 122-hour requirement for your bachelor's degree.

A student must have a minimum of 40 hours of 3000 and 4000 level courses in order to receive a bachelor's degree. Please note: This may require the student to take at least ten (10 Hrs) of upper division elective hours in order to meet this graduation requirement.

Total University Core	**46**
Total Orientation	**3**
Total Required Prior to Major Courses	**6**
Total Business Management Major	**30**
Total Electives	**37**
Total Required Hours	**122**

Program Sheet for the Master of Business Administration with a Healthcare Management Emphasis

Mid-America Christian University Catalog 2019-2020 *March 15, 2020*

Graduate Degree Programs

"Jesus increased in wisdom and stature and in favor with God and Man." Luke 2:52

Business Administration, M.B.A.

Effective: 06/01/2018

The Master of Business Administration (M.B.A) program is a dynamic course of study geared toward today's rapidly changing business environment. Grounded in traditional business theory, the program is integrated with practical application, timeless biblical principles and Christian values. Professionals enhance their existing knowledge with a deeper understanding of effective business practices, including: strategic planning and execution, resource management, and how to lead new and expanding enterprises, businesses, and organizations.

DEGREE REQUIREMENTS

See the Academic Program Requirements section of this Catalog for additional requirements.

M.B.A. Core Requirements (18 Hrs)

Students are required to complete a Business Case Study.

ACCN 5133 Managerial Accounting
ECON 5223 Managerial Economics in a Globalized Environment
FINC 5333 Modern Corporate Finance
*MGMT 5113 Organizational Behavior
*MGMT 5323 Human Resource Management
*MGMT 5413 Legal Environment and Ethics (Christian Worldview

Additional M.B.A. Course Requirements (18 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
*MGMT 5353 Communication in Professional Organizations
MGMT 6313 Management Science/Operations Management
MGMT 6423 Strategic Business Management

Choose six (6) additional hours from the list below to complete a general M.B.A. degree.

MGMT 6433 Exec. Seminar Series: International Business
MGMT 6443 International Business Strategies
MKTG 5113 Global Mktg and Multi-Cultural Comm.

Total M.B.A. Required Hours – 36

M.B.A. OPTIONAL EMPHASES

Students may choose to replace the additional degree requirements above with one of the following emphases:

CPA Accounting Emphasis (18 Hrs)

*Required Prerequisites for students who do not have a bachelor's degree in Accounting. **If student has not completed Intermediate Accounting II, there may be additional prerequisite courses that must be taken prior to enrollment in course: ACCN 3913 Intermediate Accounting II, ACCN 3933 Income Tax Accounting I, ACCN 4443 Advanced Financial Accounting **OR** Equivalent, and ACCN 4633 Auditing*

ACCN 5153 Advanced Accounting Information Systems
ACCN 5163 Business Taxation
ACCN 5173 Advanced Auditing
ACCN 6113 Advanced Theories of Financial Accounting

Choose six (6) additional hours from the list below to complete a general M.B.A.& CPA Accounting Emphasis.

ACCN 5143 Advanced Cost Accounting

Healthcare Management Emphasis (24 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
*MGMT 5353 Communication in Professional Organizations
MGMT 6313 Management Science/Operations Management
MGMT 6423 Strategic Business Management
HC 5213 Healthcare Management
HC 5223 Healthcare Legal Environment
HC 5233 Healthcare Finance
HC 5243 Healthcare Information Systems

Total MBA & Healthcare Management Emphasis Required Hrs – 42

Human Resource Management Emphasis (27 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
*MGMT 5353 Communication in Professional Organizations
MGMT 6313 Management Science/Operations Management
MGMT 6423 Strategic Business Management
HR 5213 Compensation and Benefit
HR 5223 Human Resource Development
HR 5233 Recruiting and Selection
HR 5243 Labor-Law and Employee Relations
HR 6213 Knowledge for Professional Certification

Total MBA & Human Resource Mgmt. Emph. Required Hrs – 45

International Business Emphasis (24 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
*MGMT 5353 Communication in Professional Organizations
MGMT 6313 Management Science/Operations Management
MGMT 6423 Strategic Business Management
ECON 5233 International Economics
MGMT 6403 International Business Law
MGMT 6443 International Business Strategies
MKTG 5113 Global Marketing and Multi-Cultural Communications

Total MBA & Int'l. Business Emphasis Required Hrs – 42

Management Accounting Emphasis (24 Hrs)

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
*MGMT 5353 Communication in Professional Organizations
MGMT 6313 Management Science/Operations Management
MGMT 6423 Strategic Business Management
ACCN 5143 Advanced Cost Accounting
ACCN 5153 Advanced Accounting Information Systems
ACCN 5163 Business Taxation
ACCN 5173 Advanced Auditing

Total MBA & Mgmt. Accounting Emphasis Required Hrs – 4

***These courses are approved to take as dual credit or electives for students approved for a 4+1 Accelerated Program plan of study. Students should apply for the 4+1 Accelerated Program during their**

Student's Name:						Date:		
Bachelor of Science in Healthcare Management and Ethics	Healthcare administration offers one of the most prominent career opportunities in today's economy. The B.S. in Healthcare Management and Ethics prepares students in the principles and application of management in the day-to-day administration of Healthcare organizations, including hospitals, physicians' offices, nursing homes, and other medical facilities. Courses address Business fundamentals, communication, ethics, and organizational training.							
	Healthcare Management and Ethics Requirements (122 hours)							
Evaluator's Initials:	LEGEND: R - Required; M-Met; N-Not Met							
Notes: Subject to change after full acceptance and all official transcripts are reviewed/	**College of Adult and Graduate Studies Orientation Courses (3 hours)**							
	Orientation Courses (3 hours):	**Course Code**		**School/Term**	**Dates**	**R**	**M**	**N**
		UNIV 1123	Orientation: Success at MACU			3		3
	Remediation (if necessary)							
		UNIV 0173	College Foundations					
	University Core, General Studies Requirements (46 hours)							
	Communication (9 hours) *Students must pass English Compostion with a C or better							
		ENGL 1103	English Composition I *			3		3
		ENGL 1203	English Composition II *			3		3
		COMM 1103	Fundamentals of Public Speaking			3		3
	Math (3 hours)							
		MATH 2503	Business Math			3		3
	U.S. History and U.S. Government (6 hours)							
		POLS 1103	American Federal Government			3		3
		HIST 2203	American History II			3		3
	Science (6 hours plus 1 hour of Science lab)							
		NATS 1013	General Biology			3		3
		NATS 2503	Introduction to Meteorology			3		3
		NATS 1011 or NATS	Lab			1		1
	Social Sciences (3 hours)							
		PSYC 1103/ SOCI 1103	Introduction to Psychology/ Sociology			3		3
	Humanities (6 hou							
		ENGL 2603	American Literature Survey: after 1865			3		3
		PHIL 1203	Critical Thinking			3		3
	Bible and Theology (12 hours)							
	ü	BINT 3713	Foundations of Ethics: Life and Teachings of Jesus			3		3
	ü	BINT 3813	Foundations of Ethics: Life and Teachings of Paul			3		3
	ü	BIOT 3613	Foundations of Ethics: Hebrew Wisdom Literature			3		3
	ü	THEO 3823	Biblical Concepts of Leadership			3		3
					University Core, General Studies Total Hours	**49**	**0**	**49**
					Estimated Start Date			5/29/2018
					General Studies Estimated Completion Date			1/18/2020
					Current Lower Division Cost per Hour		$	408.00
					General Studies Estimated Tuition Cost **		$	19,992.00
	Healthcare Management and Ethics Required Prior to Major Courses (6 hours)							
		BUAD 2503	Business and Professional Communications			3		3
		MGMT 2103	Computer Based Information Systems			3		3
	Healthcare Management and Ethics Major Requirements (30 hours)							
	ü	BUAD 3403	Business Finance			3		3
	ü	HC 3203	Introduction to Healthcare Management			3		3
	ü	HC 3213	Fundamentals of Medical Practice Management			3		3
Contact Information:	ü	HC 3313	Healthcare Human Resource Management			3		3
MACU Main Campus	ü	HC 3503	Legal Aspects of Healthcare Management			3		3
(405) 691-3800	ü	HC 4103	Healthcare Economics			3		3
Info@macu.edu	ü	HC 4203	Healthcare Operations Management			3		3
3500 S.W. 119th Street	ü	HC 4303	Healthcare Information Systems			3		3
Oklahoma City, OK 73170	ü	MGMT 3213	Applied Business Management			3		3
	ü	MGMT 4303	Accounting for Managers			3		3
					Major Total Hours	**36**	**0**	**36**
					Estimated Major Start Date			1/18/2020
Admissions					**Estimated Major Completion Date**			3/27/2021
(888) 888-2341					**Current Upper Division Cost per Hour**		$	478.00
enroll@macu.edu					**Major Estimated Tuition Cost ****		$	17,208.00
	Electives (37 hours)							
Student Services		Elective 1				3		3
(877) 569-3198		Elective 2				3		3
cagsstudentservices@macu.edu		Elective 3				3		3
		Elective 4				3		3
Student Financial Services		Elective 5				3		3
(405) 692-3204		Elective 6				3		3
financialaid@macu.edu		Elective 7				3		3
		Elective 8				3		3
		Elective 9				3		3
		Elective 10				3		3
Registrar's Office		Elective 11				3		3
(405) 692-3201		Elective 12				3		3
cagsregistrar@macu.edu		Elective 13				1		1
					Electives Total Hours	**37**	**0**	**37**
Test Center					**Bachelor of Science, Healthcare Management and Ethics Total Hours**	**122**	**0**	**122**
					Estimated Electives Start Date			3/27/2021
					Estimated Electives Completion Date			6/30/2022
					Current Upper Division Cost per Hour		$	478.00
					Electives Estimated Tuition Cost **		$	17,686.00
(405) 692-3103	****All programs include a $20 per credit hour fee. Each term is comprised of 12 credit hours. Prices and fees are subject to change. Overall program cost can vary due to variation in level of courses chosen to complete requirements.**							
testcenter@macu.edu	**42**	ü	**A student must have a minimum of 40 hours of 3000 and 4000 level courses in order to receive a Bachelor degree. Please note: This may require the student to take additional Elective hours in order to meet this graduation requirement.**					
The College Store								
(405) 692-3187								
macu@tolbookstores.com	**Preliminary evaluation of any prior learning experience or credit demonstrated through competency is based on the information provided, expectation of valid documentation, and successful completion of the MGMT 2503 Research Methods course. This is NOT a guarantee that the student will be awarded credit stated. MGMT 2503 is an elective course. If all elective requirements have been met in the degree plan, financial aid may not cover the cost of this course.**							

Healthcare Management, Program Review, Section 3

Strategic Plans and Budgets Related to Program (most recent SPUN)

Goal Statement	Description	Action Steps to Achieve Goal	Person	Estimated Budget	Personnel	Capital Resources	Start	End
1.0 Health Care Management (HCM) Program Development A well-defined and articulated program will attract and retain students. Students will develop a community of learning through collegial activities. Students will produce resume ready work while at MACU. By August 2019, the HCM Program will increase student retention by 98% and new student growth by 25%.	1.A) Students will successfully matriculate to BBS and MBA with a drop-rate of less than 2-3 student per graduating class/cohort, respectively. Data will be provided by Registrar and tracked monthly. 1.B) New cohorts will increase in size by 2 new students per cohort from program promotion and marketing efforts. Data will be provided by Registrar and tracked monthly.	1.1 Produce an Executive Summary of the Program Competency Model and Objectives to match curriculum and program objectives with competencies necessary careers in the field of HCM.	HCM Program Director	1.1 none	HCM Program Director	None	4/1/2018	5/31/2018
		1.2 Develop partnerships in the Oklahoma City area and beyond to build student opportunities for internships, and employment in the field of HCM. These partnerships will also provide a referral base for new students to grow the program. Partnerships will be created via contacts (both known and cold calls).		1.2 Travel, lunch costs $250.00	HCM Program Director	None	4/1/2018	6/15/2019
		1.3 Attend professional meeting (AUPHA, AOM, ATD) to be a presence in HCM academic and practitioner contexts.		1.3 Conference costs $500.00	HCM Program Director	None	6/1/2018	ongoing
		1.4 Publish and present academic papers with student involvement.		1.4 none	HCM Program Director	None	6/1/2018	ongoing
		1.5 Produce a quarterly Student Newsletter to enhance a community		1.5 none	HCM Program Director	None	4/15/2018	ongoing quarterly

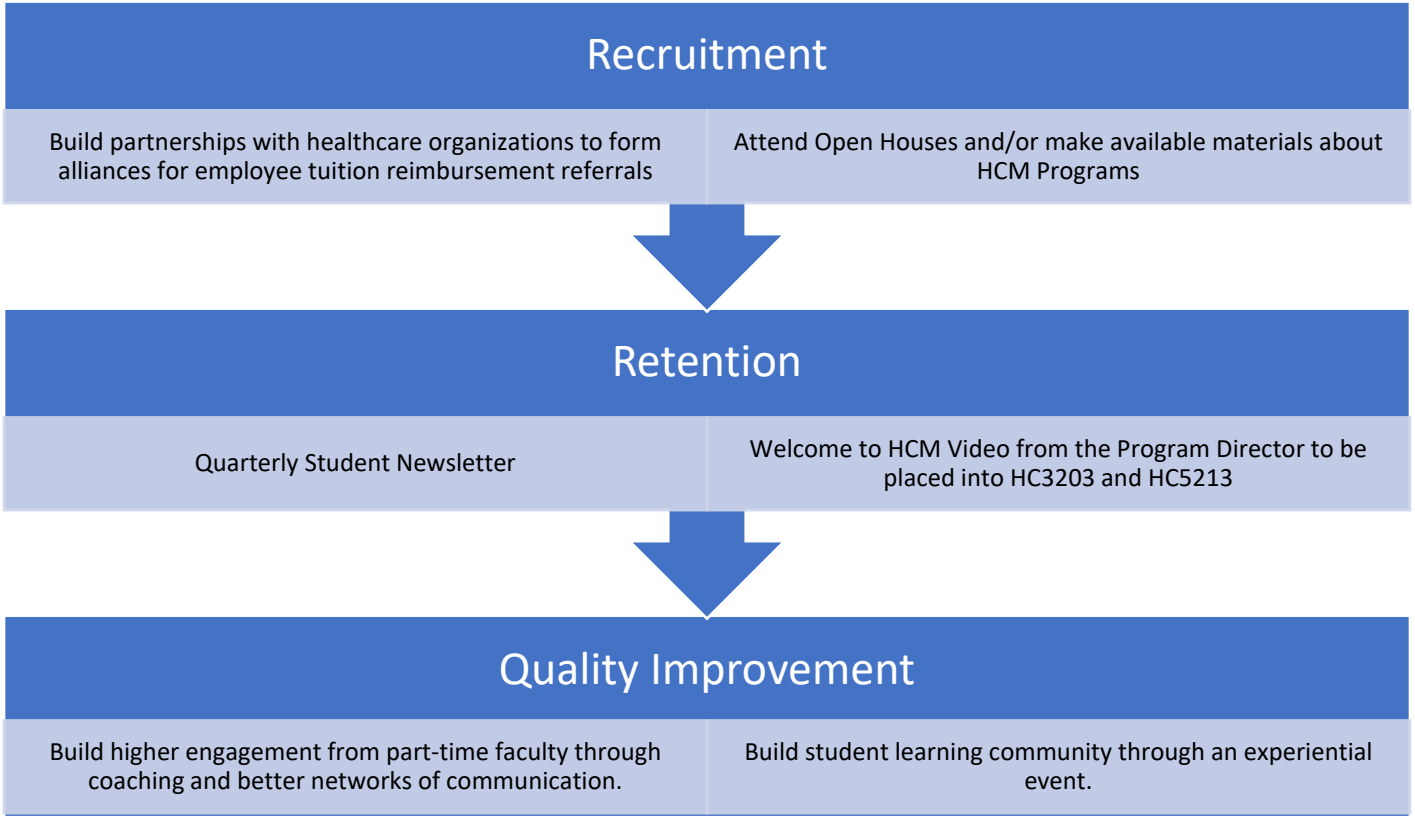
		of learning within the program. 1.6 Implement an annual Health Care Leadership Roundtable event at MACU for students to present and participate, interact with HC leaders and practitioners.		1.6 Incidental costs $250.00	HCM Program Director/Interested Part-time Faculty	None	6/15/2019	ongoing annually
2.0 Curriculum Revision Students will be qualified candidates for a career in administration and management in the field of healthcare. To this end, courses will be revised according to the guidelines presented by the Commission of Accreditation of Healthcare Management Education (CAHME) criteria and competencies based on Healthcare Leadership Alliance (HLA) and industry models (AUPHA, AHME). Curriculum revision process will occur between 2018-2019.	The HCM curriculum will provide students with the knowledge, skills, abilities, and attributes necessary to function as a healthcare manager and executive. The HCM competency model matrix aligns courses with competencies based on established standards. Competencies are then matched with criteria from CAHME, HLA, AUPHA, AHME and verified with O*Net national data base.	2.1 Write course HC3213 from Medical Terminology for Managers to HCA3213 Fundamentals of Medical Practice Management	HCM Program Directors	Curriculum Development not in Dept. Budget	Course Writer Curriculum Designer	None	6/1/2018	7/3/2018
		2.2 Revise course HCA4203 Healthcare Operations Management. Current content does not reflect course and program objectives	HCM Program Director	Curriculum Development not in Dept. Budget	Program Director Curriculum Designer	None	6/1/2018	7/3/18
		2.3 Revise HCA5243 to reflect new textbook	HCM Program Director	Curriculum Development not in Dept. Budget	Course Writer Curriculum Designer	None	7/8/2018	8/31/2018
		2.4 Revise HCA 5223 to reflect current edition of textbook	HCM Program Director	Curriculum Development not in Dept. Budget	Course Writer Curriculum Designer	None	7/8/2018	8/31/2018

Healthcare Management Program

Program Strategy 2020-2021

Program Director Goals 2018- 2020

Program Strategy 2020



Program Director's Goals for the HCM Program 2018 - 2020

Goals	Objectives	Timeline	Indicators	Evidence
HCM Curriculum Design and Revision	HC3203 HC3313 HC3503* HC4203 HC4303 HC5233* HC5223*	4/21/20 10/22/19 11/26/19 6/12/20 10/20/19 8/20/19 11/19/19	Revisions necessary to stay current and relevant in HCM (knowledge, skills, and competencies)	HLC and industry compliant courses *Used SME but responsible for obtaining textbook, content review, approval, and the delivery to CD
HCM Certificate Programs	Certificate in Medical Administrative Assistant Certificate in Electronic Health Records	10/2019 - present 12/2019 - present	Demonstration of HCM competencies through a 3rd party provider. Enhance student engagement and retention	NHA Account document files in folder
Advising and Support of Students	Student Quarterly Newsletter with student/alumni involvement COVID-19 Student Support Newsletter with Survey of Needs	July 2019 - present April 6, 2020	Student engagement and retention Student Support during the pandemic (75 students)	Newsletters and student activity with newsletter data in files in folder Newsletter and survey results

	Prayer time with students Support Video Chat Student Contacts in 2nd - 4th quarters	 April 1 & 2, 2020 April 15 & 16, 2020 October, 2019 - June 4, 2020	 Student Support (2 students) Student Support (0 students) Student Support and Advisement (> 100 student contacts via email and course work)	 Flier file in folder Flier file in folder See SBL Dashboard
Part-time faculty will provide quality instruction (see graph below)	Use EOC reviews to identify high performing instructors (per instructor-contracted expectations) Coach faculty to meet Instructor Agreement Expectations	May 2019-June 2020 (ongoing) May 2019 - June 2020 (ongoing)	BIAnalytics and Contracted expectations BIAnalytics and Contracted expectation	exceeded 90% compliance with contract (16-18) Average Score 16.7 exceeded 90% compliance with contract (16-18)

	Faculty Gathering Event February 2020 Planning and implementation 2019-2020		Faculty Training and Development	Enhanced academic community

Goals	Objectives	Timeline	Indicators	Evidence
Design and Delivery of Program *Program Development*	Research health care manager competencies Research the job market for health care management and services	April 2018 -July 2018	4 pillar competencies identified HCM Program objectives have been articulated in a Formal Program Description 12/2018	Program Executive Summary

Curriculum Design and Revision	HC3213 HC4103 HC4203 HC4303 HC5213 HC5243	7/8/2018 3/15/2019 7/1/2018 9/14/2018 4/1/2019 12/11/2018	Compliance with the MACU University Catalog for course description and alignment with the field of health care management knowledge, skills, and competencies	HLC and industry compliant courses
Certificate Programs	Identified 2 certificates from a nationally accredited (National Healthcare Career Association) third party agency that align with curriculum	April 2018 - June 2019	Integrated certificates embedded into courses	Certified Medical Administrative Assistant; Certified Electronic Health Records Specialist Expected to go live in courses by September 2019
Advising and Support of Students	Student Quarterly Newsletter with student/alumni involvement Developed a colorful and engaging program announcement to use at MACU Open House. Attended Open House to distribute and promote the HCM Program. Obtained HR	April 2018 (ongoing) June 2018	June 2019 will use MailChimp to better track data on number of views, embedded links clicked, and how long the view lasted	Awareness of program, build student community, network with alumni, know program director and key personnel Attract students, inform students about courses and the marketability of HCM education

	material from Valir Health Systems Delivered marketing article Participated in marketing interview for MACU blog HCM Facebook Page	 June 2018 April 2019 June 2019 (ongoing)	 Featured in the Oklahoman Published on MACU Blog Working with Student Services on this project	 Published Published Create awareness: Linkedin, Facebook launch TBA
Part-time faculty will provide quality instruction (see graph below)	Use EOC reviews to identify high performing instructors (per instructor-contracted expectations) Coach faculty to meet Instructor Agreement Expectations	April 2018 (ongoing) April 2018	BIAnalytics and Contracted expectations BIAnalytics and Contracted expectation	exceeded 90% compliance with contract (16-18)

	Monthly Faculty Update Newsletter	(ongoing)		exceeded 90% compliance with contract (16-18)
	Properly align faculty according to HLC credentialing guidelines	April 2018-December 2018		
	Course Leads: Designated instructors for courses	May-June 2018	Instructors have degrees and/or academic preparation to teach courses assigned. Instructors may have years of experience in the field. Two instructors committed to teaching and revising the course.	HLC compliant 100%
	Faculty Gathering Event	January 2019	Training and Development	Instruction will be consistent, instructors will have greater commitment, subject matter experts Enhanced academic community

		Planning and implementation 2018-2019		

Goals	Objectives	Timeline	Measurable Indicators	Notes (inputs/outputs)
Program Development	Research Competencies and Market Needs • Other University Programs • Current Literature • AUPHA • Survey industry practitioners	April 2018- July 2018	4 pillar competencies identified HCM Program Objectives Articulated in a Formal Program Description December 2018	
• **Curriculum Revision**	• Identify number of courses to revise in 6 months • Full revision of HCA 5223 and 5233 (already temporarily edited) with updated textbooks • Triaged courses to revise in a stepwise fashion	April 2018-October 2018 July 2018 July 2018-December 2018	2-4 courses revised with new textbooks by December 2018	Need 120 advance to order books
• **Certificate Programs**	• Ancillary to market research • Set core courses • Roll program	April 2018-July 2018 September 2018 January 2019	Certificate Program in place January 2019	
• **Cohesive Student Body**	• Identify students	April 2018 –	• Enrollment increase	

with greater program satisfaction and commitment	• Begin interactions with them (email) • Annual On-campus with remote function HCM Leadership Roundtable/Research Forum	April 2018 – April 2019 -	• 4-5s on student end of course surveys (increased satisfactions) • Increase in student retention • Increase in number of graduates	
• **Strong Faculty Performers**	• Microlearning approach to faculty development (email) • Informally interact with them on a regular basis/build community (email) • Formally recognize high performers	July 2018 – April 2018 – June 2018 -	• 4-5s on student end of course surveys (increased satisfactions) • Increase in student retention • Increase in number of graduates	
• **Market Program**	• Attend professional meetings as MACU Assoc. Professor/Program Director • Present/Publish Papers • Interact regularly with Advisory Council members in the HCM field • Develop new contacts in the OKC area	April 2019 – April 2019 – April 2018 – June 2018 -	Enrollment increase	

SPU Notebook

2019 - 20

SPU / Budget Dept #
School of Business Leadership

Submitted by

Wm. Scott McMurry

6/1/2020

Mission Statement

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

University Outcomes

1. SPIRITUAL FORMATION - To integrate Christian principles and behaviors in professional and personal experience; (Head and Heart; Encounter and Expression)

2. EFFECTIVE COMMUNICATION - To communicate effectively and ethically with diverse audiences using a variety of media; (Head and Hands; Engagement and Emphasis)

3. EXAMINATION AND ADOPTION OF IDEAS – To examine, reflect, and build upon ideas to transform self and community; (Head, Heart, and Hands; Encounter, Engagement, Emphasis, and Expression)

4. CREATIVE PROBLEM SOLVING & ENTREPRENEURSHIP - To create innovative solutions to problems; (Head and Hands; Encounter, Engagement, Emphasis, and Expression)

5. COLLABORATION - To engage in ongoing collaborative inquiry and intellectual curiosity for lifelong learning and practice; (Head, Heart, and Hands; Encounter, Engagement, and Expression)

6. ETHICAL LEADERSHIP AND VALUES - To apply leadership principles and integrate them in professional and personal experience; (Head and Hands; Encounter, Engagement, and Expression)

7. EXPERTISE IN THE DISCIPLINE - To integrate expertise of the core content of their discipline in real world contexts; (Head and Hands; Engagement and Emphasis)

8. ENGAGEMENT IN SCHOLARSHIP - To engage with and contribute to scholarly pursuits with creativity and innovation; (Head and Hands; Engagement and Emphasis)

9. LOCAL AND GLOBAL APPLICATION - To apply skillful and creative expertise to issues facing communities, both locally and globally. (Head and Hands; Engagement, Emphasis, and Expression)

WILDLY IMPORTANT GOALS

MACU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
1. We will align our daily actions with the ***Five Operational Values*** and assess departmental impact by May 31, 2020				
2. By May 31, 2024, the University will annually increase its unduplicated student headcount by 5% (2,129 to 2,718) by developing new degree and certificate programs, increasing retention, and expanding into new student markets.				
3. By May 31, 2020, the University will exceed its 2019-20 projected net revenue by $150, 000 to provide additional 2% cost of living bonuses. (The ability to award bonuses will be determined at the end of each fiscal quarter.)				

Unit WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
WIG #1 By May 31, 2020, SBL will support ***Operational Values of People and Communication*** by increasing student awareness of Program Directors and Chairs by a minimum of 10%, as measured by positive responses to Question 4-1 of the Student Satisfaction Inventory; "I know the Chair and/or Program Director of my school."	Each Program Director will develop and distribute a quarterly newsletter containing information specific to the degree program, and focusing on the creation of community and connectedness between students, faculty, and administrators of that program.			Newsletters will be accumulated in Degree-Specific folders, to be shared with all students in the degree program and SBL administrators an informational resource.
WIG #2 By May 31, 2020, SBL will acheive a 2% increase in net profitability and headcount by focusing on 1) increasing tuition revenues through recruitment and retention, as measured by current student enrollment reported weekly, and 2) controlling instructor expense by increasing overall class sizes, as measured by instructor/student ratio reported monthly.	Each Program Director will attend at least one recruiting event per quarter, where SBL administrative faculty have the opportunity to speak to prospective students directly about the value of MACU education.	Address retention by completing 100% of EOC evals for new instructors or instructors on performance improvement, so that practices and persons who may be contributing to student retention problems are identified and corrected.	Each quarter, identify and implement at least one opportunity to increase increase class sizes through policy, scheduling, cross-listing, or combining courses, as evidenced by proposals or meeting minutes.	Ongoing enrollment and instructor/student ratio results posted to shared WIGS Google doc by the Coordinator each month, so that current results can be accessed and reviewed by anyone in SBL at any time.

Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)

As outlined specifically on the Evaluation tab, WIG#1 was 80% achieved, and retained as a WIG for 20-21.
WIG#2 was only accomplished at a 50% rate, partly due to lack of opportunities after the COVID crisis limited recruiting opportunities. WIG#2 has been retained for 20-21.

All Following Worksheets Describe How the Strategic Planning Unit (SPU) Has Strategized To Manage the Whirlwind and Achieve the SPU's Goals.

VISIONING EXERCISE	
Step 1: Describe what you would like your department or school to look like and operate as 5 years from now. Use one word or short sentence descriptors (e.g. activities, relationships, policies, personnel, decisions, programs, attitudes, and so forth.)	We envision a School of Business Leadership that participates with all students to create an innovative, interconnected, and engaged educational experience.
Step 2: Create a "vision statement." A vision statement is a brief desciption of how your department or school will look like in the future. A vision statement can be a few sentences, a few paragraphs, or even a few pages. Some Strategic Planning Units (SPU's) prefer to create a vision statement acronym to help the SPU's personnel to easily recall the vision.	INNOVATIVE (HEAD) - Programs are "fresh," with current content and engaging educational methods that are suitable to the modality, and responsive to student needs. Each course is distinctive, comparing favorably with other competing colleges. Program Directors and Instructors are flexible, and open to experimentation and new ideas. INTERCONNECTED (HEART) - Regardless of modality, students find that courses represent MACU's essential identity consistently, so that students can move between modalities without encountering subculture conflicts. On-ground and online students, younger and older, remote and local - all feel a sense of community that is inclusive and supportive of all groups. The concern of the institution for the success of the student is evident in all facets of education. The values and mission of the University are made manifest as a function of coursework. ENGAGED (HANDS) - Students and Instructors are recognized and rewarded for being involved and committed. Students and Instructors communicate actively during the learning process, not just about the outcomes of that process.

S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, and Threats)	
Strengths	
What does our Department/School do well?	
What does the University as a whole do well?	
What do those outside MACU see as the Department's/School's strengths?	
What is our strongest degree program?	
What do we consider to be the Department's/School's niche(s)?	
Other Observations	
Weaknesses	
What needs improvement in our Department/School?	
Where does the Department/School lack resources?	
Are degree programs or student services outdated or ineffective?	
What complaints or objections do our customers frequently raise?	
Department's/School's employees lack vital skills?	
Other Observations	

S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, and Threats)	
Opportunities	
Are there any trends that we feel will generate opportunities for the Department/School?	
Niches that competitors are missing?	
Any new delivery methods or technologies that would advance our Department/School?	
Training programs that would benefit employees' skills?	
Degrees that students are asking for?	
New needs of customers?	
Other Observations	
Threats	
Obstacles to overcome?	
Where are competitors about to threaten the Department/School's position?	
Can the Department/School attract and retain the employees it needs?	
What are the negative economic trends?	
What are the negative political and social trends?	
Will the Department/School lose any key faculty or staff?	
Any Department/School vulnerabilities?	
Other Observations	

S.W.O.T. Matrix: (Conducted in even numbered years)

Strengths	Weaknesses
Small class sizes Quality of best online instructors Unified CAS/CAGS operation Flexibility Student service orientation Focus on maximum prior learning/transfer credit Empowered and responsible team members Incorporation of GiANT in curriculum Degree options Diverse student population Easy access to school leadership	Some poorly written or outdated curriculum/textbooks Quality of worst online instructors Lack of internship and placement opportunities Not enough PLA staff Insufficient personal development funding Disability accessibility in online curriculum Poor communication with other schools and leadership above school level Poorly performing textbook provider Adjunct training process Insufficient administrative staff Instructor pay rate/scale is not competitive and unrealistically structured
Opportunities	**Threats**
Addition of certificate programs within degrees (CMA, Quickbooks, CBCS, CEHRS, etc.) Partner development to support internships and placements Better program alignment with external standards (job skills, association accreditation criteria) Identify opportunties to expand connection with students after graduation Micro-learning opportunities for faculty and administration Improved program marketing Increase multi-disciplinary/cross-disciplinary/unique emphasis programs Improve conversion rate of undergrad into grad programs	Lack of available qualified faculty in hiring pool for some positions Decreasing class sizes Increase in number of institutions competing for students Improved online offerings from traditional universities Decreased employer financial support for academic work Community college cooperation/consolidation Financial aid sources not meeting cost of education Changing accreditation requirements Rapid changes in legal, regulatory, tech, market that make classes obsolete more quickly

SPU Objectives (The Whirlwind)

SPU Obj. #	Brief Statement of Objective (Objectives are generalized statements on what the SPU wants to achieve. Think of objectives like broad purpose statements.)
1	
2	Increase number and quality of certifications available as part of degree programs
3	Increase levels of academic and professional acheivement of SBL faculty and staff
4	Establish at least one industry partnership to support internships or placement
5	Improve the Instructor training and monitoring process
6	Include integrated, instructor led assessment rubrics in all SBL programs
7	Erase cultural barriers introduced by the demands of modality
8	Create unique, marketable, and educationally superior programs by improving and combining existing curricular elements
9	
10	

Goals to Improve Department in the Midst of the WI

(S.M.A.R.T. Goals)

S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Ti

Specific			Measurable		Assignable
Obj. No.		**Goal Statement**	**Description (How do we measure our progress? Level of performance expected? What type of data do**	**Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)**	**Person**
1.0		Restore SBL Advisory Council to full membership (12) with emphasis on members that bring diversity to the Council.	Minimum AC membership of 12 by second quarter of '21 academic year, including at least three members that represent in at least one category (ethnic minority, female, millenial)	1.1 Solicit nominations from Chair, PDs, and other interested parties	CHAIR
				1.2 Forward candidates to leadership for approval	CHAIR PDs
				1.3 Extend invitations to candidates	CHAIR PDs
				1.4 Repeat process 1.1 - 1.3 until objectives met, conducting regular quarterly AC meetings	CHAIR PDs COOD
2.0		Create opportunity for ACCN students and qualified individuals to earn CMA certification	At least 12 students complete CMA certification class by end of academic year (5/31/20)	2.1 Confirm that addition of CMA prep course, combined with ACCN courses already available, will constitute adequate preparation for the CMA.	ACCN PD
				2.2 Determine method of cost recovery for CMA test expense (student fee, independent pay, scholarship)	ACCN PD
				2.3 Obtain Faculty and Senate approval for the addition of CMA prep course.	ACCN PD
				2.4 Write CMA prep course(s) for online/onground deployment.	ACCN PD
		Increase value of HCM		3.1 All exenginces for course provision fees, tuition, third party access in place per 2018-19 plan	HCM PD

me-bound

[---------- Resources Required ----------]			Time-bound		
Estimated Budget	**Personnel**	**Capital Resources**	**Start**	**End**	
					STATUS for 19-20 SPUN Report
--	PDs COOD	--		8/31/2021	**Retain and Update**
--	CHAIR PDs	--		8/31/2020	
--	CHAIR PDs COOD	--		8/31/2020	
$500 Food for Qtrly Meetings	CHAIR PDs COOD	--		5/31/2021	
--	CERT AGENCY	--		10/31/2020	**Retain and Update**
--	CERT AGENCY	--		11/30/2020	
--	ACCN PD	--		12/31/2020	
Cur. Dev.	COURSE WRITER	--		3/31/2021	
--	CERT AGENCY	--		9/30/2019	

3.0	degree by ensuring students take advantage of certification opportunities in CMAA and CEHRS through NHA	At least 12 students complete an appropriate HCM certification by end of academic year (5/31/20)	3.2 Enrollment of HCM students by default in HC 3203 and HC 4303	HCM PD
			3.3 Track progress of students through certification materials	HCM PD
3.0 (NEW)	Increase the practical experience component of academic work, expand community connections, and integrate Advisory Council support of SBL programs by developing robust internships with business partners.	Place two SBL students in any degree program into new internship opportunities by end of academic year (5/31/21)	3.1 Reach out to potential Internship partners to determine availablity and conditions of internships	PDS CHAIR
			3.2 Work with Morgan and Jaiden to pass opportunities through the required process for instituting and sustaining ongoing internships	PDS CHAIR
			3.3 Solicit students for existing internship possibilities	PDS CHAIR
4.0	Complete the implementation of integrated, instructor-led rubrics in all Master's-level programming.	All assessed classes in SBL contain integrated instructor-led rubrics by 8/31/2020	4.1 Construct 2-year Curriculum/Assessment Map for MBA and ML programs	PDS CHAIR
			4.2 Insert assessment rubrics and scoring columns in assessed courses for MBA and ML programs.	ML,MBA PDS CHAIR
5.0	(WIG 1) Create and distribute a monthly communication that increases the sense of a common community between online and onground students, and increases recogition of Program Directors and Chair in SBL.	Monthly SBL Communication beginning in September 2019	5.1 Determine content and content sources	ALL PDS CHAIR COORD
			5.2 Establish template with defined content sections	ALL PDS CHAIR
			5.3 Assign responsibility for content development by section, responsibility for distribution, and distribution schedule	ALL PDS CHAIR COORD
			5.4 Continue quaterly distribution through AY'20, measuring and recording the number of newsletters distributed	ALL PDS CHAIR COORD
	Establish a school-wide APA	Inclusion of APA example document	6.1 Review existing APA documentation for completeness and accuracy	ALL PDS CHAIR
			6.2 Verify implementation schedule with Josh	CHAIR

--	CERT AGENCY	--			**Report as Completed**
--		--			
				5/31/2021	**New Strategic Objective 20-21**
				5/31/2021	
				5/31/2021	
				5/1/2020	**Retain and Update**
	CLT			8/31/2020	
					Retain and update as SO and WIG **Report 5.1 - 5.3 100% completed** **Report 5.4 75% completed based on newsletter count** **Continue to review alternate communication methods (social media, micro-site)**
				5/31/2021	
				9/30/2019	
				10/31/2019	**Report as 60% completed** **Still need to understand how**

6.0	policy that makes APA format and grading expectations consistent across all courses.	Inclusion of APA example document, supporting materials, and grading rubrics in all SBL courses by 12/31/19	6.3 Send communication to all instructors about pending changes to APA, with rationale and schedule	CHAIR ALL PDS COORD
			6.4 Include APA policy changes in student-facing communication	CHAIR ALL PDS COORD
7.0	Create multidisciplinary options in all undergraduate degree programs, creating a greater number of degree options and more flexibilty for students	Identify courses comprising multidisc and add to catalog	7.1 Identify 10 courses (30 hours) to comprise multi-disc	ALL PD CHAIR COORD
			7.2 Get Faculty and Senate approval for multi-disc additions	PROGRAM PDS
8.0	Continue implementation of "high-engagement" practices in MBA emphasis courses, already completed in core	Add Common Resources, Live Feed, Post-First DQs, Video Assignments, Simulations, and other "high-engagement" practices to increase the quality and distinctiveness of all coursework.	8.1 Identify order of revison based on schedule of high-engagement cohorts	MBA PD
			8.2 Rewrite courses for on schedule, to complete by end of AY'21	MBA PD
9.0	Update ML program to reflect "high-engagment" practices in all courses.	ML restructuring complete by 5/31/20	9.1 Revise core courses ahead of August 19 cohort (some already revised for courses shared with MBA)	ML PD
			9.2 Revise emphasis courses for most populous emphases first.	ML PD
10.0	Achieve an equitable full-time faculty/student ratio in CAGS and CAS programs in the SBL.	Additional faculty or process/technology in place by 5/31/21	10.1 Determine greatest area of need for new full-time faculty member	PDS CHAIR COORD
			10.2 Describe new faculty duties in detail, with evidence to support hiring as solution	PDS CHAIR
			10.3 Examine duties to determine if technology or process improvements could allow work to be done more efficiently	PDS CHAIR COORD
			10.4 Develop measure of FTF/Student Ratio for purposes of measuring effectiveness	PDS COORD

Mid-America Christian University				11/30/2019	**Still need to understand how SBL policy will interact/conflict with Writing Center**
				12/31/2019	
				10/31/2019	**Report as Completed Confirm Catalog entries for all multidisc**
				12/31/2019	
				9/30/2019	**Report as 75% Completed Continue HE revisioins in remaining emphasis courses**
				5/31/2021	
Cur. Dev.	Course Writer			3/31/2021	**Report as 50% Completed Contiue HE revsisons in remaining ML courses**
Cur. Dev.	Course Writer			5/31/2021	
					Retain and Update; including factoring in impact of new Advising module in Jenzabar

			10.5 Hire new FTF Faculty, if need persists	VPAA DEAN CHAIR PDS
11.0	Get faculty more involved in student recruitment (WIG #2)	Identify at least 12 students recruited into an SBL program primarily by an SBL faculty member or administrator	11.1 Reach out to faculty and community to identify potential opportunities for recruiting & internships	ALL PDS CHAIR COORD
			11.2 Work with Recruting to identify and attend recruting events	CHAIR ALL PDS COORD
			11.3 Begin quarterly recording of student interactions (advisement, sporting events, clubs, chapel, etc.) that may lead to greater retention or continuation into Master's programs.	CHAIR ALL PDS COORD

$ 45,000.00	Mid-America Christian University			5/31/2021	
$500 Incidental costs of potential self-publishing, promotional materials, or registration fees	RECRUITING & ENROLLMENT	--		9/30/2019	**Report 50% Achievement Initiative limited by COVID shutdown**
	RECRUITING & ENROLLMENT AC				
	RECRUITING & ENROLLMENT AC	--		5/31/2020	

Evaluation of SPU Progress
(Using Goal as the Measure)

Objective No.	Department/School Goals	Resources Used	Summary of Evaluation Results	How were results used to make improvements?	Percentage Achieved
1.0 Restore SBL Advisory Council to full membership (12) with emphasis on members that bring diversity to the Council.	Minimum AC membership of 12 by second quarter of '21 academic year, including at least three members that represent in at least one category (ethnic minority, female, millenial)	AC Council Members SBL Faculty Admins SBL Chair Café meal and use of meeting rooms	Added only two members, one ethinic minority	AC input to assignments and curriculum development, increase applicability to various MACU student populations	50%
2.0 Create opportunity for ACCN students and qualified individuals to earn CMA certification	At least 12 students complete CMA certification class by end of academic year (5/31/20)	PD ACCN Curriculum Development SBL Chair	Focused on other certification opportunites in HCA, MBA, and the Financial Accounting certification, which were easier to implement at the time.	It is our belief that less-than-degree academic accomplishment is attractive to both students and employers, and helps to retain students who can earn meaningful educational accomplishments on the way to a full degree.	0%
3.0 Increase value of HCM degree by ensuring students take advantage of certification opportunities in CMAA and CEHRS through NHA	At least 12 students complete CMA certification class by end of academic year (5/31/20)	PD HCM Curriculum Development SBL Chair	Dr. Resinmey researched, developed, and implemented two complimentary certificate programs through NHA, a nationally recognized HC educator. All HCM student are enrolled by default	It is our belief that less-than-degree academic accomplishment is attractive to both students and employers, and helps to retain students who can earn meaningful educational accomplishments on the way to a full degree.	100%
4.0 Complete the implementation of integrated, instructor-led rubrics in all Master's-level programming.	All assessed classes in SBL contain integrated instructor-led rubrics by 8/31/2020	PD ML PD MBA(Chair) D2L /CLT	All undergrad programs now contain embedded adjunct-led evaluation of student learning outcomes. The Master's program's curriculum maps needed to be updated first, so that it would be clear which courses. That has now been completed, with the advent of new leadership in the ML degree (Dr. Sampedro)	Instructor-led assessment provides more accurate information for data-driven decisions and course improvement, more data overall due to a higher density of assessment, and superior assessment quality due to the proximity of the instructor to student outcomes.	25%
5.0 (WIG 1) Create and distribute a monthly communication that increases the sense of a common community between online and onground students, and increases recogition of Program Directors and Chair in SBL.	Monthly SBL Communication beginning in September 2019	All PDs Program Coordinator	All preliminary work (Newsletter templates, distribution method, statistical measuring of results) is completed. Newsletters completed every quarter in most programs.	It is our belief that program-specific communications will encourage a closer identification and engagement with students, especially affecting knowledge of the identity of Program Directors, Coordinator, and Chair - an area for improvement identified on the SSI.	80%
6.0 Establish a school-wide APA policy that makes APA format and grading expectations consistent across all courses.	Inclusion of APA example document, supporting materials, and grading rubrics in all SBL courses by 12/31/19	CHAIR BUSINESS ALL PDS Coordinator Curr. Dev. D2L/CLT	A master APA template was agreed on by all PDs, and inserted in the Common Resources folder for MBA and ML. Individual communications were made with instructors based on observed difference in APA grading. However, a problem has been identified with other support mechanisms such as the Writing Center, which creates potentially confusing situation for students.	Frustrations with differences in APA grading from instructor to instructor, and the potential for APA compliance to occupy too great an importance in assessment, are complaints that are regularly received from students on the SSI and anecdotally. Our objective is to make APA compliance relatively easy, and consistent from course to course.	60%
7.0 Create multidisciplinary options in all undergraduate degree programs, creating a greater number of degree options and more flexibilty for students	Identify courses comprising multidisc and add to catalog	ALL UG PDs Registrar Faculty/Senate Approval	All SBL degree programs now have a multidisc option in the catalog, essentially allowing students to take a "minor" in any other SBL academic discipline. This means there are 20 distinct major/minor combinations, not counting concentrations.	More multidisciplinary programs create more pathways through the degree programs, and help student tailor their educational experience to better fit diverse occupational goals. Multi-disc programs help smaller degree programs maintain viability.	100%
8.0 Continue implementation of "high-engagement" practices in MBA emphasis courses, already completed in core	Add Common Resources, Live Feed, Post-First DQs, Video Assignments, Simulations, and other "high-engagement" practices to increase the quality and distinctiveness of all coursework.	PD MBA Curriculum Design D2L/CLT	Core MBA courses were updated in 2019-20. Continue with Emphasis courses in 2020-21	High-enagement practices make MACU graduate coursework distinctive and more interesting to students, encouraging greater learning and retention.	75%
9.0 Update ML program to reflect "high-engagment" practices in all courses.	Add Common Resources, Live Feed, Post-First DQs, Video Assignments, Simulations, and other "high-engagement" practices to increase the quality and distinctiveness of all coursework..	PD ML Curriculum Design D2L/CLT	Feeds) were implemented across the board with MBA in 2019-20. The combination of three core courses that run in both MBA and ML also helped to accelerate ML HE changes. New courses that were written in 19-20 as part of the ML revision are HE. The remaining courses, mostly emphasis courses, still need to be	High-enagement practices make MACU graduate coursework distinctive and more interesting to students, encouraging greater learning and retention.	50%
10.0 Achieve an equitable full-time faculty/student ratio in CAGS and CAS programs in the SBL.	Additional faculty or process/technology in place by 5/31/21	CO-CHAIR CHAIR DEAN/VP	Both schools now use the same Program Outcomes, same classes, and share instructors.	Unified management of CAS and CAGS schools of business has created efficiencies leading to cost reductions and coordination of curriculum.	100%
11.0 Get faculty more involved in student recruitment (WIG #2)	Identify at least 12 students recruited into an SBL program primarily by an SBL faculty member or administrator	SBL Chair All PDs Enrollment Recruitment	Faculty attendance at every Open House, Orientation, site visit, or other opporunity to interface with potential students. All PDs identified potential recruiting grounds (organizations that offer support for employees to attend college, and ade attempts to understand how we could interace with the HR or Management function of those organizations. In 20-21, we will focus on creating relationships with these organizations, along with our	We believe that academicians are underutilized as recruting resources, although they were previously engaged more fully in that function at this institution.	50%

Evaluation of SPU Progress
(Using Goal as the Measure)

Objective No.	Department/School Goals	Resources Used	Summary of Evaluation Results	How were results used to make improvements?	Percentage Achieved

DEPARTMENTAL DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

Name	Professional Training Attended	Location	Date

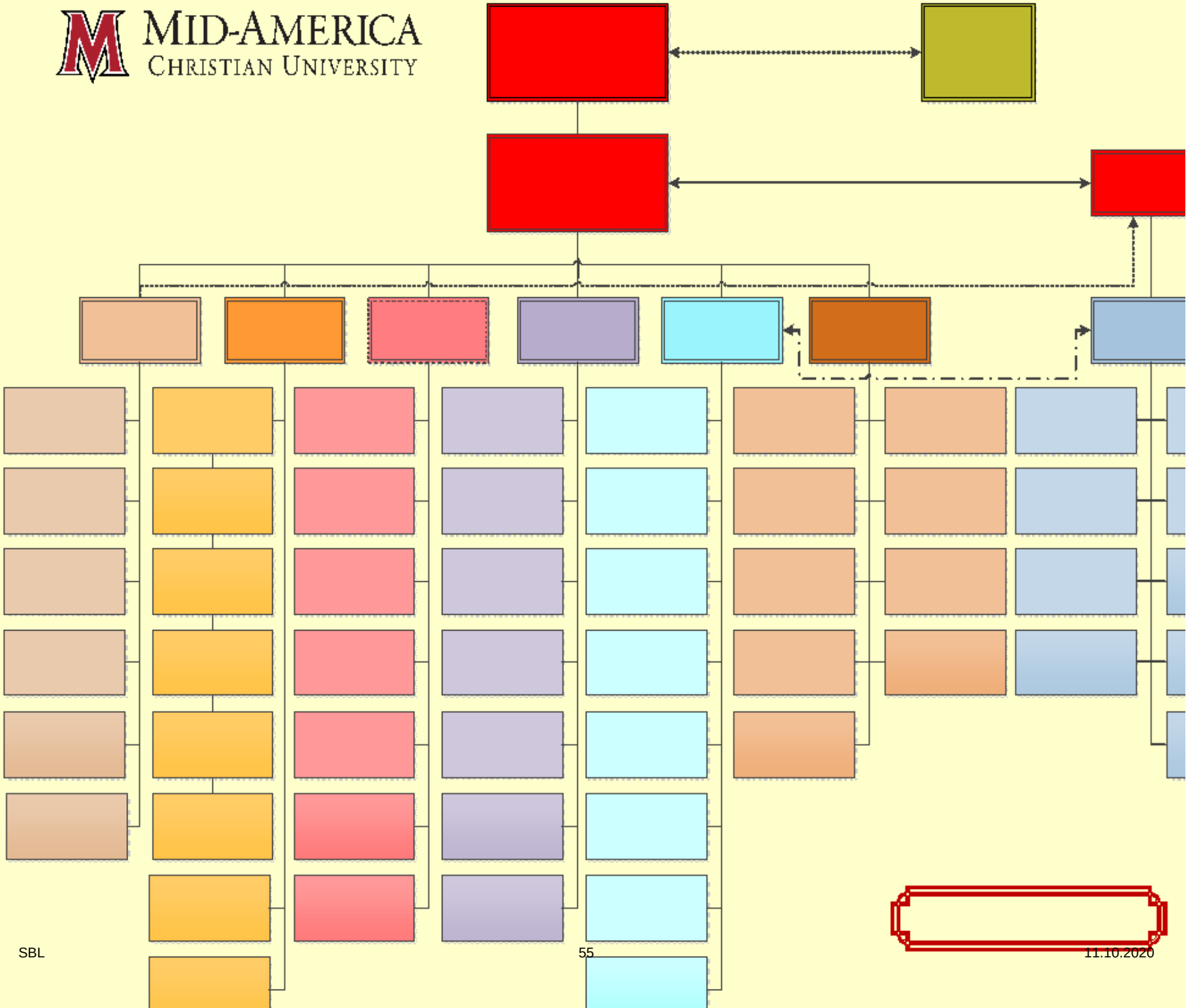
DOCUMENTATION OF PRESENTATIONS OR SEMINARS GIVEN

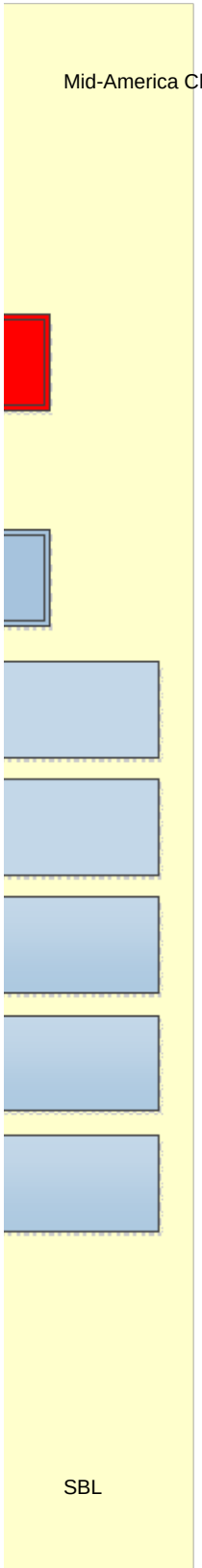
Name	Presentations/Seminars Given	Location	Date

DOCUMENTATION OF "MEMBERSHIPS IN" OR "APPOINTMENTS TO" PROFESSIONAL ORGANIZATIONS/BOARDS

Name	Membership in Professional Organizations	Professional Appointments	Date

MID-AMERICA CHRISTIAN UNIVERSITY





Assurance Argument - Requirements	**School / Department**
Criterion One. Mission	
The institution's mission is clear and articulated publicly; it guides the institution's operations.	
Core Components	
1.A. The institution's mission is broadly understood within the institution and guides its operations.	
1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.	
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.	Possible
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)	
1.B. The mission is articulated publicly.	
1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.	
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research	Possible

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	
1.C. The institution understands the relationship between its mission and the diversity of society.	
1. The institution addresses its role in a multicultural society.	
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.	Possible
1.D. The institution's mission demonstrates commitment to the public good.	
1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.	Possible
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external	
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.	Possible
The institution acts with integrity; its conduct is ethical and responsible.	
Core Components	

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing	
2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation	
2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.	
1. The governing board's deliberations reflect priorities to preserve and enhance the institution.	
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations	
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of	
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.	
2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.	Possible
2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.	Possible
1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.	Possible
2. Students are offered guidance in the ethical use of information resources.	Possible

3. The institution has and enforces policies on academic honesty and integrity.	Possible
Criterion Three. Teaching and Learning: Quality, Resources, and Support	
The institution provides high quality education, wherever and however its offerings are delivered.	Possible
Core Components	
3.A. The institution's degree programs are appropriate to higher education.	
1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.	Possible
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.	Possible
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual	**Probable**
3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.	
1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.	
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or	Possible

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to	Possible
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.	Possible
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.	Possible
3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.	
1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student	Possible
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.	Possible
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.	**Probable**
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.	**Probable**
5. Instructors are accessible for student inquiry.	Possible
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their	
3.D. The institution provides support for student learning and effective teaching.	

1. The institution provides student support services suited to the needs of its student populations.	
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the	
3. The institution provides academic advising suited to its programs and the needs of its students.	Possible
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories	
5. The institution provides to students guidance in the effective use of research and information resources.	Possible
3.E. The institution fulfills the claims it makes for an enriched educational environment.	
1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.	
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or	Possible
Criterion Four. Teaching and Learning: Evaluation and Improvement	
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed	
Core Components	

4.A. The institution demonstrates responsibility for the quality of its educational programs.	
1. The institution maintains a practice of regular program reviews.	Possible
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.	
3. The institution has policies that assure the quality of the credit it accepts in transfer.	
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its	Possible
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.	
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For	Possible
4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.	
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.	**Probable**
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.	**Probable**
3. The institution uses the information gained from assessment to improve student learning.	**Probable**

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.	Possible
4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.	
1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.	
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.	
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.	
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use	
Criterion Five. Resources, Planning, and Institutional Effectiveness	
The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for	
Core Components	
5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.	
1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.	

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate	Possible
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities	
4. The institution's staff in all areas are appropriately qualified and trained.	Possible
5. The institution has a well-developed process in place for budgeting and for monitoring expense.	
5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission	
1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities	
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance	
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort	
5.C. The institution engages in systematic and integrated planning.	
1. The institution allocates its resources in alignment with its mission and priorities.	
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.	Possible

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.	
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the	
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.	
5.D. The institution works systematically to improve its performance.	
1. The institution develops and documents evidence of performance in its operations.	**Probable**
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.	

Healthcare Management, Program Review, Section 4

Wildly Important Goals (WIGs) Data-driven Decision (D3) Forms

Healthcare Management, Program Review, Section 5

Program Curriculum Map with

Program Outcome (PO) and Student Learning Outcome (SLO) explanations

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Business Leadership

Health Care Administration and Ethics / BS Program Curriculum Program		Applied Business Management	Introduction Healthcare Management	Accounting for Managers	Business Finance	Fundamentals of Medical Practice Management	Healthcare Human Resource Management	Legal Aspects of Healthcare Management	Healthcare Economics	Healthcare Information Systems	Healthcare Operations Management
Program Outcomes		MGMT3213	HC3203	MGMT4303	BUAD3403	HC3213	HC3313	HC3503	HC4103	HC4303	HC4203
1	Graduates will demonstrate knowledge of relevant content in their selected discipline, and the ability to situationally apply that knowledge to core business functions including management, marketing, business law, accounting, economics, and finance.	☐	☑	☐	☐	1.1, 1.3	1.1	1.3	1.3	☐	1.1, 1.2., 1.3
2	Graduates will exhibit the ability to make ethical business decisions, informed by Christian principles of equity, justice, integrity, and the intrinsic worth of all people.	☐	2.1., 2.3	☐	☐	2.1, 2.2	2.1, 2.2., 2.3	2.1, 2.2., 2.3	2.1, 2.2., 2.3	2.2, 2.3	2.1,2.2, 2.3
3	Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting.	☐	3.1, 3.2	☐	☐	☐	3.1, 3.2	☐	3.1, 3.2	☐	3.1, 3.2
4	Graduates will demonstrate the ability to effectively communicate business information using relevant technology and a variety of communication tools.	☐	4.1, 4.2	☐	☐	4.1, 4.2	4.2	☐	4.1, 4.2	4.2	4.1, 4.2
5	Graduates will exhibit the ability to analyze business problems and use critical thinking skills by developing, implementing, testing, and restructuring business models.	☐	5.1, 5.2	☐	☐	5.1, 5.2	5.1, 5.2	5.1, 5.2	5.1, 5.2	5.1, 5.2	5.1, 5.2

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Business Leadership

Health Care Administration and Ethics / BS Program Curriculum Program		Applied Business Management	Introduction Healthcare Management	Accounting for Managers	Business Finance	Fundamentals of Medical Practice Management	Healthcare Human Resource Management	Legal Aspects of Healthcare Management	Healthcare Economics	Healthcare Information Systems	Healthcare Operations Management
Program Outcomes		MGMT3213	HC3203	MGMT4303	BUAD3403	HC3213	HC3313	HC3503	HC4103	HC4303	HC4203
Student Learning Outcomes											
1.1	Student Learning Outcome 1.1 Students will understand how Financial Analysis is used as a strategic management tool.	☐	☐	☐	☐	☑	☑	☐	☐	☐	☑
1.2	Student Learning Outcome 1.2. Students will show a comprehension of basic Accounting Principles relevant for Managers.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
1.3	Student Learning Outcome 1.3 Students will demonstrate the comprehension of the unique economics problems in the Health Care Community.	☐	☐	☐	☐	☑	☐	☑	☑	☐	☑
2.1	Student Learning Outcome 2.1 Students will analyze case studies and make decisions on ethical outcomes to a variety of scenarios posed by the case studies.	☐	☑	☐	☐	☑	☑	☑	☑	☐	☑
2.2	Student Learning Outcome 2.2. Students prove the ability to make ethical decisions while balancing the legal aspects of the Health Care community.	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑
2.3	Student Learning Outcome 2.3. Students will demonstrate the effectiveness of Christian Ethics in managing the change required in the Health Care community.	☐	☑	☐	☐	☐	☑	☑	☑	☑	☑
3.1	Student Learning Outcome 3.1. Students will coordinate, plan and develop a group presentation.	☐	☑	☐	☐	☐	☑	☐	☑	☐	☑
3.2	Student Learning Outcome 3.2. Students will present a group project.	☐	☑	☐	☐	☐	☑	☐	☑	☐	☑
4.1	Student Learning Outcome 4.1 Students will demonstrate verbal and technical communication skills by creating and presenting a formal presentation.	☐	☑	☐	☐	☑	☐	☐	☑	☐	☑
4.2	Student Learning Outcome 4.2. Students will exhibit writing and critical thinking skills fundamental to success in the business community.	☐	☑	☐	☐	☑	☑	☐	☑	☑	☑
5.1	Student Learning Outcome 5.1. Students will develop, test, analyze and make decisions required in a Health Care Operations environment.	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑
5.2	Student Learning Outcome 5.2. Students will exhibit the ability to analyze and react to changing situations to attain goals.	☐	☑	☐	☐	☑	☑	☑	☑	☑	☑

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Business Leadership

Business Administration / MBA Program Curriculum Map		Organization Professional Communication	Organizational Behavior and Leadership	Legal Environment and Ethics (Christian Worldview)	Human Resource Management	Managerial Accounting	Managerial Economics in a Globalized Environment	Modern Corporate Finance	Marketing Analysis and Strategy, Sales and Consumer Behavior	Management Science/Operations Management	Business Strategic Management	Global Mktg and Multi-Cultural Comm.	
	Program Outcomes	MGMT 5353	MGMT 5113	MGMT 5413	MGMT 5323	ACCN 5133	ECON 5223	FINC 5333	MGMT 5233	MGMT 6313	MGMT 6423	MKTG 5113	
1	Graduates will demonstrate the ability to integrate knowledge of business theory and practice in the design of viable business models, and to assess legal, competitive, financial, and technological challenges or opportunities for that model.												
2	Graduates will demonstrate the ability to analyze personal and corporate values utilizing the framework of a Christian worldview.												
3	Graduates will assess, articulate, and demonstrate the function and value of interpersonal skills in organizational settings involving groups and teams.												
4	Graduates will demonstrate knowledge and skills of research, problem solving, and decision-making with appropriate written and oral communication of results and action plans.												
5	Graduates will demonstrate awareness of international business trends, and assess their impact on traditional business practices in the United States.												
6	Graduates will demonstrate the ability to integrate knowledge of global business strategies when evaluating the marketing, communications, and planning needs of a business.												
	Student Learning Outcomes												
1.1	The student will use measurable indices and ratios to identify and emphasize challenges and opportunities and to effectively design business process based on that knowledge.												
1.2	The student will identify and analyze internal and external environmental variables that affect a firm's competitive advantage.												
2.1	The student will engage in discussion about business cases to identify ethical issues and challenges.												
2.2	The student will demonstrate the ability to address managerial problems through ethical and legal analysis.												
3.1	The student will collaborate with other students to apply teamwork principles on group projects.												
3.2	Students will work in designated or ad hoc work groups to review, discuss, analyze and present solutions based on case studies or source materials.												
4.1	The student will be able to make a professional and effective presentation to a group, utilizing presentation technologies such as PowerPoint, Prezi, Google Presentations, Keynote or other widely-used presentation tools.												
4.2	Students will demonstrate the ability to distinguish between quantitative and qualitative measurements and to determine the value of each for testing and structuring business models.												
5.1	Student will demonstrate an awareness of international perspectives and global challenges in written assignments.												
5.2	The student will evaluate competitive forces, with the goal of developing and implementing appropriate strategies to compete effectively in the marketplace.												
6.1	The student will discover how environmental factors and the global business environment affect strategic management decisions.												
6.2	The student will analyze and apply eCommerce in international marketing strategies, including the use of social networks and methods of communication and commerce.												

Healthcare Management, Program Review, Section 6

Student Learning Outcome Measurements

Healthcare Management, Program Review, Section 7

Program Outcome Data-driven Decision (D3) Forms

Healthcare Management, Program Review, Section 8

End of Course Assessment Results

End of Course Student Survey 2019-2020

Course Number	Number of EOC Reports	Course Enrollment	Average EOC Score	Instructor	Term/Section
HC3503	1	8	3.9	Adam Krejci	06W1 19SU
HC4203	3	10	3.0	Amanda Lawter	07W1 19SU
HC3203	2	8	3.5	Andrew Rohn	09W1 19F1
HC4103	4	8	3.5	Donald Ross	09W1 19F1
HC4303	1	8	2.3	Amanda Lawter	10W1 19F2
HC3213	1	8	3.4	Cindy Milam	10W1 19F2
HC3213	2	7	3.7	Kyli Fitzgerald	10M1 19F2
HC5213	1	2	1.5	Dr. Tarver	11W1 19F2
HC3313	2	6	3.0	Teresa Seal	11M1 19F2
HC3503	1	14	4.0	Andrew Rohn	01W1 20S1
HC5243	1	1	2.27	Dr. Claret Onukogu	02W1 20S1
HC4303	1	2	3.7	Dr. Kelly Riesenmy	02W1 20S1
HC4203	2	6	4.0	Andrew Rohn	03W1 20S2
HC3203	4	7	3.5	Andrew Rohn	02W1 20S1
HC4103	3	12	3.5	Donald Ross	04W1 20S2
HC5213				Dr. Kelly Riesenmy	
HC5223	1	3	2.5	Dr. Robin McMurry	06W1 20F1
HC3313	1	6	4	Teresa Seal	07W1 20SU
HC4203	3	10		Andrew Rohn	07W1 20SU
HC5243	1	4	4	Dr. Kelly Riesenmy	08W1 20F1
HC3503	1	6	3.9	Adam Krejci	08W1 20F1

Healthcare Management, Program Review, Section 9

End of Course Data-driven Decision (D3) Forms

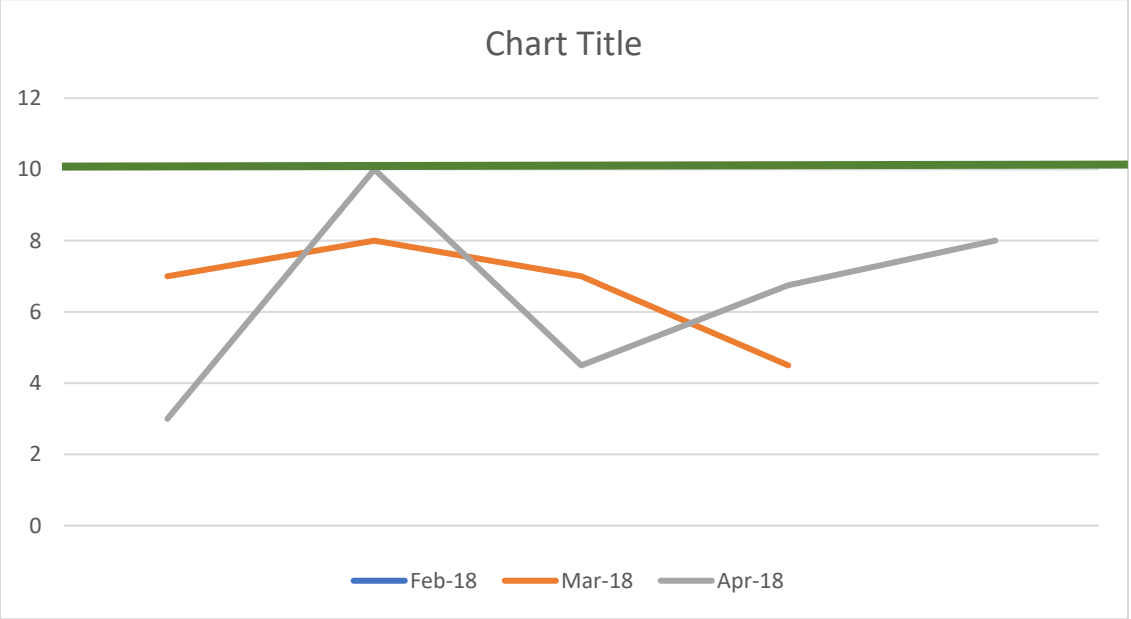
Healthcare Management, Program Review, Section 10

Instructor/Faculty Evaluations

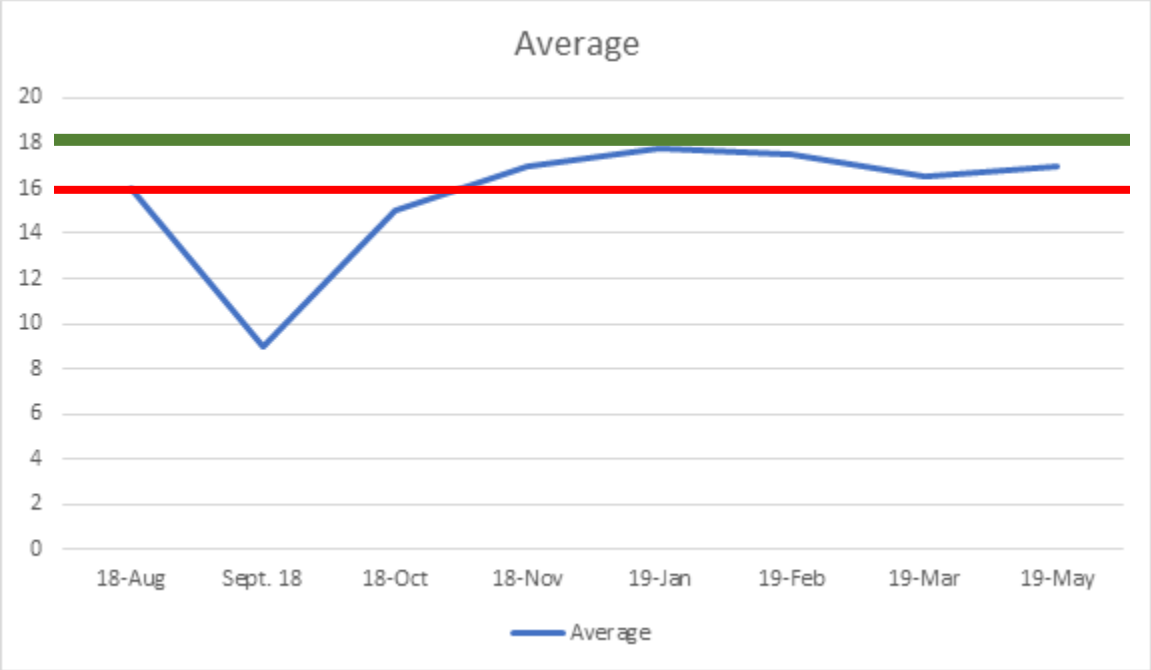
Faculty Monitoring and Performance 2018 through 2020

Faculty Performance on Contract Expectations: February 2018 – April 2018 [No access to data prior to 2/2018]. This chart reflects a performance score with 10 possible points.

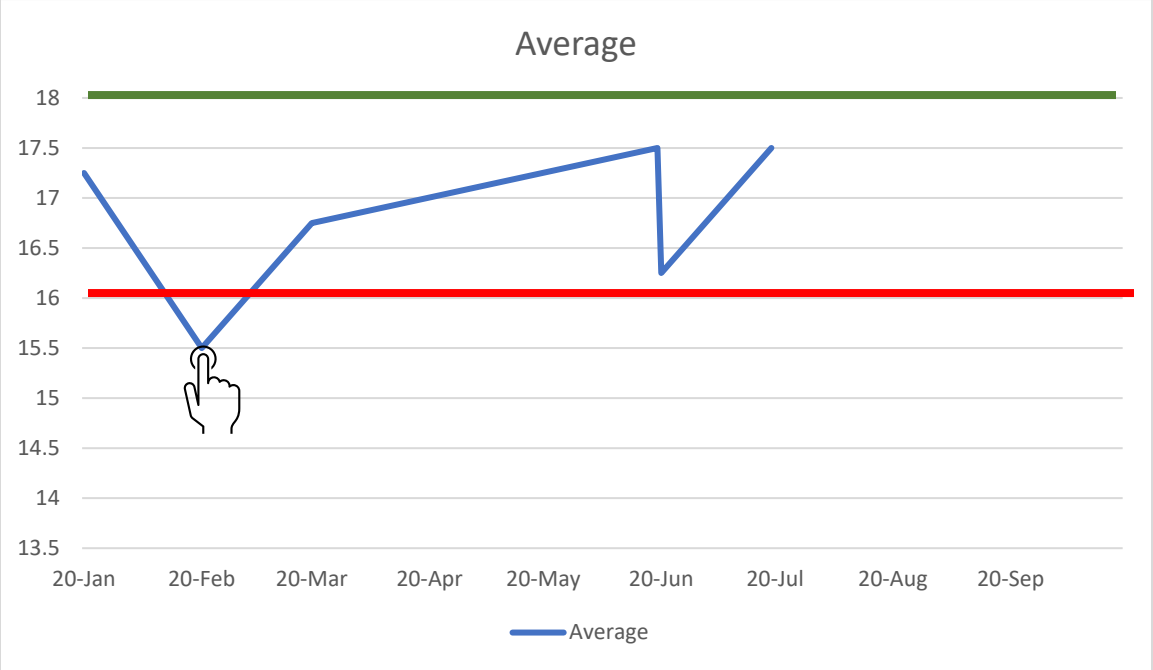
The current Program Director started in this position in March 2018, monitoring began in March with an audit of courses from the prior month. Data from auditing the classroom showed concerns with the inconsistencies in performance on contract expectations. The lowest score was 3 contract indicator points out of 10 possible indicators of the contract expectations. Only one faculty member met all 10 indicators and 2 met an acceptable range of performance (8) between February and April in 2018.



Faculty Performance on Contract Expectations: August 2018 through May 2019. In August 2018, the CAGS Dean implemented a revised Monitoring Metrics for Faculty Performance. The following charts reflect scores based on 18 indicators from the Faculty Contract. Faculty who were performing below 16 indicator points were identified and coached on how to improve performance and better meet their contract expectations. During the Fall of 2018 faculty consistently remained above the minimum expectation.



Faculty Performance on Contract Expectations: June 2019 – Faculty performance dropped during the February-March course sections. This change in performance may or may not reflect the issues related to the pandemic. In response to COVID pressures, strategies were implemented offer support to faculty during this time appears. During April and May performance resumed with decline in June but moving upward during the Fall sections.



SBL Faculty Dashboard Maintained by SBL Coordinator

HC3203	Introduction to Health CareManagement		Michelle Mendenhall							
			Andrew Rohn	1	2/2020	18	6/2020	3.0	92020	
			Teresa Seal						9/2019	
HC3213	Fundamentals of Medical Practice Management		Cindy Milam	3	11/2019	16.5	10/2019	3.4	10/2019	
			Kyli Fitzgerald	1	6/2020	16.5	6/2020	3.8	9/2020	7.24.20 remediation complete
			Michelle Mendenhall							
			Jenna Lawter	2	4/2019	16				7.15.20 Remediation per Kelly
			Andrew Rohn							

HC3313	Health Care Human ResourceManagement		Teresa Seal	1	8/2019	17.5	7/2020	3	9/2020	
			Andrew Rohn							
			Michelle Mendenhall							
HC3503	Legal Aspects of Health CareManagement		Adam Krejci	2	10/2019	17	6/2019	3.8	8/2020	*
			Andrew Rohn	3	2/2020	16.5			1/2020	
			Robin McMurry	1	2/1819	18	1/2019	2.3	1/2019	
HC4103	Health Care Economics		Don Ross	1	4/2020	17	9/2019	3.6	9/2020	
			Phillip Smith							
HC4203	Health Care Operations Management		Andrew Rohn	1	3/2020	18	7/2020	2.6	7/2020	
			Phillip Smith	4	1/2020	15.5			11/2019	prev score 15.5, if no improvement on next audit he can't teach this again
			Teresa Seal	2						
			Jenna Lawter	3						
HC4303	Health Care Information Systems		Cindy Milam	3	6/2019	17.5			6/2019	
	Cengage MindTap		Jenna Lawter	1	11/2019	13.5	10/2019	2.3	10/2019	Remediation completed by KR 7/26/20
			Andrew Rohn	2						
			Teresa Seal				6/2020	4.0	6/2020	
HC5213	Health Care Management		Stepheny Finnie							
		X	Claret Onokogu							

HC5223	Health Care Legal Environment		Robin McMurry	1	6/2020	16	6/2020	2.5	6/2020	
			Adam Krejci	2	2/2020	18	5/2018	3.0	1/2020	
HC5233	Health Care Finance		Kathleen Irwin		3/2020	15.5	4/2019	3.0	3/2020	prev score 15.5, if no improvement on next audit she can't teach this again
			Jimmie Flores	1						
HC5243	Health Care Information Systems		Kathleen Irwin	1	2/2019	17	2/2019	3.6		*
			Claret Onokogu		2/2020	13	3/2020	3.3	2/2020	prev score 13, if no improvement on next audit she can't teach this again

Healthcare Management Part-time Faculty Credentialing Sheet

Credentialling Criteria:		Years of Experience	Skill Sets	Certifications	Credentials	Experiences	Documentation	Key
Instructor	Courses Credentialled to Teach	4 years in HCM or Related Field (e.g., RN, clinical or practice manager, manager in an area of allied health services, health insurance)	Must align to student learning outcomes in courses approved to be taught	Coding, Billing, RHIT or healthcare related-training	Allied health degree, BS, MS, MBA, RN or equivalent supervisory responsibilities in leadership or management	Must align to student learning outcomes in courses approved to be taught	Official transcripts, records of training, certificates, credentials, and CV or resume	Color Coded for Undergrad = white; Grad = green; yellow = highly aligned with HCM
Berchenbriter, Ken	HCA 4303	MBA in management systems	IT applications; project management; decision support		IT applications; project management; decision support	IT applications; project management; decision support		
Bruce, Richard	HCA 3503; HCA 5223	JD	Insurance, Mediation, settlements, civil litigation		JD	Insurance, Mediation, settlements, civil litigation	OK Bar; top 20% of class	
Carter, Jeremy	HCA 3503; HCA 5223	JD	Business law, liability, insurance, personal injury, toxic tort, medical malpractice, contracts		JD	Business law, liability, insurance, personal injury, toxic tort, medical malpractice, contracts	Prioritor of Law Firm	
Clark, Al	HCA 3203; HCA 3303; HCA 3313; HCA 4203; HCA 4103; HCA 5213; HCA 5223; HCA 5233	PhD; Ed Psych; Master HC Policy Admin., BS HCA			PhD; Ed Psych; Master HC Policy Admin., BS HCA			
Courts, Bari	HCA3203; HCA 3213; HCA3313; HCA 3503; HCA4103; HCA 4203; HCA4303	MA in Healthcare Administration	18 hours in HCA with a MA		MA in Healthcare Administration			
Crow, Imalee	HCA 3203; HCA 3313: HCA 4203	MS in Mgmt; Nursing Dip, BS	Marketing, Risk Mgmt, knowledge of JCOHA, personnel selection	Nursing Diploma, RN, Certified Business 2 Government Specialist, Certified Staffing Professional	MS in Mgmt; Nursing Dip, BS	Marketing, Risk Mgmt, knowledge of JCOHA, personnel selection		
Diotalevi, Robert	HCA 3503; HCA 5223	JD	strong foundation in education; teaches at 3 universities		JD	strong foundation in education; teaches at 3 universities		

Finnie, Stepheny	HCA 3203; HCA 3303; HCA 3313: HCA 4203; HCA 5213; HCA 5223; HCA 5233	PhD Business, MS HR, BS Business Admin	I/O Psych; HRM; OB; Ethics; Strategic Mgmt; Org Theory	Level 1-3 Certified Acquisitions Prof. Contracting; Level 1-2 Certified Acquisitions Prof in Program Management	PhD	I/O Psych; HRM; OB; Ethics; Strategic Mgmt; Org Theory		
Fitzgerald, Kylie	HCA 3203; HCA 3303; HCA 3313: HCA 4203	MS Health Admin/BS Health Admin	Clinical Administrator; Sr. Clinic Manager; Project Manager,		MS Health Admin/BS Health Admin	More than 10 years as Clinical Administrator; Sr. Clinic Manager; Project Manager,		
Flores, Jimmie	HCA 3203; HCA 3303; HCA 3313; HCA 4303; HCA 4103; HCA 4203; HCA 5213; HCA 5223; HCA 5233; HCA 5243	PhD in Mgmt IST; PhD H&OD;MEd in curriculum & assessment; MS in Mgmt; MS in CIT, MS in Ed Tech; MBA Finance & Mrktg	PhD in Mgmt IST; PhD H&OD;MEd in curriculum & assessment; MS in Mgmt; MS in CIT, MS in Ed Tech; MBA Finance & Mrktg	PMP, SPHR, GPHR, SSBB, ITIL	PhD in Mgmt IST; PhD H&OD;MEd in curriculum & assessment; MS in Mgmt; MS in CIT, MS in Ed Tech; MBA Finance & Mrktg	PhD in Mgmt IST; PhD H&OD;MEd in curriculum & assessment; MS in Mgmt; MS in CIT, MS in Ed Tech; MBA Finance & Mrktg		
Fridenstine, Paul	HCA 3203; HCA 3213; HCA 3313; HCA3503; HCA 4103; HCA 4203; HCA 4303	MBA HCM, BS Acct.	Accounting; Budgets, Strategic Planning; Operations		MBA HCM, BS Acct.	Accounting; Budgets, Strategic Planning; Operations		
Gempel, Douglas	HCA 4303 HCA5243	MBA in ITM, PhD CS in Emerging Technologies	Comp TIAA+ Prof (2008); 15 years experience in programming		MBA in ITM; PhD in CS in Emerging Technologies	Comp TIAA+ Prof (2008); 15 years experience in programming; IT Enterprise 20+ years		
Glover, Beverly	HCA 3203; HCA 3313; HCA 4203	MS	HRD, HRM, Leadership,	SPHR, SHRM-SCP, CPC, Certified 360 , Certified Facilitator Covey, Certified Coach	MS	SPHR, SHRM-SCP, CPC, Certified 360 , Certified Facilitator Covey, Certified Coach		
Irwin, Kathleen	HCA 4103; HCA 4203; HCA 4304; HCA 5233; HCA 5243	PhD Org & Mgmt/E-commerce; MBA Finance and Mgmt; post doc in acct & fin; BS in Mgmt	Work with individuals with disabilities (disability-services advisor). Taugh IT, E-Commerce for >10 years		PhD, MBA, post-doc in accounting and finance	Work with individuals with disabilities (disability-services advisor). Taugh IT, E-Commerce for >10 years		
Jolley, Clark	HCA 3503; HCA 5223	JD	Negiotation; Policy Analysis; Performance Review; Intergovernmental Relations		JD	Negiotation; Policy Analysis; Performance Review; Intergovernmental Relations		
Krejci, Adam	HCA 3503; HCA 5223	JD	Personal injury, wrongful death, probate, mediator		JD	Sports, family law, criminal, **personal injury, wrongful death, probate, mediator**	No mention of OK Bar Exam on CV	
Lawter, J. Amanda	HCA 3313; HCA 4203; HCA 4303	MS Health Admin; BS Business Admin in Marketing	Clinic Manager; Clinical Operations Manager; Marketing Liason		MS Health Admin; BS Business Admin in Marketing	Clinic Manager; Clinical Operations Manager; Marketing Liason		

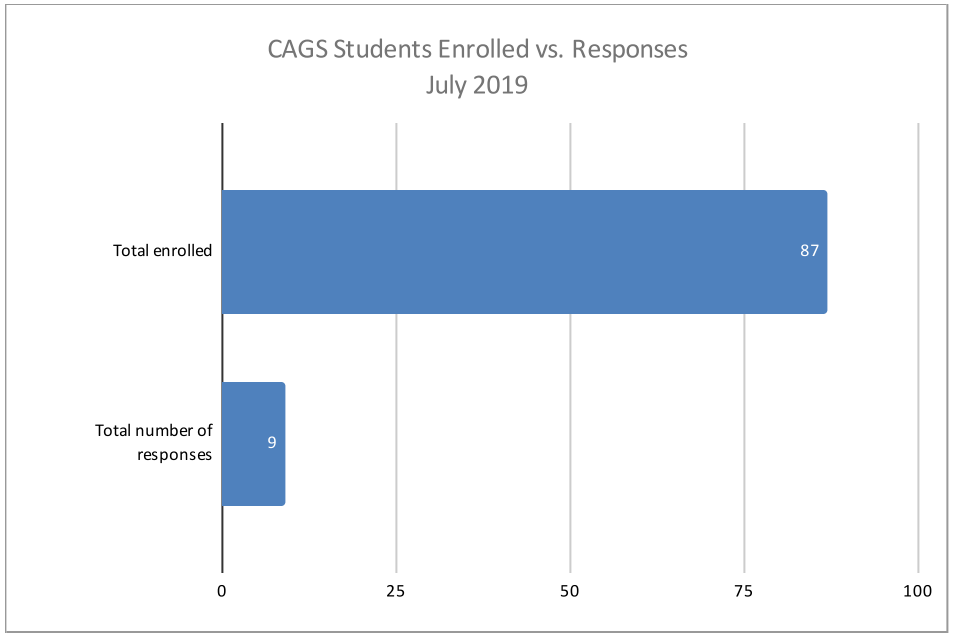
Lee, David	HCA 3503; HCA 5223	JD; MBA	Army Disability Evaluation; Med Evaluation Board; Physical Eval Board; Advocacy; VA Claims; Impartial Medical Reviews and MEB appeals		JD; MBA	Army Disability Evaluation; Med Evaluation Board; Physical Eval Board; Advocacy; VA Claims; Impartial Medical Reviews and MEB appeals		
Little, Brad	HCA 3503; HCA 5223	JD	Criminal, Special Judge		JD	Criminal, Special Judge	Retired since 2012	
McCaffery, Jack	HCA 4103; HCA 4203; HCA 5213; HCA 5223; HCA 5233;	DBA; JD; LLM; MHSA Health Care Admin	Finance, Legal, Health Management and Admin	Grad Certificate in Marketing, International Business,	DBA; JD; LLM; MHSA Health Care Admin	Finance, Legal, Health Management and Admin		
McMurry, Robin D.	HCA 3203; HCA 3303; HCA 3313: HCA 3503; HCA 4103; HCA 4203; HCA 4303; HCA 5213; HCA 5223; HCA 5233; HCA 5243	PhD Nrsg Phil; MS Nrsg Ed; BS Nrsg	COO, CNO, Interim CEO in COO/CNO position; Director of Women's Center; Manager of Women's Center; Clinical Team Manager; Accounts Rec Manager. Course Writer and Nurse Instructor	Inpt High Risk OB Nrs Cert; Life Support; Sexual Assault Nrs Examiner, Certified Legal Nrs Consultant; Advanced Cardiac Life Support; Neonatal Resus; OB Neonatal Nrs Instructor	PhD Nrsg Phil; MS Nrsg Ed; BS Nrsg	COO, CNO, Director of Women's Center; Manager of Women's Center; Clinical Team Manager; Accounts Rec Manager; Business Owner; M&M Leagl Nurse Consulting. Course Writer and Nurse Instructor		
Mendenhall, Michelle	HCA 3203; HCA 3313: HCA 4203	MA in Org Lrd; BA Soc.	Health Science Teaching	Health Science Teaching; Community Emergency REsponse Team (CERT)	MA in Org Lrd; BA Soc.	Hospital Clerical Coordinator; Customer Service Training Coordinator; Health Ed Instructor,; Training & Development; Career Exploration Specialist		
Miliam, Katherine L. (Cindy)	HCA 3203; HCA 3213; HCA 3313: HCA 4203	Masters of Nrsg Ed; BS Nrsg	Health Policies; Lab simulations, Clinical scheduling, processes, assessment methodologies; operations management - payroll, employee selection, insurance and revenue streams.	Ped Hematology/Onc Nurs; Ped Adv Life Support; Peripheral Inserted Central Cath	Masters of Nrsg Ed; BS Nrsg	38+ years in Health Policies; Lab simulations, Clinical scheduling, processes, assessment methodologies; operations management - payroll, employee selection, insurance and revenue streams.		
Morton, Kyle	HCA 4303; HCA 5233; HCA 5243	Doctorate Computer Science; MS-IS	Extensive knowledge: computer design/development, programming language, applications, platforms. Most experience in finance			Extensive knowledge: computer design/development, programming language, applications, platforms. Most experience in finance		
Riesenmy, Kelly	HCA 3203; HCA 3303; HCA 3313; HCA 4203; HCA 4303; HCA 5213; HCA 5243	PhD Org Lrd emphasis HRD; MA in Psych emphasis research	Research; Administrative and Clinical Healthcare context 20+ years; Teaching in clinical context 8 years and academy 5 years; OD; HRD; HRM		PhD	Research; Administrative and Clinical Healthcare context 20+ years; Teaching in clinical context 8 years and academy 5 years; OD; HRD; HRM		

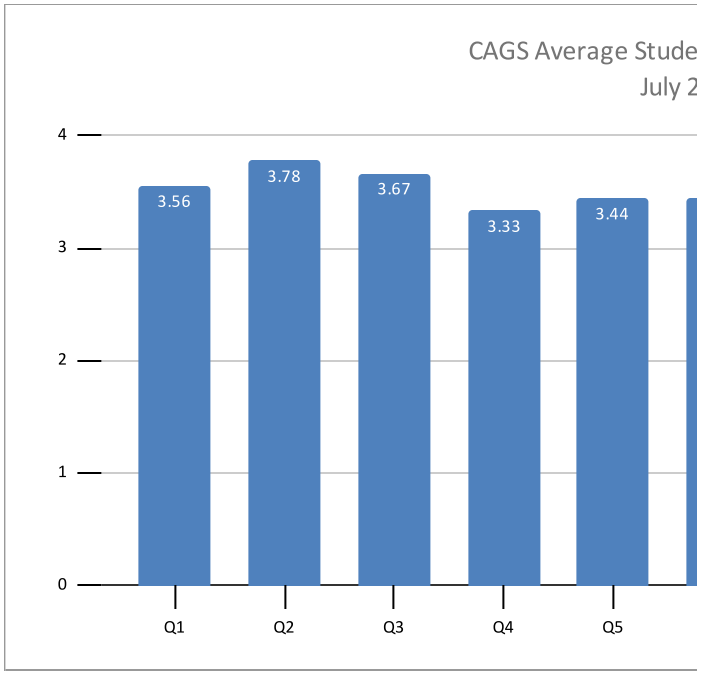
Roddy, Shirley	HCA 3303; HCA 4203; HCA 5213; HCA 5243	PhD	Courses Taught: Adult Lrning; Program Evaluation & Research Methods; Mgmt Research & Ethics	Teaching	PhD	Courses Taught: Adult Lrning; Program Evaluation & Research Methods; Mgmt Research & Ethics		
Rohn, Andrew	HC3203; HC3213; HC3313: HC3503; HC4203; HC4303		Worked at Mercy Hospital for 13 years as Nurse, Shift Coordinator, Nurse ED,Executive Director of Q&A, Regional Emergency Medicine Specialist, ED Compliance & Quality, ED Nurse. Ten years as nurse and paramedic. Paramedic instructor.	RN; Paramedic, EMT	RN, BSN, MBA	As executive director over 30 plus emergency departments it was my duty to work with hospitals and corporate legal on issues of legal liability. This would include EMTALA education, policy overview, EMR revisions, CMS complaints, and other legal issues as they would arise.	See file	
Ross, Don	HCA 4103	BS in Econ; MBA	Ethics, Leadership; Performance	Online Instructor Training Certification SNU	BS in Econ; MBA			
Schmitz, Ed	HCA 4103	MBA; BS Accounting	Finance, Operations, Management, IT		MBA; BS Accounting			
Seal, Teresa Zumwalt	HCA 3203; HCA 3313; HCA 3503; HCA 4203	MBA (emphasis on Mgmt Ed); BA Comm & minor in Soc.	HRM in Healthcare		MBA (emphasis on Mgmt Ed); BA Comm & minor in Soc.	8+ years Regional Manager of Operations at American Red Cross; Career Planning Instructor; Office Manager at Addiction Center; Records Management; HR & Law		
Shockey, Carolyn	HCA 3203; HCA 3313: HCA 4203	MA Speech Comm, BS Speech Ed	HRM; training & development		MA/BS Speech Communication	40 years experience in Healthcare Management - HRM; Director of HR		
Smith, Phillip	HCA 3303; HCA 4203; will be good for the QI course	MHA	SWAT analysis; healthcare insurance	Insurance - licensed for property-casualty, life, health, & accident	MHA	QI, operational planning and managment; contracts; business analysis; SWAT analysis for psychiatric practice and adult living.		
Tarver, Johnie Mae	HCA 3303; HCA 4203; HCA 5213; HCA 5233	RN, MSN, PhD	Medical operations, budgets, qualitycontrol; staffing; leadership and management; community health; research	Licensed RN in TX; Certification in online teaching; Ceertification in Mentor Program	RN, MSN, PhD	30+ years Medical operations, budgets, qualitycontrol; staffing; leadership and management; community health; research		

CAGS Totals for July 2019

Total number of responses	Total enrolled	Response rate
9	87	10.3%

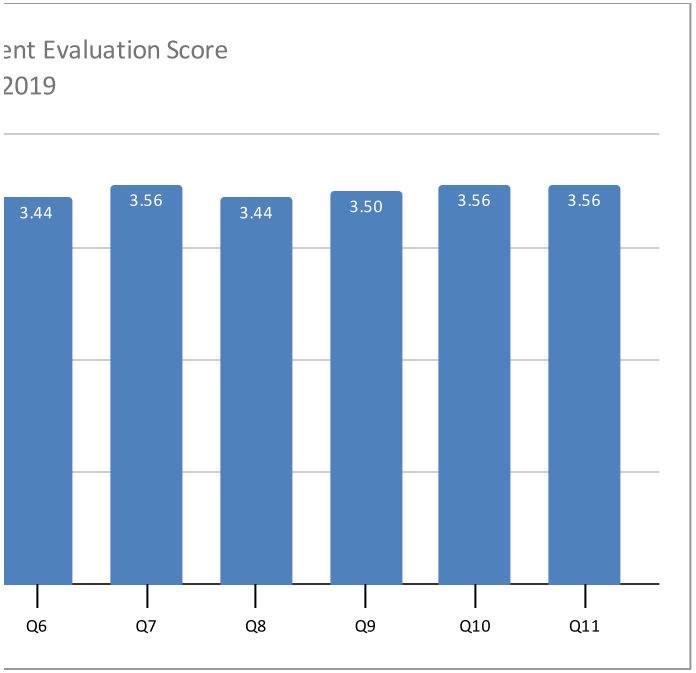
Q1	Q2	Q3	Q4	Q5	Q6
3.56	3.78	3.67	3.33	3.44	3.44





NumberOfResp	Enrollmer	Instructor	Course Title	Course Code	School Nam	Q1	Q2	Q3	Q4	Q5	Q6
1	14	Achilles, We	Intermediate	ACCN3903 06W1 19SU	School of Bu	4	4	4	4	4	4
1	15	Glover, Beve	Human Reso	BUAD4303 06W1 19SU	School of Bu	2	3	3	1	1	1
1	8	Krejci, Adam	Legal Aspect	HC3503 06W1 19SU	School of Bu	4	4	4	3	4	4
2	17	Mendenhall,	Case Studies	MGMT4523 06W1 19SU	School of Bu	3	3	3	3	3	3
2	17	Mendenhall,	Case Studies	MGMT4523 06W1 19SU	School of Bu	3	4	4	3	4	4
2	18	Ross, Donalc	Survey of Ec	ECON2503 06W1 19SU	School of Bu	4	4	4	4	4	4
2	18	Ross, Donalc	Survey of Ec	ECON2503 06W1 19SU	School of Bu	4	4	4	4	4	4
1	7	Sloan, Steph	Research Pre	ML6022 06W1 19F1	School of Bu	4	4	3	4	3	3
1	8	Splawn, Vick	Intermediate	ACCN3903 06M1 19SU	School of Bu	4	4	4	4	4	4

Q7	Q8	Q9	Q10	Q11
3.56	3.44	3.50	3.56	3.56



CAGS End of Course (EOC) Evaluation Survey AY18-19 (2nd QTR)

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discussions.
3. My instructor provided regular updates about our class through the News section, discussio
4. My instructor provided feedback on assignments within 5 class days of the due date for CAC
5. The feedback received on assignments and discussions helped me learn the material for the
6. The feedback received on assignments and discussions helped me know how to improve on
7. The instructor enhanced our course through supplemental relevant content.
8. Instructions on assignments, discussions, and other course expectations were clear.
9. The concepts, materials, and activities of this course are useful outside of the classroom.
10. The workload for this course was what should be expected for a course at this level.
11. The resources provided in the course helped me achieve course objectives.
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
4	4	4	4	4	The instru	Very effec	I like how	No suggestions at this time.
2	1	2	3	2	Obviously	Focus less	Nothing -	Slide down off her high horse and teach with compassion and conviction
4	4	4	4	4	Great communication, and will			answer any questions you have quickly.
3	3		2	3				
4	4	4	4	4				
4	4	4	4	4	He explair	I think he	Maybe a \	Some of the formulas were difficult to figure out
3	4	3	4	4				
4	3	3	3	3	Being able	N/A	There is al	I suggest that the courses before this course to line up, meaning the cour
4	4	4	4	4	She knew	I do not fe	My PROFE	The amount of work so we could focus on the things we need for future a

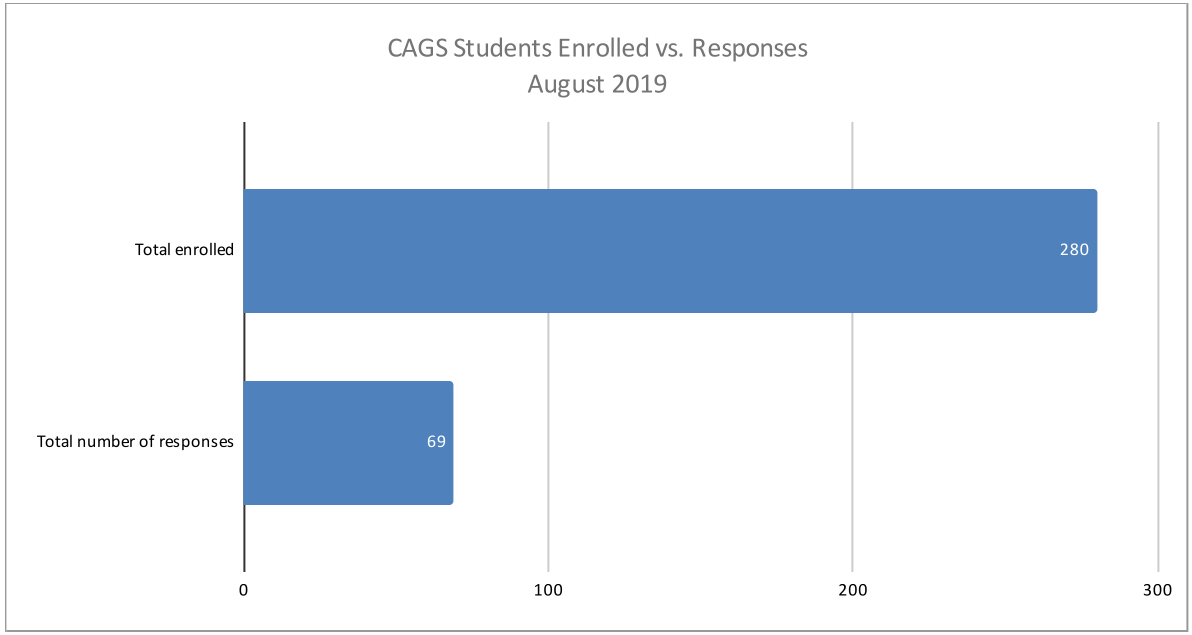
n boards, class announcements, or other means.
GS courses / 2 weeks of the due date for CAS courses.
course.
future work in the course.

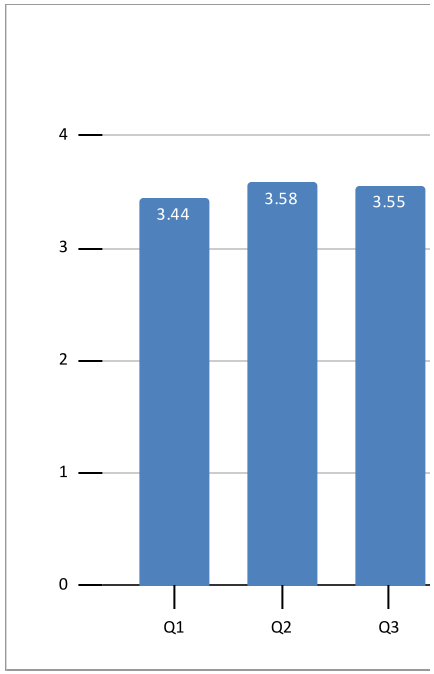
rather with condescending tendencies and grammar

ses need before this one should be in order so that t
accounting careers.

CAGS Totals for August 2019

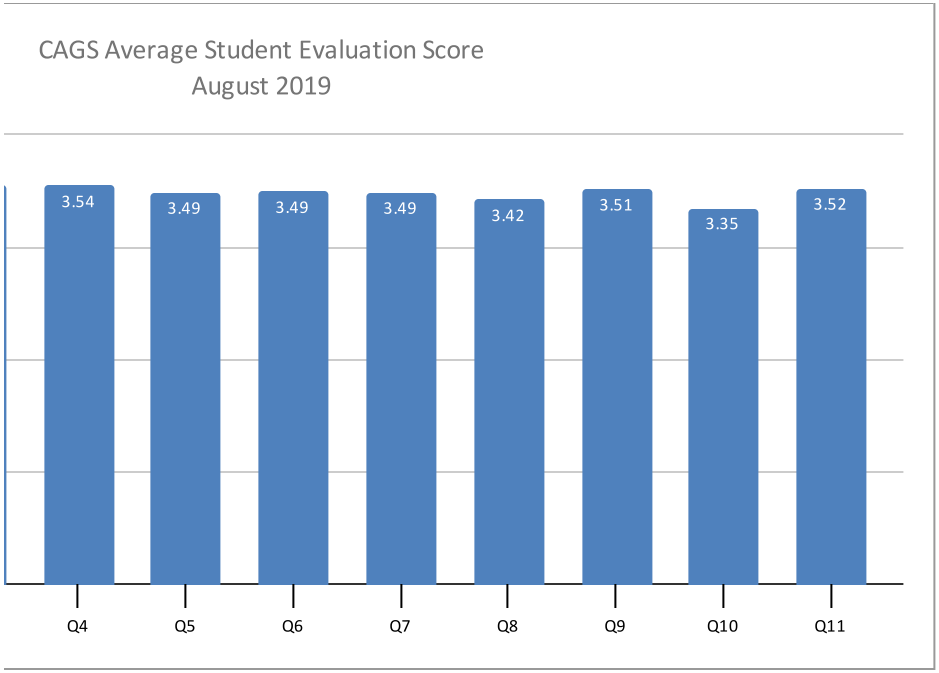
Total numb er of	Tot al	Response rate	Q1	Q2	Q3	Q4
69	280	24.6%	3.44	3.58	3.55	3.54





Numbe	Enro	Instructor	Course Title	Course Code	School Na	Q1	Q2	Q3	Q4
1	11	Achilles, Wendy	Intermediate Accounting II	ACCN3913 07W1 19SU	School of	3	3		3
5	19	Alston, Roy	Leading Change	ML5243 06W1 19F1	School of	1	4	3	3
5	19	Alston, Roy	Leading Change	ML5243 06W1 19F1	School of	4	4	4	4
5	19	Alston, Roy	Leading Change	ML5243 06W1 19F1	School of	2	3	3	3
5	19	Alston, Roy	Leading Change	ML5243 06W1 19F1	School of	2	3	3	3
5	19	Alston, Roy	Leading Change	ML5243 06W1 19F1	School of	3	4	4	4
2	14	Bland, Adrian	Managing Change	MGMT4433 07W1 19SU	School of	4	4		4
2	14	Bland, Adrian	Managing Change	MGMT4433 07W1 19SU	School of	4	4	4	4
2	12	Boardman, Clint	Professional Development Review	UNIV2503 07W2 19SU	School of	4	4	4	4

Q5	Q6	Q7	Q8	Q9	Q10	Q11
3.49	3.49	3.49	3.42	3.51	3.35	3.52



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1. My instructor responded to questions within 48 hours.
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3. My instructor provided regular updates about our class through the Ne
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7. The instructor enhanced our course through supplemental relevant coı
8. Instructions on assignments, discussions, and other course expectation
9. The concepts, materials, and activities of this course are useful outside
10. The workload for this course was what should be expected for a cours
11. The resources provided in the course helped me achieve course objec
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
3	3	3	4	3	3	3				
3	3	3	2	3	3	3	N/A	Provide m	The inforr	Clear instructions on what is expected on the assignı
4	4	4	3	4	4	4	gives thor	was Good	very relev	none
3	3	3	2	3	3	3				
3	3	3	2	3	3	3	Persistanc	Be plain a	Kotters' bı	Nothing
4	4	4	4	4	4	3	Additiona	N/A	Fast Pace	N/A
	4	4	4	4	4	4	Invested i	Excellent i	The conte	no suggestions
4	4	4	4	4	4	4				
4	3	4	4	3	4	4	Being thei	Already w	Helping	get credit for what you have done already in life.

ıssions.
ews section, discussion boards, class announcements, or other means.
the due date for CAGS courses / 2 weeks of the due date for CAS courses.
n the material for the course.
w how to improve on future work in the course.
ntent.
ıs were clear.
of the classroom.
se at this level.
ctives.

ments.

2	12	Boardman, Clint	Professional Development Review	UNIV2503 07W2 19SU	School of	4	4	4	4
1	11	Brown, LaMar	Managing Change	MGMT4433 07W2 19SU	School of	4	4	4	4
5	17	Brown, Tiffany	Human Resource Management	MGMT5323 06W1 19F1	School of	3	3	3	3
5	17	Brown, Tiffany	Human Resource Management	MGMT5323 06W1 19F1	School of	3	3	3	3
5	17	Brown, Tiffany	Human Resource Management	MGMT5323 06W1 19F1	School of	4	4	4	4
5	17	Brown, Tiffany	Human Resource Management	MGMT5323 06W1 19F1	School of	4	4	4	4
5	17	Brown, Tiffany	Human Resource Management	MGMT5323 06W1 19F1	School of	4	4	4	4
7	16	Clouse, Patty	Professional Development Review	UNIV2503 07W1 19SU	School of	4	4	4	3
7	16	Clouse, Patty	Professional Development Review	UNIV2503 07W1 19SU	School of	4	3	3	4
7	16	Clouse, Patty	Professional Development Review	UNIV2503 07W1 19SU	School of	3	4	4	4
7	16	Clouse, Patty	Professional Development Review	UNIV2503 07W1 19SU	School of	4	4	4	4
7	16	Clouse, Patty	Professional Development Review	UNIV2503 07W1 19SU	School of	3	3	3	3
7	16	Clouse, Patty	Professional Development Review	UNIV2503 07W1 19SU	School of	1	1	1	1
7	16	Clouse, Patty	Professional Development Review	UNIV2503 07W1 19SU	School of	3	3	3	3
2	6	Field, Joe	Managing Change	MGMT4433 07M1 19SU	School of	4	4	4	4
2	6	Field, Joe	Managing Change	MGMT4433 07M1 19SU	School of	4	4	3	4
1	10	Gunter, Annette	Human Resource Management	MGMT5323 06M1 19F1	School of	4	4	4	4
4	12	Harrison, James	Principles of Managerial Accounting	ACCN2203 07W1 19SU	School of	1	1	1	1
4	12	Harrison, James	Principles of Managerial Accounting	ACCN2203 07W1 19SU	School of	4	4	4	4
4	12	Harrison, James	Principles of Managerial Accounting	ACCN2203 07W1 19SU	School of	4	4	4	4
4	12	Harrison, James	Principles of Managerial Accounting	ACCN2203 07W1 19SU	School of	4	4	4	4
4	12	Hunt, Carle	Modern Corporate Finance	FINC5333 06W1 19F1	School of	3	4	4	4
4	12	Hunt, Carle	Modern Corporate Finance	FINC5333 06W1 19F1	School of	4	4	3	4
4	12	Hunt, Carle	Modern Corporate Finance	FINC5333 06W1 19F1	School of	1	3	2	3
4	12	Hunt, Carle	Modern Corporate Finance	FINC5333 06W1 19F1	School of	3	2	2	4
5	25	Jones, Todd	Business Software Applications	MGMT2103 07W1 19SU	School of	3	3	3	3
5	25	Jones, Todd	Business Software Applications	MGMT2103 07W1 19SU	School of	4	4	4	4
5	25	Jones, Todd	Business Software Applications	MGMT2103 07W1 19SU	School of	4	4	4	4
5	25	Jones, Todd	Business Software Applications	MGMT2103 07W1 19SU	School of	3	3	3	3
5	25	Jones, Todd	Business Software Applications	MGMT2103 07W1 19SU	School of	4	4	4	4
3	10	Lawter, Jenna	Health Care Operations Managemen	HC4203 07W1 19SU	School of	3	3	4	3

4	4	4	4	4	2	4	He was ve	Not sure	You learn	I think before joining this course students should be
4	4	4	4	4	4	4	Great enc	Instructor	Learning t	N/A, everything is great
3	3	3	3	3	2	2				
3		3	3	3	3	3	Instructor	She does ı	How she (	Nothing
4	4	4	4	4	4	4	Professor	Can't thin	The cours	Can't think of anything.
4	4	4	4	4	4	4	She gives	n/a	Validity of	nothing
4	4	4	4	4	4	4	Communicative and		The relevant content	
4	4	4	4	3	4	4	communi	She does a	The cours	nothing
4	4	3	4	4	4	4	Knowledg	N/A	It helped ı	I wish that there was an option for online classes tha
4	4	4	3	3	3	3	Communi	Keep bein	structure	It is an online course and requiring due dates that ar
4	4	4	4	3	3	4	Willing to communic		The Videos	
3	3	3	2	3	3	3	gave grea	clearer ins	concepts l	better instructions
1	1	1	1	1	1	1	She is very knowledgeable.			
3	3	3	3	3	3	3	I like that	She did ge	It taught r	None at this time.
4	4	4	4	4	4	4	Very pers	maybe cre	I loved the class discussions.	
4	4	4	4	4	4	4	life applications and stories he was able to share and relate to the textbook			
4	4	4	4	4	4	4	communi	n/a	CASE STU	CLASS PRESENTATIONS
1	1	1	1	1	1	1	He is an ir	Not applic	It tested n	Not applicable. Professor Harrison is awesome.
4	4	3	3	3	3	3				
4	4	4	4	4	4	4	Communi	N/A.	Quick resp	Not so many chapters to cover in a week.
4	4	4	4	3	4	4	Mr Harrison is very p		I love math	
2	3	4	4	4	1	3	Praise JES	Praise JES	Praise JES	Praise JESUS CHRIST! That the assignments would n
4	4	4	4	4	4	4	His comm	N/A	The inforr	N/A
3	3	2	3	3	3	3				
1		1	1	4	4	4	Not sure?	Get more	This class	More information needed to solve problems, also co
3	3	3	3	3	3	3				the slides/examples that were given were from 2016
4	4	4	4	4	4	4	The instru	I think he	The you t	Some of the commands in the Microsoft office were
4	4	4	4	4	4	4	Great con	It was gre	I liked the	Nothing, great course!
2	2	3	3	3	3	3				
4	4	4	4	4	4	4	He is very	He did an	You knew	I have no suggestions at this time.
2	2		2	4	2	3				

more prepared on what documentation is needed to complete a CDC and

at had video discussions with class instead of typing discussions always.
e rigid can be very difficult for working adults/parents/business owners to

ot be so lengthy, seeing how they were even difficult for the tutor Who w

urse is designed to use Excel then we have to go to course Tables, to resc
5 version. The version of Office that is provided is Office 365 it made it dif
newer than the homework making it hard to follow.

3	10	Lawter, Jenna	Health Care Operations Managemen	HC4203 07W1 19SU	School of	4	4	4	4
3	10	Lawter, Jenna	Health Care Operations Managemen	HC4203 07W1 19SU	School of	3	3	3	2
4	7	McMurry, William	Business Software Applications	MGMT2103 07M1 19SU	School of	4	4	4	4
4	7	McMurry, William	Business Software Applications	MGMT2103 07M1 19SU	School of	4	4	4	3
4	7	McMurry, William	Business Software Applications	MGMT2103 07M1 19SU	School of	4	4	4	3
4	7	McMurry, William	Business Software Applications	MGMT2103 07M1 19SU	School of	4	4	4	3
2	5	Riesenmy, Kelly	Project Management	ML5313 06W1 19F1	School of	4	4	4	4
2	5	Riesenmy, Kelly	Project Management	ML5313 06W1 19F1	School of Business L		4	4	4
1	8	Rupe, Robert	Human Resource Development	HR5223 06W1 19F1	School of	1	1	1	1
1	2	Schmitz, Eddie	Auditing	ACCN4633 07W1 19SU	School of	3	4	4	4
2	6	Spangenburg, Janice	International Business Strategies	MGMT6443 06W1 19F1	School of	4	4	4	4
2	6	Spangenburg, Janice	International Business Strategies	MGMT6443 06W1 19F1	School of	4	3	4	4
1	10	Splawn, Vicki	Intermediate Accounting II	ACCN3913 07M1 19SU	School of	4	4	4	4
3	14	Stortz, Linda	Accounting for Managers	MGMT4303 07W1 19SU	School of	4	4	4	4
3	14	Stortz, Linda	Accounting for Managers	MGMT4303 07W1 19SU	School of	4	4	4	4
3	14	Stortz, Linda	Accounting for Managers	MGMT4303 07W1 19SU	School of	4	4	4	4
2	6	Toles, Keith	Entrepreneurship	MGMT4703 07M1 19SU	School of	3	4	3	3
2	6	Toles, Keith	Entrepreneurship	MGMT4703 07M1 19SU	School of	4	4	4	4
2	17	Waggoner, Joshua	Strategic Management	MGMT4413 07W1 19SU	School of	3	3	4	4
2	17	Waggoner, Joshua	Strategic Management	MGMT4413 07W1 19SU	School of	4	4	4	4
6	8	Ward, Tonya	Modern Corporate Finance	FINC5333 06M1 19F1	School of	4	4	4	4
6	8	Ward, Tonya	Modern Corporate Finance	FINC5333 06M1 19F1	School of	4	4	4	4
6	8	Ward, Tonya	Modern Corporate Finance	FINC5333 06M1 19F1	School of	4	4	4	4
6	8	Ward, Tonya	Modern Corporate Finance	FINC5333 06M1 19F1	School of	4	4	4	
6	8	Ward, Tonya	Modern Corporate Finance	FINC5333 06M1 19F1	School of	1	1	1	1
6	8	Ward, Tonya	Modern Corporate Finance	FINC5333 06M1 19F1	School of	4	4	4	4
2	9	Ward, Tonya	Executive Seminar Series: Internatior	MGMT6433 06W1 19F1	School of	4	4	4	4
2	9	Ward, Tonya	Executive Seminar Series: Internatior	MGMT6433 06W1 19F1	School of	4	4	4	4
1	13	Whitlow, Ryan	Entrepreneurship	MGMT4703 07W1 19SU	School of	4	4	4	4

4	4	4	4	4	4	4				
3	2	3	3	3	3	3				
4	4	4	4	4	4	4	instructor	keep up o	content	rearrange the final project, present sooner
4	4	3	3	4	4	4	very infor	i think he	it showed	if the professor is not able to talk then have a wya fo
4	4	4	4	4	4	4				
4	4	4	4	4	4	4	He was ve	n/a	I was able	n/a
4	4	4	4	4	4	4	She was v	n/a	It was reir	n/a
4	4	4	4	4	4	4	Very pers	She's grea	The conte	This course is heavy comparatively to the other cour
1	1	2	1	2	2	2	none	Be more p	The proje	A more engage professor would be nice. Also, I do n
4	3	3	4	3	3	3	Very present and involved in the class			
4	3	4	3	4	3	4	Dr. Spang	I wish fee	Definitely	the discussion posts. They helped me to learn the m
3	2	1	4	4	4	4	She grade	adding ad	The discus	I think this course is great, I really enjoyed it.
4	4	4	4		3	3	Able to explain in easy to understand terms			
4	4	4	3	4	4	4	She was v	Can't thin	I liked the	On the discussions, the text instructions told us resp
3	4	4	3	4	3	4				
4	4	4	4	4	3	4	Communi	Instructor	very effec	Unknown
3	3	4	3	3	3	3	The instru	NA- The ir	The mate	NA- It was effective-No suggestions for changes at th
4	4	4	4	4	4	4	He is very	I felt he pı	The inforr	I cannot think of anything.
4	4	4	4	4	3	4	very helpf	n/a	simulatior	n/a
4	4	4	4	4	4	4	Great con	n/a	Working i	n/a
4	4	4	4	4	4	4	willing to	n/a	detailed ir	n/a
4	4	3	4	4	4	4	Real worl	help stude	learning e	Provide class breaks at the halfway point of class
4	4	4	4	3	3	4	Engaged	people pers	Getting a	better understanding of Excel
4	4	4	4	3	2	3	She is ver	she was a	the course	less busy work and just get to what is needed to finis
1	1	1	1	1	1	1	expert on	she is exc	face to fac	have prior courses leading up to this level
4	4	4	4	4	3	4	Dr. Ward i	N/A	The cours	N/A
4	4	4	4	4	4	4	Everythin	She could	The discus	No improvements necessary! Dr. Ward was awesom
4	4	4	4	4	4	4	Prof. War	Not sure s	Other tha	KEEP PROFESSOR WARD!!!!!!
4	4	4	4	4	4	4	Good communication			

or the students to have a question answered about course work

rses taken. Lots of work, it was certainly a challenge to get all the papers c
ot believe the survey's are viewed with concern to the student's views.

ost out of the class - I loved the size and the structure of how to respond t

onses were supposed to be 75 words or more but the instructor required

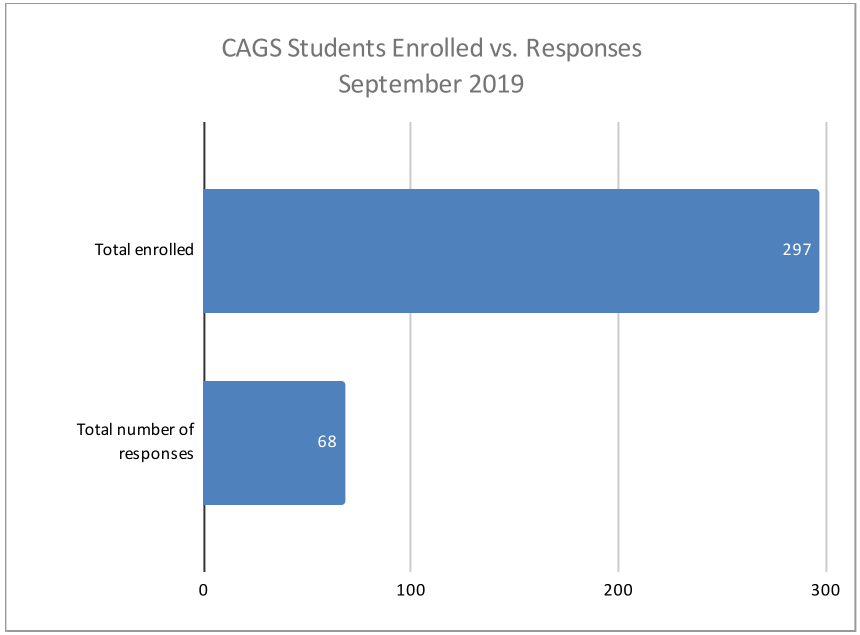
nis time

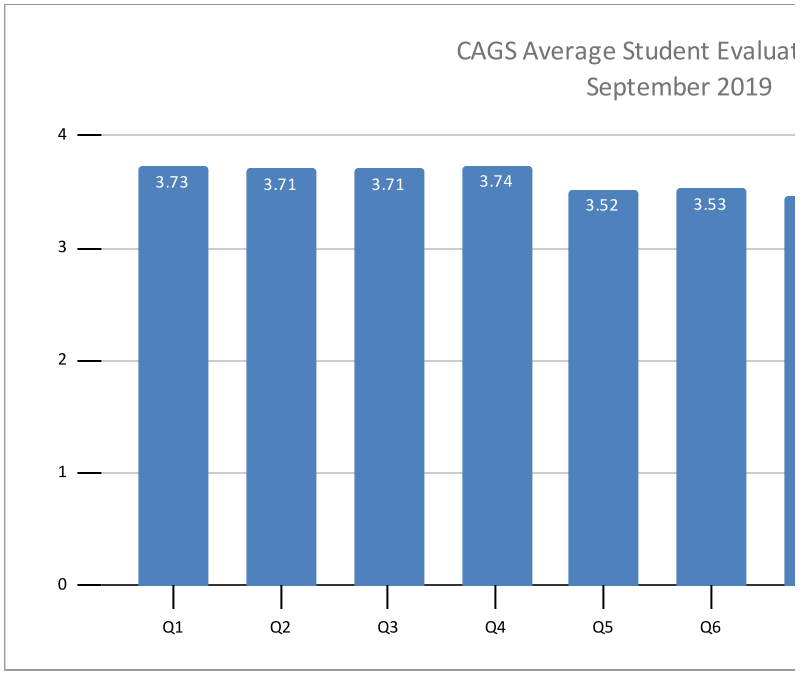
sh the class

ne!

CAGS Totals for September 2019

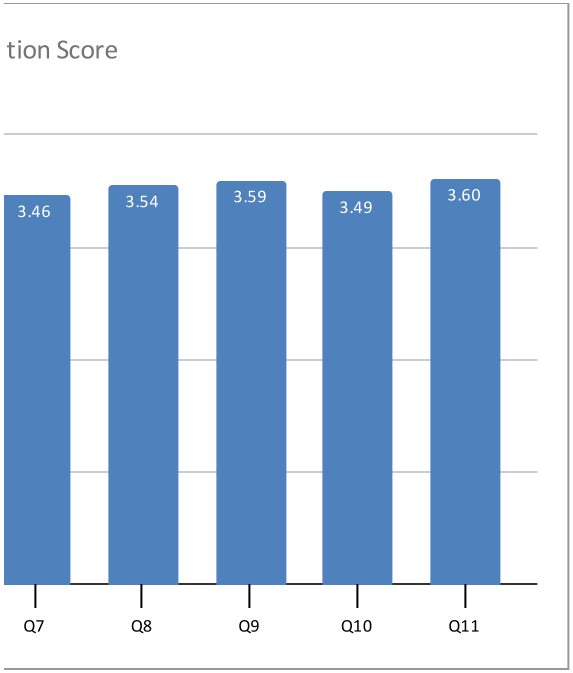
Total number of	Total enrolled	Response rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7
68	297	22.9%	3.73	3.71	3.71	3.74	3.52	3.53	3.46





NumberO	Enrollmen	Instructor	Course Tit	Course Code	School Na	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	2	Achilles, Wendy	Advanced	ACCN6113 08W1 1	School of	4	4	4	4	4	4	4
3	6	Baird, James	Business F	BUAD3403 08M1 1	School of	4	4	4	4	3	4	4
3	6	Baird, James	Business F	BUAD3403 08M1 1	School of	4	4	4	4	4	4	4
3	6	Baird, James	Business F	BUAD3403 08M1 1	School of	4	4	4	4	4	4	4
2	10	Dean, Craig	Business a	BUAD2503 08W2 1	School of	4	4	4	4	4	4	4
2	10	Dean, Craig	Business a	BUAD2503 08W2 1	School of	4	4	4	4	4	4	4
3	13	Finnie, Stepheny	Communi	MGMT5353 08W3	School of	3	3	3	3	3	3	3
3	13	Finnie, Stepheny	Communi	MGMT5353 08W3	School of	4	4	4	4	4	4	4
3	13	Finnie, Stepheny	Communi	MGMT5353 08W3	School of	1	1	1	3	3	3	4

Q8	Q9	Q10	Q11
3.54	3.59	3.49	3.60



CAGS End of Course (EOC) Evaluation Survey AY18-19 (2nd QTR)

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discussions.
3. My instructor provided regular updates about our class through the News section, discussion boards, c
4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS courses
5. The feedback received on assignments and discussions helped me learn the material for the course.
6. The feedback received on assignments and discussions helped me know how to improve on future wo
7. The instructor enhanced our course through supplemental relevant content.
8. Instructions on assignments, discussions, and other course expectations were clear.
9. The concepts, materials, and activities of this course are useful outside of the classroom.
10. The workload for this course was what should be expected for a course at this level.
11. The resources provided in the course helped me achieve course objectives.
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
4	4	4	4	The instru	Very effec	I like how	No suggestions at this time.
4	4	4	4				
4	4	4	4	Willing to communic		How I can apply the teachings of this course to real life.	
4	4	4	4	great com	making er	expanded	I hate math. But I learned alot and the instructor was wonderful
4	4	4	4				
4	4	4	4	Very clear	n/a	Learning a	n/a
3	3	3	3				
4	4	4	4	individual	N/A	Fast Pace	N/A
3	4	4	4	Following	Be more i	I ama com	Just more interaction

class announcements, or other means.
/ 2 weeks of the due date for CAS courses.

rk in the course.

1	22	Flores, Jimmie	Business F	BUAD3403	08W1	1	School of	4	4	4	3	3	3	3
5	13	Foster, Misti	Professior	UNIV2503	08W1	1	School of	4	4	4	4	4	4	4
5	13	Foster, Misti	Professior	UNIV2503	08W1	1	School of	4	3	4	4	4	4	4
5	13	Foster, Misti	Professior	UNIV2503	08W1	1	School of	3	3	3	4	3	4	4
5	13	Foster, Misti	Professior	UNIV2503	08W1	1	School of	4	3	4	4	3	3	3
5	13	Foster, Misti	Professior	UNIV2503	08W1	1	School of	4	4	4	4	4	4	4
2	10	Glover, Beverly	Human Re	BUAD4303	08W2	1	School of	4	3	4	4	3	3	3
2	10	Glover, Beverly	Human Re	BUAD4303	08W2	1	School of	4	4	4	4	4	4	3
5	15	Harrison, Kylie	Communi	MGMT5353	08W1		School of	4	4	3	3	3	3	3
5	15	Harrison, Kylie	Communi	MGMT5353	08W1		School of	4	4	4	4	4	4	4
5	15	Harrison, Kylie	Communi	MGMT5353	08W1		School of	4	4	4	4	4	4	4
5	15	Harrison, Kylie	Communi	MGMT5353	08W1		School of	4	4	4	4	4	4	4
5	15	Harrison, Kylie	Communi	MGMT5353	08W1		School of	4	4	4	4	4	4	4
2	9	Irwin, Kathleen	Advanced	ACCN4443	08W1	1	School of	3	3	3	3	3	3	3
2	9	Irwin, Kathleen	Advanced	ACCN4443	08W1	1	School of	4	4	4	4	3	3	3
3	13	Mayes, Tamika	Managem	MGMT6313	08W1		School of	2	4	2	3	3	3	2
3	13	Mayes, Tamika	Managem	MGMT6313	08W1		School of	3	3	3	3	3	3	3
3	13	Mayes, Tamika	Managem	MGMT6313	08W1		School of	4	4	4	4	4	4	4
1	14	McAvoy, Jessica	Group and	MGMT4103	08W1		School of	4	4	4	4	4	4	4
4	18	Ojo, Sam	Managerie	ACCN5133	08W1	1	School of	4	4	4	4	4	4	3
4	18	Ojo, Sam	Managerie	ACCN5133	08W1	1	School of	4	4	4	4	3	3	2
4	18	Ojo, Sam	Managerie	ACCN5133	08W1	1	School of	3	4	4	4	4	4	4
4	18	Ojo, Sam	Managerie	ACCN5133	08W1	1	School of	4	4	4	3	2	2	1
4	12	Overstreet, Eldon	Managerie	ACCN5133	08M1	1	School of	4	4	4	4	4	4	4
4	12	Overstreet, Eldon	Managerie	ACCN5133	08M1	1	School of	4	4	4	4	4	4	4
4	12	Overstreet, Eldon	Managerie	ACCN5133	08M1	1	School of	4	4	4	4	4	4	4
4	12	Overstreet, Eldon	Managerie	ACCN5133	08M1	1	School of	4	3	4	3	2	2	2
3	6	Rehbein, Jon	Applied Bu	MGMT3213	08M1		School of	4	4	4	4	4	4	4
3	6	Rehbein, Jon	Applied Bu	MGMT3213	08M1		School of	4	4	4	4	4	4	4
3	6	Rehbein, Jon	Applied Bu	MGMT3213	08M1		School of	3	4	3	4	4	4	3
2	10	Riesenmy, Kelly	Recruiting	HR5233	08W1	19F	School of	4	4	4	4	4	4	4

4	3	3	3	Understar	Quicker Grading	
4	4	4	4	Personality, knowlec	Good info	I wish students degree audits were reviewed before this class being mandatory, nec
4	4	4	4	Always available and	friendly	
3	3	3	3	Great feedback	Great for	Let students decide if this is a course relevant to their educational goals and life exp
3	2	3	2		I did not like this course.	
4	3	4	4			
3	3	3	3	She is kno	focus mor	I enjoyed Better text book material than Pearson allowed
4	3	3	3			
3	3	3	3	good com	more writ	case studi typed weekly updates in addition to the videos
4	4	4	4	The way s	I enjoyed	Developin This was one of my favorite classes
4	4	4	4			
4	4	4	4	She was ir	I can't thir	The feedb Can't think of anything. Great course!
4	4	4	4	Professor	Professor	Professor nothing
3	3	3	3			
3	3	3	2	The profe	Some of t	It taught r I think the book is not enough to teach this material. Supplemental instruction shou
2	2	2	3	Knowledg	Respond in a faster t	I enjoy the connect classes for this type of class better.
2	2	1	1	Responde	She was g	Absolutely Have prequesite s prior to this class
1	3	3	4	She is real	MACU ne	It was rele KEEP PROFESSOR MAYES!!!! Also, ensure the curriculum is correctly prepared befor
4	4	4	4	Very quick	none	The assigr none
4	4	3	4	communi	none	material a nothing
3	2	1	1	He is encc	Perhaps b	this is the you need a complete overhaul on this course. It made me rethink my path of contin
4	4	4	4	The instructor was v		I liked the LearnSmart book online.
3	3	1	3	Prompt in	respondin	self paced the LearnSmarts are ridiculous! For a Grad course it seems like busy work and redur
4	4		4	years of k	no recom	accountin n/a
4	4	4	4	explanatic	n/a	learn sma n/a
4	4	4	4			
2	2	3	3	He's very	I would ha	The peopl More instruction on each lesson.
4	4	4	4			
4	4	4	4	He was ex	N/A He w	I can use t When allowed to retake an exam, it would be nice if the questions were similar as s
3	3	4	3	knowledg	n/a	The proje n/a
4	4	4	4	Provide ve	No issues	The profe No issues, a great course with great discussion material.

essarily. I do not believe I have any credits

eriences.

ld be provided.

e the course begins.

uing with MACU for my Masters' program

ndant because your homework is working

tated.

2	10	Riesenmy, Kelly	Recruiting	HR5233 08W1 19F	School of	4	4	4	4		4	4
2	9	Roddy, Shirley	Managem	MGMT6313 08M1	School of	4	4	4	4	4	4	4
2	9	Roddy, Shirley	Managem	MGMT6313 08M1	School of	3	4	3	4	4	3	4
2	11	Ross, Bo	Business a	BUAD2503 08M1 1	School of	4	4	4	4	4	4	3
2	11	Ross, Bo	Business a	BUAD2503 08M1 1	School of	4	3	4	4	4	4	3
3	9	Ross, Donald	Survey of	ECON2503 08W1 1	School of	4	4	4	4	4	4	4
3	9	Ross, Donald	Survey of	ECON2503 08W1 1	School of	4	4	4	4	4	4	4
3	9	Ross, Donald	Survey of	ECON2503 08W1 1	School of	4	4	4	4	4	4	4
4	15	Sampedro, Jesus	Communi	MGMT5353 08W2	School of	3	4	4	3	3	2	4
4	15	Sampedro, Jesus	Communi	MGMT5353 08W2	School of Business Le		4	4	4	4	4	4
4	15	Sampedro, Jesus	Communi	MGMT5353 08W2	School of	3	3	3	3	3	3	2
4	15	Sampedro, Jesus	Communi	MGMT5353 08W2	School of	4	4	4	4	4	4	4
2	13	Sevier, Owen	Business a	BUAD2503 08W1 1	School of	4	4	4	4	4	4	3
2	13	Sevier, Owen	Business a	BUAD2503 08W1 1	School of	1	3	2	4	1	1	1
2	15	Smith, Phillip	Managing	MGMT4203 08W1	School of	4	4	4	4	4	4	4
2	15	Smith, Phillip	Managing	MGMT4203 08W1	School of	4	4	4	4	4	4	4
3	16	Waggoner, Joshua	Applied Bı	MGMT3213 08W1	School of	4	4	4	4	4	4	4
3	16	Waggoner, Joshua	Applied Bı	MGMT3213 08W1	School of	4	3	3	3	3	3	3
3	16	Waggoner, Joshua	Applied Bı	MGMT3213 08W1	School of	4	4	4	4	3	3	4
4	14	Washington, Debor	Applied Bı	MGMT3213 08W2	School of	3	4	4	4	2	2	3
4	14	Washington, Debor	Applied Bı	MGMT3213 08W2	School of	4	4	4	4	4	4	4
4	14	Washington, Debor	Applied Bı	MGMT3213 08W2	School of	4	4	4	4	4	4	4
4	14	Washington, Debor	Applied Bı	MGMT3213 08W2	School of	4	4	4	4	4	4	4
1	4	Whitlow, Ryan	Group and	MGMT4103 08M1	School of	4	4	4	3	4	4	4
3	13	Williams, Tiffany	Human Re	BUAD4303 08W1 1	School of	4	2	2	3	2	2	2
3	13	Williams, Tiffany	Human Re	BUAD4303 08W1 1	School of	4	4	3	3	4	4	3
3	13	Williams, Tiffany	Human Re	BUAD4303 08W1 1	School of Business Le		1	3	1	1	1	1
1	20	Woodring, Sarah	Professior	UNIV2503 08W2 1	School of	4	4	4	4	3	3	3

4	4		4	Her comm	Additiona	The ability	I beleive she did a great job, and would like to have her for the capstone class. I bele
4	4	4	4	open to n	n/a	new busin	n/a
3	4	3	4	Engaged people pers		The study	groups that she encouraged us to do
4	4	3	4	Communi	nothing	the group	nothing
4	4	4	4				
4	4	4	3	The instru	I would lik	The know	No suggestions, everything was great.
4	4	4	4				
4	4	4	4	Always wi	More vide	Communi	NA
3	4	4	4	very invol	give more	it is relati	revisit objectives and the timing to accomplish the objectives.
4	4	4	4	communi	NA	feedback	NA
3	3	3	3	Very pers	Make sure	Learning r	N/A
4	4	4	4	Thought provoking a		It helped	me better understand myself and others
3	4	4	4	Very infor	He was ju	The collab	Nothing. I learned alot.
1	4	3	4	Giving tim	Respondir	I did not e	A professor that responds to his students.
4	4	4	4	Knowledg	Instructor	Learning a	The class is perfect the way it is, and does not need additional improvements at the
4	4		4	infomativ	continue a	relative to	nothing at this time
4	4	4	4	He is very	He did an	You knew	I have no suggestions at this time.
3	4	3	4	Clear concise feedba		Material	
4	4	4	4	Informati	No clue. I	It made y	No clue.
3	3	3	3	Informati	Feedback	Not too m	more leniency from instructor- (almost impossible for perfect score)
4	4	4	4	her awesc	keep doin	the online	nothing
4	4	4	4	She was v	She was g	The mana	She was spot on !!!
4	4	4	4	Very atter	N/A	Informati	N/A
4	4	4	4	Very enga	He was a g	The teach	The voices book is really only used the first week. Maybe look at a link or handout s
3	3	3	3	Fast respc	She shoul	I gained a	Remove the second discussion topic and expand the requirements for the first.
4	3	4	4	Very knov	Some stuc	The discus	Nothing at this time.
3	3	3	3	she is not	she needs	learning tl	instructor participation and timeliness of grading and feedback
4	3	2	3	She is ver	She is gre	The CDC h	The Portfolio should be developed, parts should added and other parts should be re

eive with her I would feel well prepared to

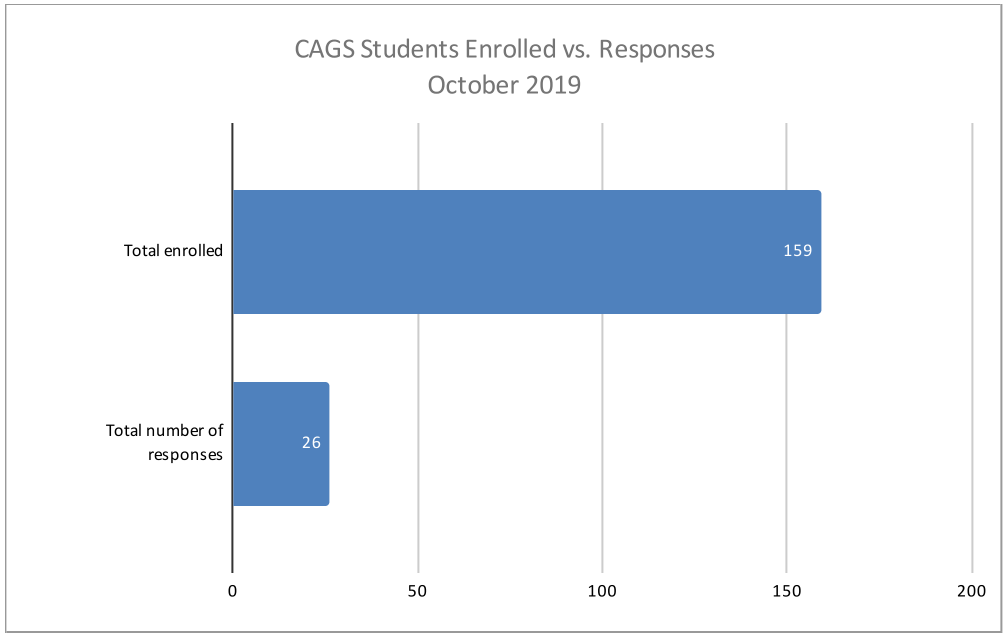
moment.

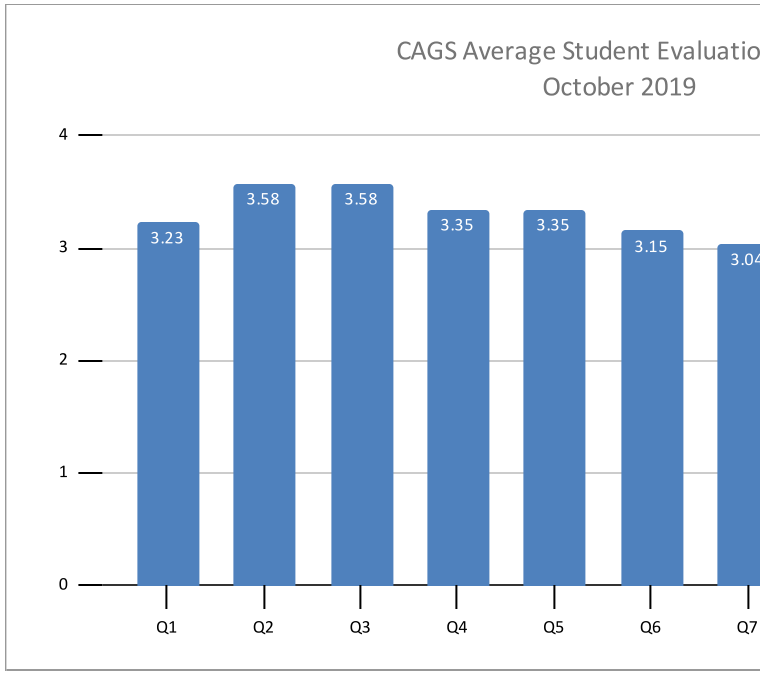
since the link for the test was mainly what

emoved.

CAGS Totals for October 2019

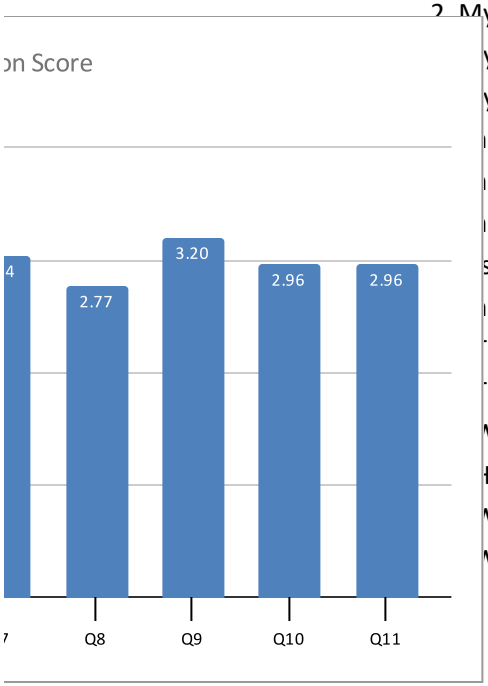
Total number c	Total enrolled	Response rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
26	159	16.4%	3.23	3.58	3.58	3.35	3.35	3.15	3.04	2.77





NumberOfRes	Enrollment	Instructor	Course Title	Course Co	School Na	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	10	Bailey, Rachel	ACCN2103 09M1 19F1	Principles	School of	4.00	4.00	4.00	4.00	4.00	3.00	2.00	2.00
1	5	Baird, James	MGMT4303 09M1 19F:	Accountin	School of	3.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00
2	9	Boswell, Davic	ECON2503 09M1 19F1	Survey of	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2	9	Boswell, Davic	ECON2503 09M1 19F1	Survey of	School of	3.00	4.00	4.00	3.00	4.00	4.00	4.00	1.00
3	9	Dean, Craig	UNIV2503 09W2 19F1	Professior	School of	2.00	4.00	4.00	4.00	4.00	2.00	2.00	3.00
3	9	Dean, Craig	UNIV2503 09W2 19F1	Professior	School of	3.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00
3	9	Dean, Craig	UNIV2503 09W2 19F1	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	17	Glover, Beverl	BUAD4303 09W1 19F1	Human Re	School of	1.00	3.00	3.00	1.00	1.00	1.00	1.00	1.00
1	13	Green, R	MKTG3103 09W1 19F1	Principles	School of	2.00	3.00	3.00	2.00	3.00	2.00	2.00	3.00
1	9	Harrison, Jame	ACCN3903 09W1 19F1	Intermedi	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00

Q9	Q10	Q11	CAGS End of Course (EOC) Evaluation Survey AY18-19 (2nd QTR)
3.20	2.96	2.96	1. My instructor responded to questions within 48 hours.
			2. My instructor encouraged my participation in the course through discussions.
			y instructor provided regular updates about our class through the News section, discussion boards, class annou
			y instructor provided feedback on assignments within 5 class days of the due date for CAGS courses / 2 weeks
			e feedback received on assignments and discussions helped me learn the material for the course.
			e feedback received on assignments and discussions helped me know how to improve on future work in the cc
			e instructor enhanced our course through supplemental relevant content.
			structions on assignments, discussions, and other course expectations were clear.
			e concepts, materials, and activities of this course are useful outside of the classroom.
			he workload for this course was what should be expected for a course at this level.
			he resources provided in the course helped me achieve course objectives.
			What are the strengths of the instructor?
			How might the instructor be more effective?
			What do you like best about this course?
			What do you suggest to improve this course?



Q9	Q10	Q11	Q12	Q13	Q14	Q15
3.00	3.00	3.00				
2.00	3.00	2.00	great com	be better	its over	I hate math. But I learned alot and the instructor was wonderful
3.00	3.00	3.00				
4.00	3.00	3.00	That he ac	He did ver	It was enc	Nothing
3.00	3.00	3.00	The feedb	Email bacl	The easy l	Make sure emails are answered.
3.00	3.00	3.00	Very helpf	N/A	It was son	Letter grade instead of pass/fail
4.00	4.00	4.00	Excellent (	I can't thir	Instructor	I can't think of anything
3.00	3.00	3.00		"Reply in a timely matter, be more organized, submit grades in a timely matter."		
3.00	1.00	3.00	She under	"The amo	Good information	
3.00	3.00	3.00	He is patie	He is awesome		Better examples on solving problems

ıncements, or other means.
of the due date for CAS courses.

ɔurse.

1	5	Heckert, Cliffo	BUAD4103 09M1 19F1	Legal Envi	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	21	Jones, Todd	MGMT2103 09W1 19F	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	21	Jones, Todd	MGMT2103 09W1 19F	Business S	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
1	23	Little, Brad	BUAD4103 09W1 19F1	Legal Envi	School of	4.00	4.00	4.00	4.00	3.00	4.00	3.00	3.00
6	21	Ojo, Sam	ACCN2103 09W1 19F1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00
6	21	Ojo, Sam	ACCN2103 09W1 19F1	Principles	School of	3.00	4.00	4.00	4.00	2.00	2.00	3.00	2.00
6	21	Ojo, Sam	ACCN2103 09W1 19F1	Principles	School of	3.00	3.00	3.00	3.00	3.00	2.00	2.00	2.00
6	21	Ojo, Sam	ACCN2103 09W1 19F1	Principles	School of	3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
6	21	Ojo, Sam	ACCN2103 09W1 19F1	Principles	School of	3.00	3.00	3.00	3.00	2.00	2.00	3.00	1.00
6	21	Ojo, Sam	ACCN2103 09W1 19F1	Principles	School of	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2	8	Rohn, Andrew	HC3203 09W1 19F1	Introducti	School of	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00
2	8	Rohn, Andrew	HC3203 09W1 19F1	Introducti	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00
4	8	Ross, Donald	HC4103 09W1 19F1	Healthcar	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	8	Ross, Donald	HC4103 09W1 19F1	Healthcar	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
4	8	Ross, Donald	HC4103 09W1 19F1	Healthcar	School of	3.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00
4	8	Ross, Donald	HC4103 09W1 19F1	Healthcar	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00

4.00	3.00	3.00	Very pers	N/A	N/A	The case studies should have supplemental information to allow the students to evaluate all th
4.00	4.00	4.00	He interacted with th	I liked the	More practice work.	
3.00	3.00	3.00	he interac	Just be m	taught me	Nothing. I learned alot.
3.00	3.00	3.00	Informati	I thought	It made yo	I have nothing.
3.00	1.00	2.00				"I think it's very disheartening to see all of the points for our assignments put into basically 2 a
4.00	3.00	3.00				"Have the instructor actually teach the material. Forgive me, but I guess I don't understand wh
3.00	2.00	2.00		The instru	It covered	There should be more guidance surrounding the Mini Practice Sets. The vaugeness and sheer l
3.00	3.00	3.00	Very knov	N/a	The learni	Better format for the Practice sets.
3.00	3.00	1.00	accomoda	less grueli	nothing	this instructor was rude and made an unfound accusation about a project that I worked very h
1.00	1.00	1.00	Participat	Maybe ad	I like that	The mini practices are difficult... maybe break each part of it up through out the course
3.00	3.00	3.00	He was ve	Encourage	I like the f	All was done well
4.00	4.00	4.00	I wasn't al	I think he	I really en	Nothing needs to change
4.00	4.00	4.00	He was ve	Can't thin	I really like	I wasn't a fan of the group discussion. One participant in my group didn't contribute at all and
3.00	4.00	4.00	"The effec	N/A	Being able	N/A
	3.00	3.00	Simply ass	Faster gra	Simple ass	Removal of group assignments and better testing methods
4.00	4.00	4.00	Great feedback on assignments and discussions			

ıe information so they can prov

ssignments. I received a 100 on
hy we have professors if they do
ength of time needed to compl

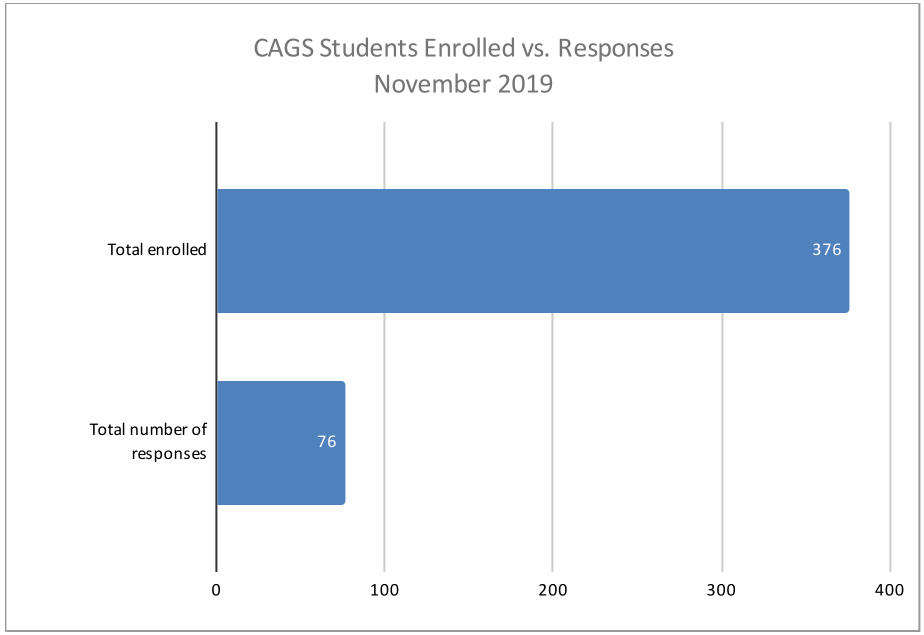
ard on. I was very disappointed

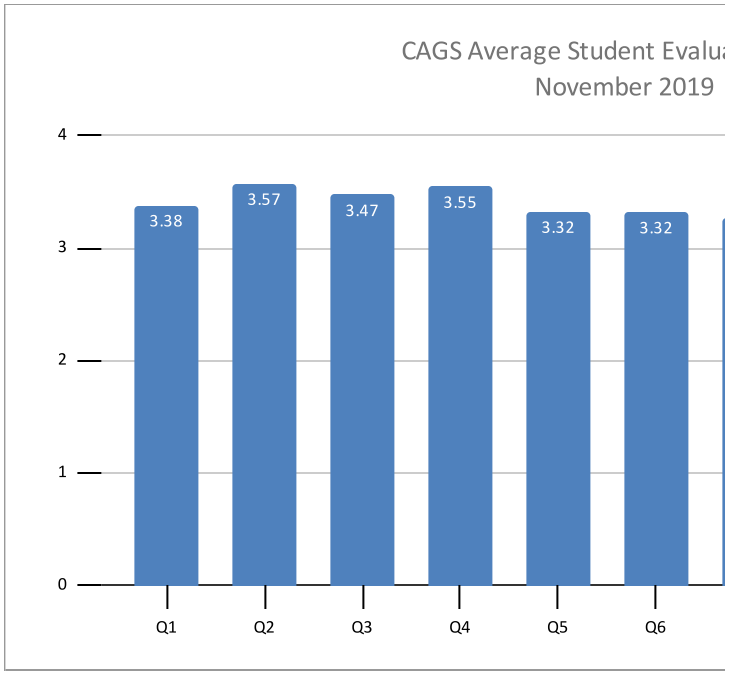
the other person I had to basica

CAGS Totals for November 2019

Total number of responses	Total enrolled	Response rate
76	376	20.2%

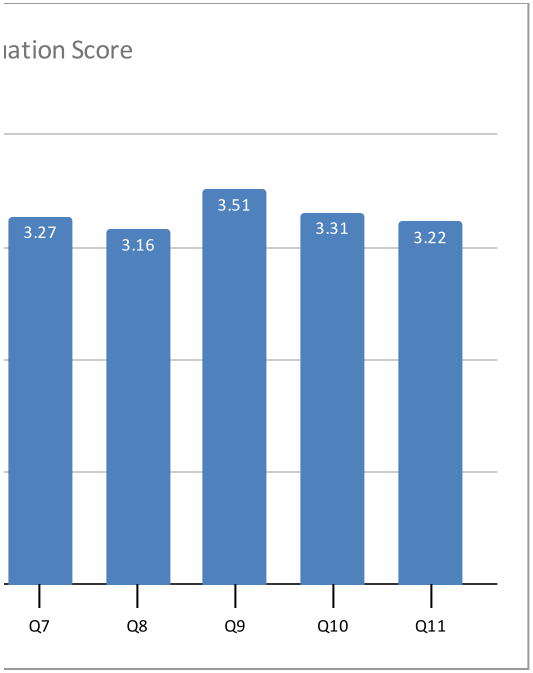
Q1	Q2	Q3	Q4	Q5	Q6	Q7
3.38	3.57	3.47	3.55	3.32	3.32	3.27





Response	nrollment	Instructor	Course Code	Course Na	School Na	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	3	Achilles, We	ACCN6213 09II 19F2	CPA Exam	School of	3.00		3.00				3.00
3	12	Bailey, Rach	ACCN2203 10M1 19F2	Principles	School of	4.00	4.00	3.00	3.00	3.00	3.00	3.00
3	12	Bailey, Rach	ACCN2203 10M1 19F2	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	12	Bailey, Rach	ACCN2203 10M1 19F2	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	4	Brown, LaM	ML5133 09W1 19F2	Introducti	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	4	Brown, LaM	ML5133 09W1 19F2	Introducti	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	13	Dean, Craig	UNIV2503 10W2 19F2	Professior	School of	3.00	4.00	4.00	4.00	4.00	4.00	3.00
2	13	Dean, Craig	UNIV2503 10W2 19F2	Professior	School of	1.00	2.00	3.00	3.00	1.00	1.00	3.00
1	19	Doughty, Et	BUAD3403 10W1 19F2	Business F	School of	4.00	4.00	4.00	3.00	4.00	4.00	4.00

Q8	Q9	Q10	Q11
3.16	3.51	3.31	3.22



CAGS End of Course (EOC) Evaluation Survey AY18-19 (2nd QTR)

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discussions.
3. My instructor provided regular updates about our class through the News section, discussion boards, c
4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS courses
5. The feedback received on assignments and discussions helped me learn the material for the course.
6. The feedback received on assignments and discussions helped me know how to improve on future wo
7. The instructor enhanced our course through supplemental relevant content.
8. Instructions on assignments, discussions, and other course expectations were clear.
9. The concepts, materials, and activities of this course are useful outside of the classroom.
10. The workload for this course was what should be expected for a course at this level.
11. The resources provided in the course helped me achieve course objectives.
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
2.00	4.00	3.00	3.00				
3.00	3.00	3.00	3.00				
4.00	4.00	2.00	1.00	Very info	"More ins	The teach	"The book and homework material was very difficult to utilize. For a class like this a
4.00	4.00	4.00	4.00	Very willi	N/A	N/A	"Creating a system where the students must each take on a different vendor and ke
4.00	3.00	3.00	3.00	Great in j	NA	Just learni	NA
4.00	4.00	4.00	4.00	Answerir	n/a	Learning r	n/a
4.00	4.00	4.00	3.00	He is will	Maybe th	The fact tl	Not much .
2.00	3.00	3.00	1.00	I do not k	"The instr	"I like that	"There needs to be significantly more discussion and explanation of the process out
4.00	4.00	4.00	4.00	He was v	Can't thin	I liked the	Can't think of anything.

class announcements, or other means.
/ 2 weeks of the due date for CAS courses.

rk in the course.

nd since it is part of the career that I am p
ep a general journal & ledger throughout

lined in this course. Because this is a MAC

2	7	Fitzgerald, K	HC3213 10M1 19F2	Fundamer	School of	4.00	4.00	4.00	4.00	3.00	4.00	3.00
2	7	Fitzgerald, K	HC3213 10M1 19F2	Fundamer	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	16	Foote, Mich	MGMT2103 10W1 19F2	Business S	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
6	16	Foote, Mich	MGMT2103 10W1 19F2	Business S	School of	4.00	2.00	4.00	1.00	3.00	3.00	2.00
6	16	Foote, Mich	MGMT2103 10W1 19F2	Business S	School of	4.00	3.00	4.00	4.00	4.00	4.00	4.00
6	16	Foote, Mich	MGMT2103 10W1 19F2	Business S	School of	1.00	3.00	3.00	3.00	2.00	3.00	2.00
6	16	Foote, Mich	MGMT2103 10W1 19F2	Business S	School of	3.00	3.00	3.00	3.00	2.00	2.00	2.00
6	16	Foote, Mich	MGMT2103 10W1 19F2	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	17	Foster, Mist	UNIV2503 10W1 19F2	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	17	Foster, Mist	UNIV2503 10W1 19F2	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	17	Foster, Mist	UNIV2503 10W1 19F2	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
8	22	Freeborougl	MGMT5113 09W1 19F2	Organizat	School of	1.00	1.00	1.00	1.00	1.00	1.00	1.00
8	22	Freeborougl	MGMT5113 09W1 19F2	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
8	22	Freeborougl	MGMT5113 09W1 19F2	Organizat	School of	3.00	4.00	4.00	4.00	4.00	4.00	3.00
8	22	Freeborougl	MGMT5113 09W1 19F2	Organizat	School of	1.00	3.00	2.00	3.00	2.00	2.00	3.00
8	22	Freeborougl	MGMT5113 09W1 19F2	Organizat	School of	2.00	4.00	2.00	4.00	3.00	4.00	3.00
8	22	Freeborougl	MGMT5113 09W1 19F2	Organizat	School of	3.00	3.00	2.00	4.00	3.00	3.00	2.00
8	22	Freeborougl	MGMT5113 09W1 19F2	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
8	22	Freeborougl	MGMT5113 09W1 19F2	Organizat	School of	3.00	3.00	2.00	4.00	2.00	3.00	2.00
3	8	Goodwin, St	ML5353 09W1 19F2	Decision M	School of	1.00	1.00	1.00	1.00	1.00	1.00	1.00
3	8	Goodwin, St	ML5353 09W1 19F2	Decision M	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	8	Goodwin, St	ML5353 09W1 19F2	Decision M	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	4	Griffith, Rob	MISE4643 10W1 19F2	Database	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	19	Gunter, Ann	ECON5223 09M1 19F2	Managerie	School of	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2	7	Harrison, Jar	ACCN3913 10W1 19F2	Intermedi	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	7	Harrison, Jar	ACCN3913 10W1 19F2	Intermedi	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	11	Hoaglin, Kris	BUAD2503 10W1 19F2	Business a	School of	3.00	3.00	3.00	3.00	2.00	2.00	3.00
2	11	Hoaglin, Kris	BUAD2503 10W1 19F2	Business a	School of	4.00	4.00	4.00	4.00	4.00	3.00	4.00
1	8	Lawter, Jenr	HC4303 10W1 19F2	Healthcar	School of	3.00	2.00	3.00	3.00	2.00	1.00	2.00
4	9	Lee, David	HR5243 09W1 19F2	Labor Law	School of	3.00	3.00	3.00	3.00	2.00	2.00	3.00
4	9	Lee, David	HR5243 09W1 19F2	Labor Law	School of	2.00	3.00	2.00	3.00	2.00	2.00	2.00

4	9	Lee, David	HR5243 09W1 19F2	Labor Law	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00
4	9	Lee, David	HR5243 09W1 19F2	Labor Law	School of	3.00	4.00	3.00	3.00	1.00	1.00	1.00
1	1	Martin, Johr	HEA5313 09W1 19F2	Higher Ed	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	14	McAvoy, Jes	MGMT4103 10W1 19F2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	14	McAvoy, Jes	MGMT4103 10W1 19F2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	14	McAvoy, Jes	MGMT4103 10W1 19F2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00	
4	14	McAvoy, Jes	MGMT4103 10W1 19F2	Group and	School of	1.00	3.00	3.00	4.00	3.00	3.00	3.00
1	12	McLemore,	MGMT4523 10W1 19F2	Case Stud	School of	4.00	4.00	4.00	4.00		4.00	
1	8	Milam, Kath	HC3213 10W1 19F2	Fundamer	School of	3.00	4.00	3.00	3.00	4.00	3.00	3.00
1	4	Ojo, Sam	ML5153 09W1 19F2	Public Buc	School of	3.00	4.00	4.00	4.00	4.00	4.00	4.00
2	19	Ojo, Sam	ACCN2203 10W1 19F2	Principles	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2	19	Ojo, Sam	ACCN2203 10W1 19F2	Principles	School of	3.00	4.00	4.00	3.00	1.00	1.00	3.00
2	11	Rehbein, Jor	MGMT4103 10M1 19F2	Group and	School of	4.00	4.00	4.00	3.00	4.00	4.00	4.00
2	11	Rehbein, Jor	MGMT4103 10M1 19F2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	21	Riesenmy, K	MGMT5113 09W2 19F2	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	21	Riesenmy, K	MGMT5113 09W2 19F2	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	21	Riesenmy, K	MGMT5113 09W2 19F2	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00
7	21	Riesenmy, K	MGMT5113 09W2 19F2	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	21	Riesenmy, K	MGMT5113 09W2 19F2	Organizat	School of	4.00	4.00	3.00	3.00	3.00	4.00	3.00
7	21	Riesenmy, K	MGMT5113 09W2 19F2	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00
7	21	Riesenmy, K	MGMT5113 09W2 19F2	Organizat	School of	3.00	4.00	3.00	4.00	4.00	3.00	3.00
2	8	Roddy, Shirl	MGMT6423 09M1 19F2	Strategic I	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	8	Roddy, Shirl	MGMT6423 09M1 19F2	Strategic I	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2	11	Ross, Donal	ECON2503 10W1 19F2	Survey of	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	11	Ross, Donal	ECON2503 10W1 19F2	Survey of	School of	4.00	4.00	4.00	3.00	4.00	3.00	4.00
2	11	Sampedro, J	MGMT4433 10W1 19F2	Managing	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	11	Sampedro, J	MGMT4433 10W1 19F2	Managing	School of	3.00	4.00	3.00	4.00	3.00	3.00	3.00
1	15	Schmitz, Ed	ACCN3943 10W1 19F2	Income Ta	School of	1.00	1.00	1.00	3.00	1.00	1.00	1.00
8	16	Sloan, Steph	ECON5223 09W1 19F2	Managerial	School of	4.00	3.00	3.00	3.00	3.00	3.00	2.00
8	16	Sloan, Steph	ECON5223 09W1 19F2	Managerial	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
8	16	Sloan, Steph	ECON5223 09W1 19F2	Managerial	School of	4.00	4.00	4.00	4.00	3.00	3.00	4.00

k place.

dle school. I am very disappointing with th

do right away

k. I would have done better had he answe
updated to clear up the issues students po
ork required. I would also suggest updatin
others who I may otherwise have never k
ather than generic, giving high grades for

s great and no changes. Just improve wha
nment, awarding 320 points for the reacti

ates are unwilling to participate or respond

qirements for our paper. She asked for inf

as missed and why. Please remember we a

3.00	4.00	3.00	3.00	working i	n/a	homewor	n/a
4.00	4.00	4.00	4.00	knowled	nothing	the projec	nothing
3.00	4.00	3.00	3.00				
3.00	4.00	4.00	3.00		Grade ass	The mate	Professor seemed preoccupied with other things.
3.00	4.00	4.00	4.00	The instructor provi		I like this course because I will be able to use what I learned outside of the classroom and worl	
3.00	3.00	3.00	2.00				
3.00	3.00	3.00	3.00	Only rece	read his ir	i complete	"I should not have been in the course. this course should have been offered in midc
4.00	4.00	4.00	4.00				
4.00	4.00	4.00	4.00	Great fee	N/A		
4.00	4.00	4.00	4.00				
4.00	4.00	4.00	4.00	Replying	N/A	I liked lea	Try to make sure people who do not have an SPT or an LAE know what they have to
1.00	1.00	1.00	1.00	Being un	He did eve	It was ver	Nothing everything was great
4.00	4.00	4.00	4.00				
3.00	4.00	4.00	3.00				
2.00	3.00	3.00	3.00	Really no	Be engage	Working v	"Get a professor who cares and doesn't let you know your just a part of his paychec
2.00	4.00	3.00	3.00	Grades a	"Reply to	the conte	"some of the course criteria was confusing for many of the students, D2l should be
1.00	3.00	3.00	3.00	He respo	"He did nc	the conte	The group project was difficult and my group members were not willing to do the w
4.00	4.00	4.00	4.00	Dr Freeb	"Dr Freeb	It stretched me and gave me the opportunity to development partnerships and networks with	
3.00	4.00	4.00	3.00	"Feedbac	Communi	The mate	"More clear communication on some of the big assignments, personalized grading r
1.00	1.00	1.00	1.00	quick fee	approach	discussion	nothing
4.00	4.00	4.00	4.00	Dr. Good	Dr. Goodv	The cours	N/A.
4.00	4.00	4.00	4.00	very inte	NA	Eye opene	NA
3.00	3.00	4.00	3.00	This instr	One assig	Hands on	"Other than the comment about I, believe, the week 3 guided project portion, it wa
1.00	1.00	1.00	1.00	Construc	distributir	economic	"I think the points awarded for last week assignment should equal each weeks assig
4.00	3.00	3.00	3.00	He is very	He is a gre	I like num	Better helps on how to solve problems. Not a fan of cengage.
4.00	4.00	4.00	4.00	He encourages his students. He always asked us if we had any questions.			
3.00	3.00	3.00	3.00	Timely re	Elaborate	The mate	Group Projects are complicated to do when doing an online course as other classma
3.00	4.00	4.00	4.00	Encourag	n/a	learning a	n/a
1.00	3.00	3.00	2.00		Actually p	I learned	The teacher to grade coursework and get back to us within a week. Let us know reu
2.00	3.00	3.00	3.00	The Instr	On the ca	"I did lear	Instructor need to make clear how to do the assignment to meet his specifications.
2.00	3.00	2.00	1.00	He gave	Do not tea	I would ha	"More emphasis on the law in HR field. Feedback on quizzes to understand what wa

2.00	2.00	1.00	3.00	knowled	"I think th	in-depth t "The content of the course is not designed for working adult students. I feel that the
1.00	1.00	1.00	1.00	He replie	"Provide k	Absolutely 1) Give credit for at least attempting to answer a question. 2) explain more over top
4.00	4.00	4.00	4.00	His know	I enjoyed	The histor This was one of my favorite classes
4.00	4.00	4.00	4.00			
4.00	4.00	4.00	4.00	"Motivating, engagi		I enjoyed everything about it.
4.00	4.00	4.00	4.00	"Ms. McAvoy was a		The four stages of group development was very interesting and useful.
2.00	3.00	3.00	3.00			I suggest that the information and the instructions on the group work be more clear
4.00	4.00	4.00	4.00	Knowled	NA - Prof	Analying c no suggestions - great class
3.00	4.00	4.00	3.00			
3.00	4.00	3.00	4.00	Commun	N/A	Instructor N/A
3.00	3.00	2.00	3.00	Informati	I thought	he was very effective.
3.00	4.00	3.00	4.00	"Encoura	"Teach th	"Last class "The assignments that were the equivalent of exams for last class and this class are
4.00	4.00	4.00	4.00			
4.00	4.00	4.00	4.00			Really enjoyed the book 5 voices
3.00	4.00	3.00	4.00	Strong re	N/A	The readi There was some confusion about assignments and deadlines on the various online p
4.00	4.00	4.00	4.00			
4.00	4.00	4.00	4.00	Communication/fee		Insightful about behavior
4.00	4.00		3.00	She was very inforn		This was a very good course. I learned a lot information given was very interesting
3.00	4.00	3.00	3.00	Always h	Continue	The team Fewer chapters to read at one time
4.00	4.00	4.00	4.00			
3.00	3.00	3.00	3.00	Respondi	A little mc	It was ver More time for week 6 assignments.
4.00	4.00	4.00	4.00	Will to he	Talk local	Talk local Talk local business owners.
1.00	3.00	1.00	1.00	Encourag	Up to date	Face to fa Have clear instructions on the material and instructor that truly knows the material.
4.00	4.00	4.00	4.00	Very Imfo	I can not t	I learned a NA
4.00	4.00	4.00	3.00	he partic	na	ummmm mid term is great but a midterm and a homework assignment was pretty hard for m
4.00	4.00	3.00	4.00	"He is ve	He could s	"All of the I do not have any suggestions at this time. Thank you for a wonderful course.
3.00	3.00	3.00	3.00			
1.00	3.00	3.00	2.00	I dont thi	He needs	that is ove That this instructor needs to learn his subject
2.00	3.00	3.00	3.00	Responsi	Clarity on	assignments
4.00	4.00	3.00	3.00			
3.00	2.00	3.00	3.00	Dr. Sloan	Might wa	The fact tl Eliminate one of the weekly discussions. No need for two each week. I felt it was wa

ere were to many assignments, discussions
ics. 3) the textbook was very difficult to fo

.

poorly set up in an Excel spreadsheet. The

ages.

. We felt so sorry for our instructor she wa

e to think. Skip the mid course homework

sted time.

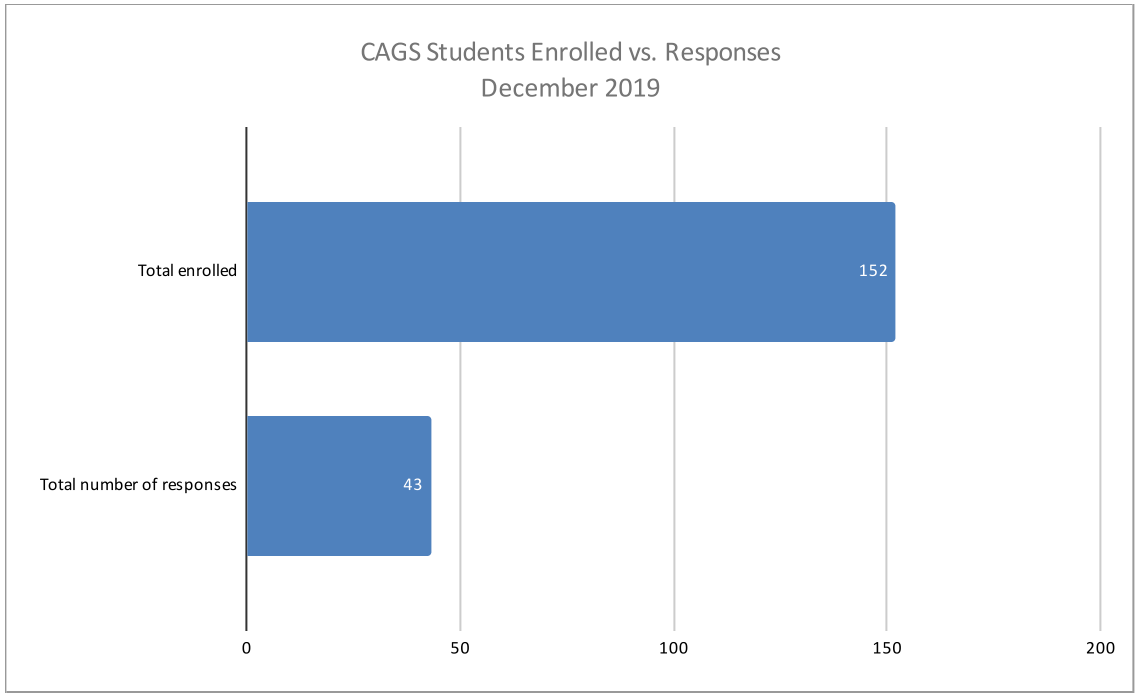
8	16	Sloan, Steph	ECON5223	09W1	19F2	Managerial	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
8	16	Sloan, Steph	ECON5223	09W1	19F2	Managerial	School of	3.00	4.00	4.00	4.00	4.00	3.00	3.00
8	16	Sloan, Steph	ECON5223	09W1	19F2	Managerial	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
8	16	Sloan, Steph	ECON5223	09W1	19F2	Managerial	School of	4.00	4.00	4.00	3.00	4.00	4.00	4.00
8	16	Sloan, Steph	ECON5223	09W1	19F2	Managerial	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00

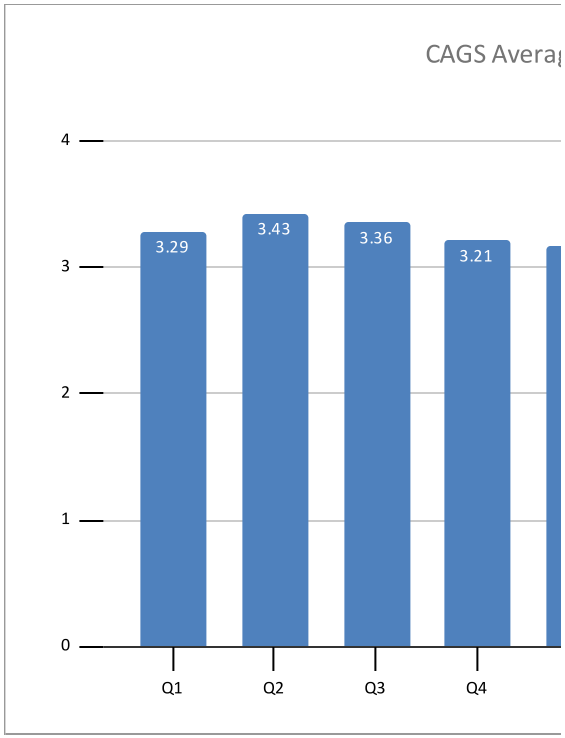
4.00	4.00	4.00	4.00	"Dr. Sloa	Idk	"Challengi	Idk
4.00	3.00	4.00	4.00				
4.00	4.00	4.00	4.00	Praise JE	Praise JES	Praise JES	Praise JESUS CHRIST! Unsure...It's fine how it is.
4.00	4.00	3.00	4.00	Thoroug	No issues	I learned a	"No issues, a great course with great discussion material."
3.00	4.00	4.00	4.00	I think th	Perhaps p	The assigr	Rephrase the final research paper criteria. It is confusing in the way it is worded an

d doesn't really provide a good expectatio

CAGS Totals for December 2019

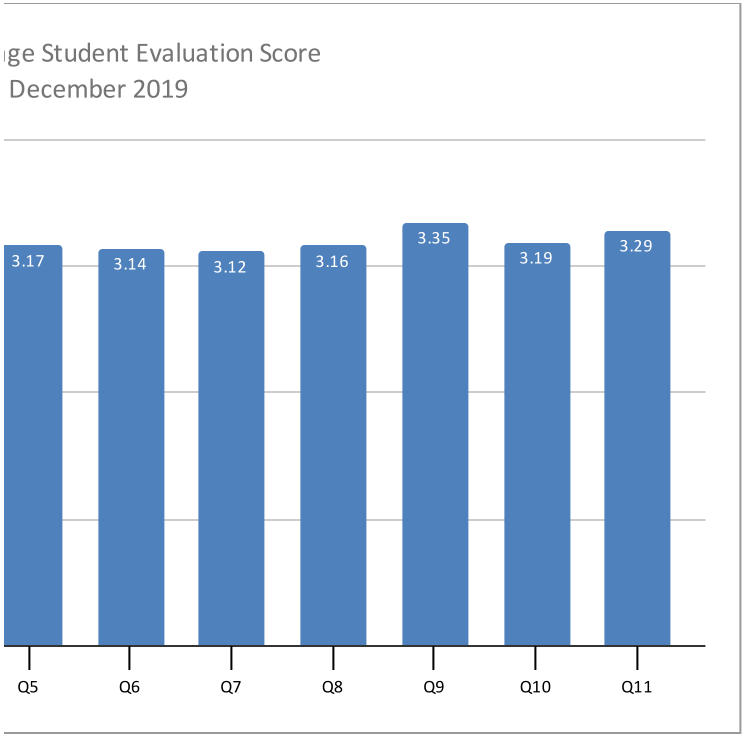
Total number of re	Total enrolled	Response rate	Q1	Q2	Q3	Q4	Q5
43	152	28.3%	3.29	3.43	3.36	3.21	3.17





Response	Enrollment	Instructor	Course Code	Course Name	School Na	Q1	Q2	Q3	Q4	Q5
1	3	Achilles, Wendy	ACCN6223 11II 19F2	CPA Exam Prep	School of Business Leadership					
9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	4.00	4.00	4.00	4.00	4.00
9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	4.00	4.00	4.00	4.00	4.00
9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	3.00	3.00	3.00	3.00	3.00
9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	4.00	4.00	4.00	4.00	3.00
9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	3.00	3.00	3.00	3.00	3.00
9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	3.00	4.00	3.00	3.00	3.00

Q6	Q7	Q8	Q9	Q10	Q11
3.14	3.12	3.16	3.35	3.19	3.29



CAGS End of Course (EOC) Evaluation Survey AY18-19 (2nd QTR)

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discussions.
3. My instructor provided regular updates about our class through the News section
4. My instructor provided feedback on assignments within 5 class days of the due da
5. The feedback received on assignments and discussions helped me learn the mate
6. The feedback received on assignments and discussions helped me know how to ir
7. The instructor enhanced our course through supplemental relevant content.
8. Instructions on assignments, discussions, and other course expectations were cle
9. The concepts, materials, and activities of this course are useful outside of the clas
10. The workload for this course was what should be expected for a course at this le
11. The resources provided in the course helped me achieve course objectives.
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
		3.00	4.00	3.00	4.00	NA	NA	I love the	NA
4.00	4.00	4.00	4.00	4.00	4.00	Dr. Flores	"Not sure	"Other tha	KEEP PROFESSOR FLORES!!!!!!
4.00	4.00	3.00	3.00	3.00	2.00	Good inst	More adv	Work loac	More advanced curriculum
3.00	3.00	3.00	3.00	3.00	3.00				
3.00	3.00	3.00	3.00	3.00	3.00	Informative and help		The McGraw-Hill Connect ebook and problems	
3.00	3.00	3.00	3.00	3.00	3.00	Knowlega	Great Inst	Challengir	None
3.00	3.00	2.00	3.00	3.00	3.00				

ı, discussion boards, class announcements, or other means.
ate for CAGS courses / 2 weeks of the due date for CAS courses.
rial for the course.
mprove on future work in the course.

ar.
ssroom.
evel.

4.00	3.00	4.00	3.00	2.00	3.00	Praise JES	Praise JESUS CHRIST	Praise JESUS CHRIST! Unsure...It's fine how it is.
4.00	4.00	4.00	4.00	4.00	4.00	Doctor Flc	He was gr	Course m I cannot think of anything.
4.00	4.00	4.00	4.00	3.00	4.00	Instructor	I think the	The assigr "I think there could be a few more assignments that ""build"" u
4.00	4.00	4.00	4.00	4.00	4.00			
4.00	4.00	4.00	4.00	2.00	3.00	very helpf	nothing sl	The instru "I understand this is an MBA course, but I think you guys forget
2.00	2.00	3.00	4.00	3.00	3.00	Kind and s	Interactio	Great ove NA
4.00	4.00	4.00	4.00	4.00	4.00	Assignmer	N/A	The subje N/A
3.00	3.00	3.00	3.00	3.00	3.00	she is und	listen to tl	discussior make the students more understanding of the work you want t
4.00	4.00	4.00	4.00		4.00	individual	N/A	Fast Pace N/A
4.00	3.00	4.00	4.00	4.00	4.00	Understanding		The content
4.00	4.00	4.00	4.00	4.00	4.00	Really goc	No issues	The readi No issues. I loved all the information provided as I will continue
2.00	3.00	3.00	4.00	3.00	3.00	"friendly,	"Provide f	content video lectures would be a great learning tool
1.00	1.00	1.00	3.00	1.00	1.00	Dr. Coote-	Find anotl	Marketing Hire an instructor that responds and cares about the students
1.00	1.00	1.00	1.00	3.00	2.00	none	communi	n/a instructor communication; relevant feedback
2.00	1.00	2.00	3.00	3.00	3.00	Posting w	"If she wo	The conte "Informing the instructor on what the email reply expectations
4.00	4.00	4.00	4.00	4.00	4.00			
4.00	3.00	3.00	3.00	3.00	3.00			
4.00	4.00	4.00	4.00	4.00	4.00	Good feec	n/a	Good feec n/a
4.00	4.00	4.00	4.00	4.00	4.00	Feedback	NA	Material NA
4.00	4.00	4.00	4.00	4.00	4.00	Being ava	Nothing d	The inforr Nothing
3.00	3.00	3.00	3.00	3.00	3.00	Communication was		The course like those before it caused me to do weekly self examinations
3.00	3.00	3.00	3.00	3.00	3.00			
4.00	4.00	4.00	4.00	4.00	4.00	The feedb	Does not a	The mate Does not apply
4.00	2.00	4.00	4.00	4.00	4.00	he was alv	Can't thin	group acti nothing
4.00	3.00	3.00	4.00	4.00	4.00	Rapid rep	n/a	The oppo n/a
3.00	4.00	3.00	4.00	4.00	4.00	very inter	was very e	very relati more time frame
1.00	1.00	1.00	1.00	1.00	1.00	His challe	approach	Understar nothing
3.00	3.00	4.00	4.00	3.00	3.00	He provid	Return gra	The cours I do not understand the purpose for the quizzes.
1.00	2.00	1.00	1.00	3.00		Willing to	"Feedbacl	Unfortuna "Better instructions for the instructor on how to teach a 6week

9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	4.00	4.00	4.00	4.00	3.00
9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	4.00	4.00	4.00	4.00	4.00
9	19	Flores, Jimmie	FINC5333 11W1 19F2	Modern Corpo	School of	4.00	4.00	4.00	4.00	4.00
5	12	Gunter, Annette	MGMT5413 11W2 19F2	Legal Environm	School of	3.00	4.00	4.00	4.00	4.00
5	12	Gunter, Annette	MGMT5413 11W2 19F2	Legal Environm	School of	4.00	4.00	4.00	4.00	4.00
5	12	Gunter, Annette	MGMT5413 11W2 19F2	Legal Environm	School of	3.00	3.00	3.00	3.00	3.00
5	12	Gunter, Annette	MGMT5413 11W2 19F2	Legal Environm	School of	4.00	4.00	4.00	4.00	4.00
5	12	Gunter, Annette	MGMT5413 11W2 19F2	Legal Environm	School of	3.00	3.00	3.00	3.00	3.00
1	4	Jolley, Joseph	ML5253 11W1 19F2	Legislative Pro	School of	4.00	4.00	4.00	4.00	4.00
3	17	Jolley, Joseph	MGMT5413 11W1 19F2	Legal Environm	School of	4.00	3.00	3.00	3.00	4.00
3	17	Jolley, Joseph	MGMT5413 11W1 19F2	Legal Environm	School of	3.00	4.00	4.00	4.00	4.00
3	17	Jolley, Joseph	MGMT5413 11W1 19F2	Legal Environm	School of	3.00	3.00	3.00	2.00	2.00
6	16	Martin, Gillian	MKTG5113 11W1 19F2	Global Marketi	School of	1.00	1.00	1.00	1.00	1.00
6	16	Martin, Gillian	MKTG5113 11W1 19F2	Global Marketi	School of	1.00	2.00	2.00	3.00	1.00
6	16	Martin, Gillian	MKTG5113 11W1 19F2	Global Marketi	School of	1.00	3.00	3.00	1.00	2.00
6	16	Martin, Gillian	MKTG5113 11W1 19F2	Global Marketi	School of	4.00	4.00	4.00	4.00	4.00
6	16	Martin, Gillian	MKTG5113 11W1 19F2	Global Marketi	School of	3.00	3.00	3.00	3.00	3.00
6	16	Martin, Gillian	MKTG5113 11W1 19F2	Global Marketi	School of	4.00	4.00	4.00	4.00	4.00
6	14	Martin, John	ML5143 11W1 19F2	Leadership The	School of	4.00	4.00	4.00	4.00	4.00
6	14	Martin, John	ML5143 11W1 19F2	Leadership The	School of	4.00	4.00	4.00	4.00	4.00
6	14	Martin, John	ML5143 11W1 19F2	Leadership The	School of	3.00	3.00	3.00	3.00	3.00
6	14	Martin, John	ML5143 11W1 19F2	Leadership The	School of	4.00	4.00	3.00	3.00	3.00
6	14	Martin, John	ML5143 11W1 19F2	Leadership The	School of	4.00	4.00	4.00	4.00	4.00
6	14	Martin, John	ML5143 11W1 19F2	Leadership The	School of	4.00	4.00	4.00	4.00	4.00
3	8	Ojo, Sam	ML5343 11W1 19F2	Financial Devel	School of	4.00	4.00	4.00	4.00	4.00
3	8	Ojo, Sam	ML5343 11W1 19F2	Financial Devel	School of	4.00	4.00	4.00	4.00	3.00
3	8	Ojo, Sam	ML5343 11W1 19F2	Financial Devel	School of	1.00	1.00	1.00	1.00	1.00
1	8	Rupe, Robert	HR6213 10W1 19F2	Capstone; HR E	School of	4.00	4.00	4.00	1.00	4.00
1	2	Tarver, Johnie	HC5213 11W1 19F2	Healthcare Ma	School of	2.00	3.00	2.00	1.00	1.00

upon the preceding question. I think sometimes the assignmen

t that CAGS are working adults and the assignments where alm

them to do

e to study after course has been completed.

s are and what the time frame is to grading assignments. If it's h

of my own core values helping me find and clarify my own voic

k online course, more precise and clear assignment instructions

7	18	Ward, Tonya	FINC5333 11M1 19F2	Modern Corpo School of	4.00	4.00	4.00	4.00	3.00
7	18	Ward, Tonya	FINC5333 11M1 19F2	Modern Corpo School of	4.00	4.00	4.00	4.00	3.00
7	18	Ward, Tonya	FINC5333 11M1 19F2	Modern Corpo School of	1.00	1.00	1.00	1.00	1.00
7	18	Ward, Tonya	FINC5333 11M1 19F2	Modern Corpo School of	4.00	4.00	4.00	4.00	4.00
7	18	Ward, Tonya	FINC5333 11M1 19F2	Modern Corpo School of	1.00	1.00	1.00	1.00	1.00
7	18	Ward, Tonya	FINC5333 11M1 19F2	Modern Corpo School of	4.00	4.00	4.00	4.00	4.00
7	18	Ward, Tonya	FINC5333 11M1 19F2	Modern Corpo School of	4.00	4.00	4.00	4.00	4.00

3.00	4.00	3.00	4.00	4.00	4.00	very knowledgeable	subject matter		
3.00	4.00	4.00	3.00	4.00	4.00	She's very	She's very	This instru	Nothing
1.00	1.00	1.00	1.00	1.00	1.00	Passionat	n/a	connect	n/a
4.00	4.00	4.00	4.00	4.00	4.00	Knowledg	Great job	The instru	Keep it on ground
1.00	1.00	1.00	1.00	1.00	1.00	She takes the time o	The know	Nothing. I just wish I had her for more classes.	
4.00	4.00	4.00	4.00	4.00	4.00				
3.00	4.00	4.00	4.00	3.00	4.00	invested in helping s	the extra aids such as excel spreadsheets and Dr. Ward's		

CAGS Totals for January 2020

Total number of responses	Total enrolled	Response rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7
19	160	11.9%	3.42	3.26	3.53	3.32	3.28	3.33	3.17

Response	nrollment	Instructor	Course Code	Course Na	School Na	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	10	Baird, James	ACCN3953 11M1 19F2	Accountin	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	13	Stortz, Linda	ACCN3953 11W1 19F2	Accountin	School of	3.00	2.00	3.00	3.00	3.00	3.00	2.00
2	13	Stortz, Linda	ACCN3953 11W1 19F2	Accountin	School of	3.00	3.00	4.00	4.00	4.00	4.00	3.00
1	6	Hoaglin, Kris	BUAD2503 11M1 19F2	Business a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	14	Sevier, Owe	BUAD2503 11W1 19F2	Business a	School of	3.00	3.00	4.00	4.00	4.00	4.00	3.00
2	14	Sevier, Owe	BUAD2503 11W1 19F2	Business a	School of	4.00	4.00	4.00	4.00	4.00		4.00
2	10	Bell, Lisa	BUAD2503 11W2 19F2	Business a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	10	Bell, Lisa	BUAD2503 11W2 19F2	Business a	School of	3.00	3.00	3.00	3.00	2.00	3.00	3.00
1	22	Baird, James	BUAD3403 11W1 19F2	Business F	School of	3.00	3.00	3.00	1.00	2.00	2.00	2.00

Q8	Q9	Q10	Q11
3.16	3.63	3.58	3.47

CAGS End of Course (EOC) Evaluation Survey Questions

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discussions.
3. My instructor provided regular updates about our class through the News section, discussion boards, c
4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS courses
5. The feedback received on assignments and discussions helped me learn the material for the course.
6. The feedback received on assignments and discussions helped me know how to improve on future wo
7. The instructor enhanced our course through supplemental relevant content.
8. Instructions on assignments, discussions, and other course expectations were clear.
9. The concepts, materials, and activities of this course are useful outside of the classroom.
10. The workload for this course was what should be expected for a course at this level.
11. The resources provided in the course helped me achieve course objectives.
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
4.00	4.00	4.00	3.00	Willing to	Only that	I loved that	you are using an accounting system and doing journal entries and using a chart of
3.00	3.00	3.00	3.00	She new h	She can c	I like that	Need to have a live chat once a week to go over things it may help to better underst
3.00	4.00	4.00	4.00				
4.00	3.00	3.00	3.00	Ms. Hoaglin was per		I found dif	Provide some updated articles to supplement the book. I like the low cost of the bo
4.00	4.00	3.00	4.00	knowledg	na	the conte	make discussions more like discussion and not like questions that should be answer
4.00	4.00	4.00	4.00	Did a grea	None	Gave me	None
4.00	4.00	4.00	4.00	Strong co	More vide	Learning k	"more outside of the book work (videos, articles, etc.) I find real world example to b
3.00	3.00	3.00	2.00	Writing	The instru	Good info	An explanation of APA etc. to being the class...
3.00	3.00	3.00	2.00	His discus	Grading p	The stock	Better examples on Connect. I donÆt feel like the examples were good examples or

class announcements, or other means.
/ 2 weeks of the due date for CAS courses.

rk in the course.

accounts like you would in the workplace.
tand where someone is struggling

ok some of the case studies were a little d
ed.

e super helpful"

several assignments

1	6	Seal, Teresa	HC3313	11M1	19F2	Healthcar	School of	2.00	2.00	2.00	3.00	2.00	2.00	2.00
1	15	Seal, Teresa	HC3313	11M1	19F2	Healthcar	School of	2.00	2.00	2.00	3.00	2.00	2.00	2.00
1	7	Waggoner, J	MGMT3213	11M1	19F2	Applied B	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	12	Clouse, Stev	MGMT4413	11W2	19F2	Strategic I	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	10	Toles, Keith	MGMT4703	11W1	19F2	Entrepren	School of	4.00	4.00	4.00	3.00	4.00	3.00	4.00
2	17	Boardman, (	UNIV2503	11W1	19F2	Professior	School of	4.00	4.00	4.00	4.00	3.00	4.00	4.00
2	17	Boardman, (	UNIV2503	11W1	19F2	Professior	School of	4.00	4.00	3.00	4.00	4.00	4.00	3.00
3	18	Woodring, S	UNIV2503	11W2	19F2	Professior	School of	3.00	3.00	3.00	1.00	1.00	1.00	2.00
3	18	Woodring, S	UNIV2503	11W2	19F2	Professior	School of	3.00	2.00	4.00	2.00		4.00	3.00
3	18	Woodring, S	UNIV2503	11W2	19F2	Professior	School of	4.00	3.00	4.00	4.00	4.00	4.00	

2.00	3.00	3.00	3.00	I cant thin	to commu	The mate	The instructor needs ito interact with the online students. It felt like I was just in a l
2.00	3.00	3.00	3.00	I cant thin	to commu	The mate	The instructor needs ito interact with the online students. It felt like I was just in a l
4.00	4.00	4.00	4.00				
4.00	4.00	4.00	4.00	"Kindness, responsiveness, helpfulness"			
2.00	4.00	4.00	4.00				
3.00	3.00	4.00	4.00	The instru	The instru	The ability	A questionnaire for the LAE to determine what should be documented in the essay f
3.00	4.00	4.00	4.00				
2.00	4.00	3.00	3.00		Participate in discussion boards. Provide grades in a timely manner. Give adequate feedback on assignme		
2.00	4.00	4.00	4.00	extremen	a quicker	the profes	--
4.00	4.00	4.00	4.00	The whole	I would nc	The imfor	N/A

earning module by myself.
earning module by myself.

for earned credit.

ents when specifically said feedback was s

CAGS Totals for February 2020

Total number of responses	Total enrolled	Response rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7
84	367	22.9%	3.60	3.66	3.71	3.54	3.48	3.52	3.52

Response	nrollment	Instructor	Course Code	Course Na	School Na	Q1	Q2	Q3	Q4	Q5	Q6	Q7
4	10	Achilles, V	ACCN5153 01W1 20S1	Advanced	School of	3.00	3.00	3.00	3.00	2.00	3.00	3.00
4	10	Achilles, V	ACCN5153 01W1 20S1	Advanced	School of	3.00	3.00	3.00	2.00	2.00	2.00	3.00
4	10	Achilles, V	ACCN5153 01W1 20S1	Advanced	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4	10	Achilles, V	ACCN5153 01W1 20S1	Advanced	School of	4.00	3.00		3.00	4.00	4.00	3.00
2	22	Bell, Lisa	MGMT3213 01W1 20S1	Applied Bı	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	22	Bell, Lisa	MGMT3213 01W1 20S1	Applied Bı	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	13	Boardmar	UNIV2503 01W1 20S1	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00

Q8	Q9	Q10	Q11
3.51	3.60	3.54	3.49
			ASPC

CAGS End of Course (EOC) Evaluation Survey Questions

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15. What do you suggest to improve this course?

Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
2.00	3.00	3.00	3.00			SOME OF	CLEAR HOW TO INSTRUCTION
1.00	1.00	1.00	1.00				The links to get work completed for assignments on the eBook in Connect would no
2.00	3.00	4.00	2.00	Greag	N/a	That is wa	To be sure all students are able to complete the hw assignments. Like having free ac
2.00	3.00	4.00	4.00				
4.00	4.00	4.00	4.00	Great con	More vide	"How eve	"more outside of the book work (videos, articles, etc.) I find real world example to b
4.00	4.00	4.00	4.00	She was v	Can't thin	I feel like I	Can't think of anything.
4.00	4.00	4.00	4.00	Patience		The resources and leaning here are effective	

class announcements, or other means.
/ 2 weeks of the due date for CAS courses.

rk in the course.

t work. i am receiving zeroes because of it
ccess to Microsoft office products as well a

e super helpful"

2	13	Boardmar	UNIV2503 01W1 20S1	Professior	School of	4.00	4.00	4.00	4.00	3.00	4.00	3.00
5	7	Boswell, D	MKTG3103 01M1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5	7	Boswell, D	MKTG3103 01M1 20S1	Principles	School of	4.00	4.00	4.00	4.00	3.00	3.00	4.00
5	7	Boswell, D	MKTG3103 01M1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5	7	Boswell, D	MKTG3103 01M1 20S1	Principles	School of	Business Le	3.00	4.00	4.00	4.00	4.00	4.00
5	7	Boswell, D	MKTG3103 01M1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	13	Brown, La	MGMT6443 01W1 20S1	Internatio	School of	3.00	2.00	3.00	2.00	1.00	1.00	1.00
4	13	Brown, La	MGMT6443 01W1 20S1	Internatio	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	13	Brown, La	MGMT6443 01W1 20S1	Internatio	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	13	Brown, La	MGMT6443 01W1 20S1	Internatio	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	14	Brown, Til	MGMT5323 01W1 20S1	Human Re	School of	1.00	3.00	3.00	2.00	3.00	2.00	3.00
7	14	Brown, Til	MGMT5323 01W1 20S1	Human Re	School of	3.00	3.00	4.00	4.00	3.00	3.00	3.00
7	14	Brown, Til	MGMT5323 01W1 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	14	Brown, Til	MGMT5323 01W1 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	14	Brown, Til	MGMT5323 01W1 20S1	Human Re	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
7	14	Brown, Til	MGMT5323 01W1 20S1	Human Re	School of	2.00	3.00	2.00	2.00	1.00	1.00	3.00
7	14	Brown, Til	MGMT5323 01W1 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00
3	7	Dean, Cra	UNIV2503 01W2 20S1	Professior	School of	3.00	3.00	4.00	3.00	3.00	3.00	3.00
3	7	Dean, Cra	UNIV2503 01W2 20S1	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	7	Dean, Cra	UNIV2503 01W2 20S1	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	16	Flores, Jin	MKTG3103 01W1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	16	Flores, Jin	MKTG3103 01W1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	16	Flores, Jin	MKTG3103 01W1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	16	Flores, Jin	MKTG3103 01W1 20S1	Principles	School of	4.00	4.00	4.00	3.00	3.00	4.00	4.00
3	12	Foote, Mi	MGMT2103 01M1 20S1	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	12	Foote, Mi	MGMT2103 01M1 20S1	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	12	Foote, Mi	MGMT2103 01M1 20S1	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	12	Goodwin,	ML5163 01W2 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	12	Goodwin,	ML5163 01W2 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	12	Goodwin,	ML5163 01W2 20S1	Training a	School of	4.00	3.00	4.00	4.00	3.00	3.00	3.00
6	12	Goodwin,	ML5163 01W2 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00

6	12	Goodwin,	ML5163 01W2 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	12	Goodwin,	ML5163 01W2 20S1	Training a	School of	1.00	1.00	1.00	1.00	1.00	1.00	1.00
5	15	Green, R	MGMT5233 01W1 20S1	Marketing	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5	15	Green, R	MGMT5233 01W1 20S1	Marketing	School of	4.00	4.00	4.00	3.00	3.00	3.00	4.00
5	15	Green, R	MGMT5233 01W1 20S1	Marketing	School of	1.00	4.00	4.00	4.00	3.00	3.00	4.00
5	15	Green, R	MGMT5233 01W1 20S1	Marketing	School of	3.00	4.00	4.00	3.00	3.00	3.00	3.00
5	15	Green, R	MGMT5233 01W1 20S1	Marketing	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	21	Gunter, A	MGMT5233 01M1 20S1	Marketing	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4	21	Gunter, A	MGMT5233 01M1 20S1	Marketing	School of	4.00	4.00	4.00	3.00	3.00	3.00	3.00
4	21	Gunter, A	MGMT5233 01M1 20S1	Marketing	School of	3.00	3.00	4.00	4.00	4.00	4.00	4.00
4	21	Gunter, A	MGMT5233 01M1 20S1	Marketing	School of	4.00	4.00	4.00	3.00	3.00	3.00	4.00
1	4	Hurdman,	ACCN3933 01W1 20S1	Income Ta	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	11	Irwin, Katl	ACCN4443 01W1 20S1	Advanced	School of	3.00	3.00	3.00	1.00	2.00	2.00	2.00
3	11	Irwin, Katl	ACCN4443 01W1 20S1	Advanced	School of	3.00	2.00	2.00	1.00	3.00	3.00	2.00
3	11	Irwin, Katl	ACCN4443 01W1 20S1	Advanced	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4	20	Jones, Toc	MGMT2103 01W1 20S1	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	20	Jones, Toc	MGMT2103 01W1 20S1	Business S	School of	3.00	3.00	3.00	3.00	3.00	4.00	3.00
4	20	Jones, Toc	MGMT2103 01W1 20S1	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	20	Jones, Toc	MGMT2103 01W1 20S1	Business S	School of	4.00	4.00	4.00	4.00	3.00	4.00	3.00
3	20	McLemor	BUAD4303 01W1 20S1	Human Re	School of	4.00	4.00	3.00	4.00	4.00	4.00	4.00
3	20	McLemor	BUAD4303 01W1 20S1	Human Re	School of	4.00	3.00	2.00	2.00	3.00	3.00	3.00
3	20	McLemor	BUAD4303 01W1 20S1	Human Re	School of	3.00		3.00	3.00		3.00	3.00
1	5	McMurry,	MGMT3213 01M1 20S1	Applied B	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00
9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	3.00	4.00	4.00	4.00	4.00	4.00	3.00
9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	3.00	4.00
9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00

ess.

o not have to type out the chapter questic
nt with students rather than ôcopy and pas

n!
n!

tructor would be desirable."

e to focus on other homework assignment

3.00	4.00	3.00	2.00			
4.00	4.00	4.00	4.00	"Knowledgable, ener	I enjoyed the content of the marketing class and learning about the complete marketing proce	
4.00	3.00	3.00	3.00	He used p require m	The ability have more hands on assignments	
4.00	4.00	4.00	4.00	Very knowledgeable	How I can apply the teachings of this course to real life.	
4.00	4.00	4.00	4.00	Good insight & good	I can apply it to my job	
4.00	4.00	4.00	4.00	The instru I could no	This cours	Everything was great. If I could change one thing about the homework it would be t
2.00	3.00	3.00	3.00	The instru "The instr	The textbo	"Updated questions, more personalized or customized questions, direct engagemer
4.00	4.00	4.00	4.00	Her encou she was su	Learning t	all is good
4.00	4.00	4.00	4.00	Good cou N/A	Good feec	N/a
4.00	4.00	4.00	4.00	"his know its impossi	very usefu	less discussion helps us to focus more on the materials
2.00	3.00	3.00	3.00	communic better res	case studi	nothing
3.00	4.00	3.00	3.00			
4.00	4.00	4.00	2.00	Communi I honestly	I had never experienced anything related to HR in my career and this opened my eyes so much	
4.00	4.00	4.00	4.00	Communi I honestly	I had never experienced anything related to HR in my career and this opened my eyes so much	
3.00	4.00	2.00	3.00	Consisten Quicker co	understan	Not quite so many assignments per week
3.00	3.00	3.00	3.00	She was a "respondi	The amou	"Course was good, however effective communication between the students and ins
4.00	4.00	3.00	3.00	Very knov By not cha	Learning t	More time to read so many chapters
4.00	3.00	3.00	4.00	He was ve n/a	The discus	n/a
4.00	4.00	4.00	4.00	very infor na	how I cou	na
4.00	4.00	4.00	4.00	My profes My Profes	Everythin	This course is well structured. It is great!
3.00	4.00	4.00	4.00	The instru N/A	The instru	I would suggest having one discussion question so students can have additional time
4.00	4.00	4.00	4.00	The instru The instru	This instru	I have no suggestions at this time.
4.00	4.00	3.00	4.00	Have a lot "Reviews	International strategy	
4.00	4.00	4.00	4.00	"Dr. Flore n/a	"Marketin	N/A
4.00	4.00	4.00	4.00			
4.00	4.00	4.00	4.00	"He is very helpful, k	The material was very helpful in real world application.	
4.00	4.00	4.00	4.00	Very infor N/A	The flow c	To apply a rubric or example for the final project.
4.00	4.00	4.00	4.00	She alway She was o	It gave me	No suggestions
4.00	4.00	4.00	4.00	She would NA	The involv	NA
4.00	4.00	4.00	4.00	Additiona N/A	Fast Pace	N/A
4.00	4.00	4.00	4.00	her respo I can't thir	the discussion questions	

4.00	4.00	4.00	4.00	very inter	she is alre	very realis	nothing
1.00	1.00	1.00	1.00	Excellent	No change	Prompt fe	Nothing
4.00	3.00	2.00	4.00	Dr. Green	"Not sure	The fact tl	KEEP DR. GREEN!!!!!! I would suggest reevaluating the quantity of assignments for t
4.00	3.00	3.00	3.00				
3.00	3.00	4.00	4.00	She is kno	Check the	Practical a	cant think of anything
3.00	3.00	4.00	3.00	Responding to questions.			
4.00	4.00	4.00	4.00	The instru	I cannot tl	I think tha	I would get rid of the PowerPoint presentation. Just seemed like a waste of time (a
3.00	3.00	3.00	3.00	knowledg	Going ove	The in cla	The course was nicely written.
4.00	3.00	4.00	4.00	"She mak	"She reall	"I like hov	"Nothing, it has been great!"
4.00	4.00	4.00	4.00				
4.00	4.00	3.00	3.00				
4.00	4.00	4.00	4.00	She is patient and ve		I love all things about taxes	
3.00	3.00	3.00	3.00	N/a		More interest in class	
3.00	3.00	3.00	3.00	I am sure	Needs to l	The exten	The instructor needs to be more involved and get grades back quicker so you know
3.00	3.00	3.00	3.00				
4.00	4.00	4.00	4.00	Very com	N/A	Very infor	N/A
3.00	4.00	3.00	3.00	informati	n/a	i learned a	n/a
4.00	4.00	4.00	4.00	Very good	None	Improved	None
3.00	4.00	3.00	3.00	Very good	No compl	I can defir	It was a good course.
4.00	4.00	4.00	4.00	Uses real	.	being able to put myself in positions	
4.00	4.00	3.00	3.00				Accept recordings from different A/V tools. I prefer to use Zoom.
3.00	3.00	4.00	3.00	using other sources other the than book			
4.00	4.00	4.00	4.00	He is very	Nothing t	Knowing more about the managerÆs position	
4.00	3.00	3.00	3.00				
4.00	4.00	4.00	4.00	She show	nothing	I learn ne	interactive chat for group discussion
3.00	3.00	3.00	3.00	Professor Riesenmy		The thing I like best is the applicable principles that cross over into everyday life not just those	
4.00	4.00	4.00	4.00	Feedback	My instru	"informat	nothing
4.00	4.00	4.00	4.00	"Knowled	"Only thin	"I already	"Case Studies. Possibly even gain a partnership with businesses that need training,
4.00	4.00	4.00	4.00	feedback	NA	Informatic	NA
4.00	4.00	4.00	4.00	Being und	SHe did ev	It was ver	Nothing everything was great
3.00	3.00	4.00	3.00	She is give	N/A	I like how	N/A

his course. I felt it was rather overloaded.

nd contributed to the Death by PowerPoin

how you are doing in class

associated with business practices. I can f

but cannot afford proper consulting. Utili

9	20	Riesenmy	ML5163 01W1 20S1	Training a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	13	Roddy, Sh	MGMT5323 01W2 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	13	Roddy, Sh	MGMT5323 01W2 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00		4.00
3	13	Roddy, Sh	MGMT5323 01W2 20S1	Human Re	School of	4.00	4.00	4.00	4.00	3.00	3.00	4.00
1	14	Rohn, Anc	HC3503 01W1 20S1	Legal Aspe	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	15	Ross, Don	ECON2503 01W1 20S1	Survey of	School of	3.00	4.00	3.00	4.00	3.00	4.00	3.00
4	15	Ross, Don	ECON2503 01W1 20S1	Survey of	School of	4.00	4.00	4.00	4.00	3.00	3.00	3.00
4	15	Ross, Don	ECON2503 01W1 20S1	Survey of	School of	1.00	1.00		1.00	1.00	1.00	1.00
4	15	Ross, Don	ECON2503 01W1 20S1	Survey of	School of	3.00	3.00	3.00	2.00	4.00	4.00	4.00
1	4	Sloan, Ste	ML6022 01W1 20S1	Research	School of	3.00	4.00	4.00	4.00	3.00	3.00	3.00
3	11	Williams,	BUAD4303 01M1 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	11	Williams,	BUAD4303 01M1 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	11	Williams,	BUAD4303 01M1 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	11	Woods, C	ACCN4443 01M1 20S1	Advanced	School of	4.00	4.00	3.00	3.00	3.00	3.00	3.00
1	4	Zimmerm	HR5223 01W1 20S1	Human Re	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00

3.00	4.00	4.00	4.00	She was e	Only on o	I loved be	I think the course was great just like it is.
4.00	4.00	4.00	4.00	"Dr. Roddy is kind, k		I learned s	Nothing. I appreciate the structure and the course content as presented.
4.00	4.00	4.00	4.00	Assignme	N/A	The subje	N/A
4.00	4.00	4.00	4.00	Dr. Roddy	maybe pr	the conte	online lectures to reinforce the material
4.00	4.00	4.00	4.00	very respo	wonderfu	wonderfu	nothing
3.00	3.00	3.00	3.00				Some questions on Cengage were difficult to understand.
3.00	2.00	2.00	2.00	"Great co	Video lect	Clear hom	Video lectures about economics
1.00	3.00	3.00	1.00	"Very inte	"Nothing	Intersetin	More initialy training for people who have not used certain content i.e. cengage (fir
3.00	3.00	3.00	3.00	He is knov	n/a	This class	"For me personally, the chapters of homework on Cengage were a real struggle for
3.00	3.00	3.00	3.00	Conversin	n/a	Learning t	n/a
4.00	4.00	4.00	4.00				
4.00	4.00	4.00	4.00	Her Know	she very e	very inter	no suggestions
4.00	4.00	4.00	4.00	In class di	n/a every	learning a	n/a learned a lot and class was very helpful
3.00	3.00	3.00	3.00				
4.00	4.00	3.00	4.00	Very respo	He was ve	Preparing	"Nothing, it was a great collaborative class and students and instructor were very er

st time MACU has used it from what I was
me. I don't know if it was because I strugg

ngaged"

CAGS Totals for March 2020

Total number of responses	Total enrolled	Response rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7
81	446	18.2%	3.49	3.54	3.47	3.40	3.27	3.32	3.30

Response	nrollment	Instructor	Course Code	Course Na	School Na	Q1	Q2	Q3	Q4	Q5	Q6	Q7
4	20	Alston, Ro	ML5243 02W1 20S1	Leading C	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4	20	Alston, Ro	ML5243 02W1 20S1	Leading C	School of	1.00	3.00	4.00	4.00	3.00	3.00	4.00
4	20	Alston, Ro	ML5243 02W1 20S1	Leading C	School of	3.00	3.00	3.00	3.00	2.00	2.00	3.00
4	20	Alston, Ro	ML5243 02W1 20S1	Leading C	School of	3.00	3.00	3.00	3.00	2.00	2.00	1.00
1	7	Bailey, Ra	ACCN2103 02M1 20S1	Principles	School of	3.00	4.00	2.00	2.00	2.00	3.00	3.00
1	6	Baird, Jam	MGMT4303 02M1 20S1	Accountin	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	19	Bell, Lisa	BUAD2503 02W1 20S1	Business a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00

Q8	Q9	Q10	Q11
3.18	3.42	3.35	3.30
			ASPC

CAGS End of Course (EOC) Evaluation Survey Questions

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discussions.
3. My instructor provided regular updates about our class through the News section, discussion boards, c
4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS courses
5. The feedback received on assignments and discussions helped me learn the material for the course.
6. The feedback received on assignments and discussions helped me know how to improve on future wo
7. The instructor enhanced our course through supplemental relevant content.
8. Instructions on assignments, discussions, and other course expectations were clear.
9. The concepts, materials, and activities of this course are useful outside of the classroom.
10. The workload for this course was what should be expected for a course at this level.
11. The resources provided in the course helped me achieve course objectives.
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
3.00	3.00	3.00	3.00	Feedback	Give bette	Informatic	Less workload on assignments
3.00	4.00	4.00	4.00		"Commun	Learning h	"Communicate more, find out where each student is when it comes to their writing
2.00	3.00	3.00	3.00		Instructor could ben		I am not sure what could improve the course however I did not care for the texts us
1.00	3.00	2.00	1.00	The instru	Give CLEA	It ended	New instructor
3.00	2.00	1.00	2.00	She cares	Faster res	The teach	Look we I dopn't believe the instructor did bad but becase I was sick on week 4 and
4.00	4.00	4.00	4.00				Instead not a ebook have the textbook available
4.00	4.00	4.00	4.00	Very comı	N/A	Very infor	N/A

class announcements, or other means.
/ 2 weeks of the due date for CAS courses.

rk in the course.

experience all students have learned diffe
ed.

week 5 was canceled due to Covid-19 I go

3	19	Bell, Lisa	BUAD2503 02W1 20S1	Business a	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	19	Bell, Lisa	BUAD2503 02W1 20S1	Business a	School of	4.00	4.00	3.00	4.00	4.00	4.00	4.00
2	9	Berrada, M	MISE4403 02W1 20S1	Project Pl	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	9	Berrada, M	MISE4403 02W1 20S1	Project Pl	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	12	Brown, La	MGMT4433 02W2 20S1	Managing	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	10	Carbajal, S	BUAD3403 02W2 20S1	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	10	Carbajal, S	BUAD3403 02W2 20S1	Business F	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
1	6	Clouse, Pa	MGMT4523 02W1 20S1	Case Stud	School of	3.00	4.00	4.00	4.00	3.00	3.00	2.00
1	7	Clouse, Pa	UNIV2503 02M1 20S1	Professior	School of	4.00	4.00	4.00	4.00	4.00	3.00	3.00
2	8	Doughty,	BUAD3403 02W1 20S1	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	8	Doughty,	BUAD3403 02W1 20S1	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	17	Foster, Mi	UNIV2503 02W1 20S1	Professior	School of	4.00	3.00	3.00	4.00	2.00	3.00	4.00
2	17	Foster, Mi	UNIV2503 02W1 20S1	Professior	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3	10	Goodwin,	ML5273 02W1 20S1	Nonprofit	School of	1.00	1.00	1.00	1.00	1.00	1.00	1.00
3	10	Goodwin,	ML5273 02W1 20S1	Nonprofit	School of	4.00	4.00	4.00	4.00	3.00	4.00	4.00
3	10	Goodwin,	ML5273 02W1 20S1	Nonprofit	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	19	Harrison, .	ACCN2103 02W1 20S1	Principles	School of	3.00	4.00	4.00	3.00	3.00	3.00	3.00
7	19	Harrison, .	ACCN2103 02W1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	19	Harrison, .	ACCN2103 02W1 20S1	Principles	School of	3.00	3.00	3.00	4.00	3.00	3.00	4.00
7	19	Harrison, .	ACCN2103 02W1 20S1	Principles	School of	4.00	4.00	4.00	4.00	3.00	4.00	3.00
7	19	Harrison, .	ACCN2103 02W1 20S1	Principles	School of	4.00	3.00	3.00	4.00	3.00	3.00	3.00
7	19	Harrison, .	ACCN2103 02W1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	19	Harrison, .	ACCN2103 02W1 20S1	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	6	Hurdman,	ACCN3943 02W1 20S1	Income Ta	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	6	Hurdman,	ACCN3943 02W1 20S1	Income Ta	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00
6	15	Irwin, Katl	ACCN5133 02W1 20S1	Managerial	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
6	15	Irwin, Katl	ACCN5133 02W1 20S1	Managerial	School of	2.00	2.00	2.00	1.00	2.00	3.00	2.00
6	15	Irwin, Katl	ACCN5133 02W1 20S1	Managerial	School of	3.00	2.00	3.00	1.00	2.00	2.00	2.00
6	15	Irwin, Katl	ACCN5133 02W1 20S1	Managerial	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	15	Irwin, Katl	ACCN5133 02W1 20S1	Managerial	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
6	15	Irwin, Katl	ACCN5133 02W1 20S1	Managerial	School of	3.00	4.00	4.00	4.00	4.00	4.00	4.00

4.00	4.00	4.00	4.00	grading	not being so specific	on when we are to respond to 3 other	discussion post. most of us work and it is easi
3.00	3.00	3.00	3.00	Very knov	"Unsure, i	"Everythir	"Unsure, course seems to work fine."
3.00	4.00	4.00	4.00				
4.00	4.00	4.00	4.00				
4.00	4.00	4.00	4.00	He asked	I think he	The books	nothing I enjoyed this course
4.00	4.00	4.00	4.00				
3.00	3.00		3.00	Feedback	N/A	I learned r	N/A
2.00	3.00	3.00	2.00	She is present in the discussion			remove the tweeting portion. Most people taking this class are adults and many do
3.00	3.00	3.00	3.00	She explained expec		The Opportunity that is available to	receive credit for work done outside of college credit.
4.00	3.00	4.00	3.00	"Friendly,	I thought	"I like that	no suggestions.
4.00	4.00	4.00	4.00				
1.00	2.00	3.00	3.00				
2.00	3.00	3.00	3.00	N/A	N/A	Assignmer	Nothing at all.
1.00	1.00	1.00	1.00	She provic	approach	The Comp	nothing
	4.00	4.00	4.00	Communi	"Teach m	Instructor	N/A
4.00	4.00	4.00	4.00	very inter	she is alre	opens up	nothing
3.00	3.00	3.00	3.00	Communi	nothing	learning tl	nothing
4.00	4.00	4.00	4.00	he is very	na	the links p	na
3.00	3.00	3.00	3.00	"The instr	N/A	The Cenga	"The ""final project"" needs to be vetted. Errors where present that had a cascade
3.00	4.00	4.00	3.00	He respor	I can't thir	"Numbers	nothing.
4.00	3.00	3.00	3.00	"Commun	Virtual lectures		virtual lectures
4.00	4.00	4.00	4.00	Professor	He does a	the intera	Nothing the class was great
4.00	4.00	4.00	4.00	very unde	n/a	gaining kn	learning and understanding how this all works
4.00	4.00	4.00	4.00	She is ver	She has re	I love all	things taxes
4.00	4.00	3.00	3.00		Add recorded lectures that also show problem examples that explain how to obtain the solutions.		
3.00	3.00	3.00	3.00				
3.00	4.00	4.00	3.00	I cannot tl	"interact	content	find someone who has a desire and time to help the students to teach the class. ho
2.00	3.00	3.00	3.00				
4.00	4.00	4.00	4.00	Communi	I honestly	I had never experienced anything related to accounting in my career and this opened my eyes	
3.00	4.00	2.00	3.00				
4.00	4.00	3.00	3.00	very inner	No change	no manua	less reading assignments or more time to read 3 chapters

ier for us to respond to all 3 on the same d

not have or understand Twitter.

affect on future tasks. Being able to subm

ld professors to a timeline for grade postir

so much!

1	2	Lee, Davic	HEA5333 02W1 20S1	Higher Ed	School of	4.00	4.00	4.00	4.00	3.00	3.00	3.00
1	2	Lee, Davic	MGMT6403 02W1 20S1	Internatio	School of	4.00	4.00	4.00	3.00	4.00	4.00	4.00
2	14	Martin, Lc	MGMT4203 02W2 20S1	Managing	School of	3.00	2.00	2.00	1.00	3.00	2.00	1.00
2	14	Martin, Lc	MGMT4203 02W2 20S1	Managing	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2	9	Mayes, Ta	MGMT6313 02W1 20S1	Managem	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00
2	9	Mayes, Ta	MGMT6313 02W1 20S1	Managem	School of	4.00	4.00	4.00	4.00	3.00	3.00	4.00
1	7	McCaffery	ACCN5163 02W1 20S1	Business T	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2	5	McMurry,	MGMT4433 02M1 20S1	Managing	School of	4.00	4.00	3.00	4.00	3.00	4.00	4.00
2	5	McMurry,	MGMT4433 02M1 20S1	Managing	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	2	Njoku (On	HC5243 02W1 20S1	Healthcar	School of	2.00	3.00	1.00	2.00	2.00	3.00	2.00
2	15	Ojo, Sam	ACCN5133 02W2 20S1	Manageri	School of	4.00	3.00	4.00	4.00	3.00	3.00	2.00
2	15	Ojo, Sam	ACCN5133 02W2 20S1	Manageri	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	12	Overstree	ACCN4623 02W1 20S1	Accountin	School of	3.00	2.00	3.00	3.00	2.00	2.00	2.00
4	12	Overstree	ACCN4623 02W1 20S1	Accountin	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	12	Overstree	ACCN4623 02W1 20S1	Accountin	School of	3.00	4.00	4.00	4.00	3.00	3.00	3.00
4	12	Overstree	ACCN4623 02W1 20S1	Accountin	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	3	Riesenmy	HC4303 02W1 20S1	Healthcar	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	4	Riesenmy	HR5233 02W1 20S1	Recruiting	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	7	Rohn, Anc	HC3203 02W1 20S1	Introducti	School of	4.00	4.00	4.00	4.00	3.00	3.00	3.00
3	7	Rohn, Anc	HC3203 02W1 20S1	Introducti	School of	3.00	4.00	4.00	4.00	4.00	4.00	4.00
3	7	Rohn, Anc	HC3203 02W1 20S1	Introducti	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7	22	Sampedrc	MGMT5353 02W1 20S1	Communi	School of	3.00	4.00	3.00	2.00	3.00	2.00	2.00
7	22	Sampedrc	MGMT5353 02W1 20S1	Communi	School of	4.00	3.00	3.00	3.00	3.00	3.00	2.00
7	22	Sampedrc	MGMT5353 02W1 20S1	Communi	School of	3.00	3.00	3.00	2.00	2.00	2.00	3.00
7	22	Sampedrc	MGMT5353 02W1 20S1	Communi	School of	3.00	3.00	3.00	3.00	3.00	3.00	
7	22	Sampedrc	MGMT5353 02W1 20S1	Communi	School of	3.00	3.00	4.00	2.00	3.00	3.00	4.00
7	22	Sampedrc	MGMT5353 02W1 20S1	Communi	School of	3.00	4.00	3.00	2.00	3.00	3.00	3.00
7	22	Sampedrc	MGMT5353 02W1 20S1	Communi	School of	4.00	4.00	4.00	3.00	4.00	4.00	4.00
2	14	Smith, Phi	MGMT4203 02W1 20S1	Managing	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2	14	Smith, Phi	MGMT4203 02W1 20S1	Managing	School of	3.00	4.00	3.00	4.00	3.00	3.00	3.00
3	14	Splawn, V	ACCN2103 02W2 20S1	Principles	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00

3.00	3.00	3.00	3.00				
4.00	1.00	2.00	4.00	Praise JES	Praise JES	"Praise JE	"Praise JESUS CHRIST! I suggest that a CHRISTian School have only CHRIST-GLORIFY
3.00	3.00	3.00	3.00	Mr. Logan	Assignme	Good text	none
3.00	3.00	3.00	3.00				
4.00	3.00	4.00	4.00	She is flex	n/a	reasonabl	nothing
4.00	4.00	4.00	4.00	"Instructo	Provide m	"The assig	"Get rid of one of the discussions or simplify the required length. The discussions di
3.00	3.00	3.00	3.00				
3.00	3.00	4.00	3.00	"from all c	"the class	the input	not a whole lot.
4.00	4.00	4.00	4.00				
2.00	3.00	3.00	2.00	None	By workin	Nothing	The professor suggested I turn assignments in on time but couldnÆt grade our assig
3.00	4.00	4.00	4.00	Responsiv	Fostering	The learni	Practical application
4.00	4.00	4.00	4.00	Concern f	N/A	The subje	N/A
3.00	3.00	3.00	3.00	He gradec	He needs	Knowledg	More positive instructor
4.00	4.00	4.00	4.00				
3.00	3.00	4.00	3.00	Easy to ge	n/a	Easy class	n/a
4.00	4.00	4.00	4.00	Extremely	quick on g	The instructor's feedback and encouragement.	
3.00	3.00	3.00	4.00	She is wil	Continues	The fact tl	Not much .
4.00	4.00	4.00	4.00	She is a Pr	She is exc	The mate	Needs to be face to face classes offered
3.00	4.00	4.00	4.00	Communi	elaborate	The discus	more feedback on graded assignments
4.00	4.00	4.00	4.00	Explained	n/a	Learning a	"a little more time on the group project, felt very rushed and unprepared for the am
4.00	4.00	4.00	4.00	"He is pat	There's nc	"It was fu	Nothing!
2.00	3.00	2.00	3.00				
2.00	2.00	3.00	3.00	He is encc	"More int	"The GIAI	"Clarity on the discussion topics, especially how to respond to other classmates initi
3.00	3.00	3.00	3.00	He is very	The gradi	It is helpfu	More feedback sooner.
3.00	3.00	3.00	3.00	Respondir	"He would deduct pc		"I felt like he could have been a little bit more positive in his responses, but overall h
2.00	4.00	4.00	4.00	Feedback	Timely gra	The cours	I would only suggest timely grading with feedback to help with guidance for future s
3.00	4.00	3.00	3.00	He is encc	Get grade	everythin	Move it up closer to the beginning of Masters Program
3.00	4.00	3.00	4.00	"He was k	"We got a	"Learning	"Nothing I can think of at this point. As to be expected, sometimes I felt overwhelm
3.00	3.00	3.00	3.00	Communication was		This content was by far amazing. I think it along with the professor made this course the most	
3.00	3.00	3.00	3.00	Mr. Smith	"Having to	it provide	I am really not sure at this point. I will say this survey needs a not applicable option.
3.00	3.00	3.00	3.00	Responsive and infor		The final p	"Clarifying instructions on the final project. Also, the Cengage software is difficult sc

ING CONTENT In the text and not false reli

id not warrant 300 and 250 words. Questi

gnments until on time or respond in an effi

nount of work."

al posts. There were several times I had nc

ne did a good job"
similar assignments and more explicit instr

ied due to full-time work, school, church a
exciting I have ever taken!

ometimes."

3	14	Splawn, V	ACCN2103	02W2	20S1	Principles	School of	1.00	1.00	2.00	1.00	1.00	1.00	1.00
3	14	Splawn, V	ACCN2103	02W2	20S1	Principles	School of	4.00	4.00	3.00	2.00	3.00	3.00	2.00
1	7	Splawn, V	ACCN4623	02M1	20S1	Accountin	School of	4.00	4.00	4.00	4.00	3.00	3.00	4.00
3	18	Stortz, Lin	MGMT4303	02W1	20S1	Accountin	School of	4.00	4.00	4.00	4.00	3.00	4.00	3.00
3	18	Stortz, Lin	MGMT4303	02W1	20S1	Accountin	School of	4.00	3.00	3.00	3.00	2.00	1.00	4.00
3	18	Stortz, Lin	MGMT4303	02W1	20S1	Accountin	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00
6	16	Ward, Tor	MGMT5353	02M1	20S1	Communi	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	16	Ward, Tor	MGMT5353	02M1	20S1	Communi	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	16	Ward, Tor	MGMT5353	02M1	20S1	Communi	School of	4.00	4.00	3.00	3.00	4.00	4.00	3.00
6	16	Ward, Tor	MGMT5353	02M1	20S1	Communi	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	16	Ward, Tor	MGMT5353	02M1	20S1	Communi	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	16	Ward, Tor	MGMT5353	02M1	20S1	Communi	School of	4.00	4.00	3.00	4.00	4.00	4.00	4.00

1.00	3.00	1.00	1.00	Next to no input!		I was extremely disappointed with next to no instructor imput.
3.00	4.00	3.00	3.00	Clear on c	More con	Everythin "A final project that is not a daunting and more weekly communication/help. I am d
3.00	4.00	4.00	4.00	Her teach	N/A	It gave me "A better text book. With only 5 weeks of learning, vocabulary, key nouns, and othe
4.00	4.00	4.00	3.00	Knowledgeable of the subject r		I would have appreciated having more sample problems which would help students
1.00	2.00	2.00	1.00	She was v	"Rather th	"I'm not g "Connect is not helpful. There is no guidance to learning this material. In the entire
3.00	3.00	3.00	3.00	Good Job	More one	Met the o More instructions
4.00	4.00	4.00	4.00	Dr. Ward	I don't ha	I loved the I won't change a thing. Fantastic course.
4.00	4.00	4.00	4.00	Insight int	"Inviting c	Instructor Na
3.00	4.00	4.00	3.00	knowledg	Going ove	The Giant More lecture and less class discussion. We spent a lot of time answering question ar
4.00	4.00	4.00	4.00	Good cou	N/A	Good feec Zoom class room was very helpful; need to be added for MACU instructors free of cl
4.00	3.00	3.00	3.00	Discussions		"The virtual classroom is not very good, but when we used Zoom it worked perfectly
3.00	4.00	3.00	3.00	She really cares abou	It is an im	The lady in the videos is not the best example of how in her delivery. Maybe get sor

oing well in the course, but feel I could be
r information is helpful when reading and
retain the instruction through repetition.
time I've been enrolled at MACU, I have r

nd could have used the time to go over cor
harge.
y!"
meone that can show how to make a video

CAGS Totals for April 2020

Total number of responses	Total enrolled	Response rate				Q1	Q2	Q3	Q4	Q5	Q6
49	185	26.5%				3.80	3.76	3.69	3.71	3.56	3.56

Response	nrollment	Instructor	Course Code	Course Na	School Na	Q1	Q2	Q3	Q4	Q5	Q6
1	4	Bowman, Christopher	ACCN3923 03W1 20S2	Cost Acco	School of	4.00	4.00	3.00	4.00	3.00	3.00
1	4	Courts, Bari	ACCN3953 03W1 20S2	Accountin	School of	4.00	4.00	4.00	4.00	4.00	4.00
1	8	Whitlow, Ryan	MGMT4103 03M1 20S2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00
1	10	Jones, Todd	MGMT4703 03W1 20S2	Entrepren	School of	4.00	4.00	4.00	4.00	4.00	4.00
1	11	Clouse, Patty	UNIV2503 03W1 20S2	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00
1	11	Woodring, Sarah	UNIV2503 03W2 20S2	Professior	School of	4.00	4.00	4.00	4.00	4.00	4.00
1	16	Courts, Bari	ACCN2203 03W2 20S2	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00
2	6	Rohn, Andrew	HC4203 03W1 20S2	Healthcar	School of	4.00	4.00	4.00	4.00	4.00	4.00
2	6	Rohn, Andrew	HC4203 03W1 20S2	Healthcar	School of	4.00	4.00	4.00	4.00	4.00	4.00

Q7	Q8	Q9	Q10	Q11		CAGS End of Course (EOC) Evaluation Survey Questions			
3.61	3.71	3.65	3.61	3.63		1. My instructor responded to questions within 48 hours.			
						2. My instructor encouraged my participation in the course through discussions.			
						3. My instructor provided regular updates about our class through the News section, discussio			
						4. My instructor provided feedback on assignments within 5 class days of the due date for CAG			
						5. The feedback received on assignments and discussions helped me learn the material for the			
						6. The feedback received on assignments and discussions helped me know how to improve on			
						7. The instructor enhanced our course through supplemental relevant content.			
						8. Instructions on assignments, discussions, and other course expectations were clear.			
						9. The concepts, materials, and activities of this course are useful outside of the classroom.			
						10. The workload for this course was what should be expected for a course at this level.			
						11. The resources provided in the course helped me achieve course objectives.			
						12. What are the strengths of the instructor?			
						13. How might the instructor be more effective?			
						14. What do you like best about this course?			
						15. What do you suggest to improve this course?			

Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15						
3.00	4.00	4.00	4.00	3.00	Knowledg	"Upon sha	"To me, it	"I used the Cengage program for my last 2 classes without any problems.						
4.00	4.00	4.00	4.00	4.00	He is very	I thought	"I like the step-by-step guidance the textbook gives, and the availability of QB Onlin							
4.00	4.00	4.00	4.00	4.00	"helpful, i	n/a	being able	n/a						
4.00	4.00	4.00	4.00	4.00	Very help	Grade a li	I got to m	Nothing this course was very educational						
4.00	4.00	4.00	4.00	4.00										
4.00	4.00	4.00	4.00	4.00	Did a grea	None	Gave me	None						
4.00	4.00	4.00	4.00	4.00	Communicative and helpful									
4.00	4.00	4.00	4.00	4.00	He encou	"He was a	There wer	"More students enrolled at a time, to provide more discussion amongst s						
4.00	4.00	4.00	4.00	4.00	Great guid	good job	Good info	great job						

n boards, class announcements, or other means.
GS courses / 2 weeks of the due date for CAS courses.
course.
future work in the course.

Unfortunately, I had several problems with it during				
e customer support."				
tudents."				

2	12	Baird, James	BUAD3403 03M1 20S2	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00
2	12	Baird, James	BUAD3403 03M1 20S2	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00
4	8	Clouse, Steven	ECON2503 03W1 20S2	Survey of	School of	4.00	4.00	4.00	4.00	4.00	4.00
4	8	Clouse, Steven	ECON2503 03W1 20S2	Survey of	School of	4.00	4.00	4.00	4.00	4.00	
4	8	Clouse, Steven	ECON2503 03W1 20S2	Survey of	School of	4.00	4.00	4.00	4.00	4.00	4.00
4	8	Clouse, Steven	ECON2503 03W1 20S2	Survey of	School of	4.00	4.00	4.00	4.00	4.00	4.00
4	15	Doughty, Ethan	BUAD3403 03W1 20S2	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00
4	15	Doughty, Ethan	BUAD3403 03W1 20S2	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00
4	15	Doughty, Ethan	BUAD3403 03W1 20S2	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00
4	15	Doughty, Ethan	BUAD3403 03W1 20S2	Business F	School of	4.00	4.00	4.00	4.00	4.00	4.00
5	16	McCaffery, Jack	MGMT4303 03W1 20S2	Accountin	School of	3.00	3.00	3.00	2.00	2.00	2.00
5	16	McCaffery, Jack	MGMT4303 03W1 20S2	Accountin	School of	4.00	4.00	4.00	4.00	4.00	4.00
5	16	McCaffery, Jack	MGMT4303 03W1 20S2	Accountin	School of	3.00	4.00	3.00	4.00	3.00	3.00
5	16	McCaffery, Jack	MGMT4303 03W1 20S2	Accountin	School of	1.00	3.00	1.00	3.00	1.00	1.00
5	16	McCaffery, Jack	MGMT4303 03W1 20S2	Accountin	School of	4.00	3.00	3.00	3.00	2.00	2.00
6	14	Morgan, David	MGMT4103 03W1 20S2	Group and	School of	4.00	4.00	4.00	4.00	3.00	4.00
6	14	Morgan, David	MGMT4103 03W1 20S2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	14	Morgan, David	MGMT4103 03W1 20S2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	14	Morgan, David	MGMT4103 03W1 20S2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	14	Morgan, David	MGMT4103 03W1 20S2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	14	Morgan, David	MGMT4103 03W1 20S2	Group and	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	15	Harrison, James	ACCN2203 03W1 20S2	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	15	Harrison, James	ACCN2203 03W1 20S2	Principles	School of	4.00	4.00	4.00	4.00	4.00	3.00
6	15	Harrison, James	ACCN2203 03W1 20S2	Principles	School of	4.00	4.00	3.00	4.00		3.00
6	15	Harrison, James	ACCN2203 03W1 20S2	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	15	Harrison, James	ACCN2203 03W1 20S2	Principles	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	15	Harrison, James	ACCN2203 03W1 20S2	Principles	School of	4.00	3.00	4.00	3.00	4.00	4.00
6	15	Irwin, Kathleen	ACCN4173 03W1 20S2	Governme	School of	4.00	4.00	4.00	4.00	4.00	4.00
6	15	Irwin, Kathleen	ACCN4173 03W1 20S2	Governme	School of	2.00	1.00	2.00	1.00	1.00	1.00
6	15	Irwin, Kathleen	ACCN4173 03W1 20S2	Governme	School of	3.00	2.00	2.00	2.00	2.00	2.00
6	15	Irwin, Kathleen	ACCN4173 03W1 20S2	Governme	School of	2.00	2.00	2.00	1.00	1.00	2.00

4.00	4.00	4.00	4.00	4.00											
4.00	4.00	4.00	4.00	4.00	Strong knowledge of		The instructor and how he explained the material								
4.00	4.00	4.00	4.00	4.00	Informatic	N/A	Very infor	N/A							
4.00	3.00	1.00	3.00	2.00	graceful	"physicall	historical	more time spent on working with graphs and formulas							
4.00	4.00	4.00	4.00	4.00	"He was a	He was pe	The profe	I think it was great.							
4.00	4.00	3.00	3.00	4.00	Always ve	I think he	I like that	"I think that in mind tap that the score taken should be the best out of th							
4.00	4.00	4.00	4.00	4.00	He is patie	Keep doin	Loved tak	none really							
4.00	4.00	4.00	4.00	4.00			"intereste	nothing							
4.00	4.00	4.00	4.00	4.00	Very help	he did a g	this course was very challenging but it is also very helpful for real life investment ex								
4.00	4.00	3.00	3.00	4.00	easy to co	good job	learned al	great job							
2.00	2.00	2.00	3.00	2.00	Giving ass	When doi	The assign	Better explanation of the processes with examples that match the assignı							
4.00	4.00	4.00	4.00	4.00	knowledge of content										
3.00	4.00	4.00	4.00	3.00	everythin	no change	dealing w	nothing							
2.00	3.00	3.00	1.00	1.00	Rigidity	Effective communication in a timely manner									
2.00	4.00	4.00	3.00	4.00	"Additional content, encourage		There has been a continuing problem that I have wanted to address for s								
4.00	3.00	4.00	4.00	4.00	"Very kind	No real cr	I liked the	I think there was a little too much strictness on some grading but otherwi							
4.00	4.00	4.00	4.00	4.00	Very know	He is quite	The care a	personal opinion - but group projects are not fair to students who aim to							
4.00	4.00	4.00	4.00	4.00	Explaining what to do and how to do it better										
4.00	4.00	4.00	4.00	4.00	Prof. Mor	"He did a	The intera	"I enjoyed the class, it was inspiring and motivating."							
4.00	4.00	4.00	4.00	4.00	"Very inte	I have no	I learned	No suggestions-							
4.00	4.00	4.00	4.00	4.00	"Prompt c	N/A	I could pu	"N/A, Professor Morgan was a wonderful instructor, I appreciated his wis							
4.00	4.00		4.00	4.00	"Understa	I thought	The best t	This course was one of the best courses I have taken!							
3.00	3.00	4.00	3.00	3.00	Very resp	Na	"That its e	More examples related to the homework.							
4.00	4.00	3.00	3.00	4.00	"Commun	"Offer int	My pace b	"Its accounting, I think most learn this best in class but for those of us wh							
4.00	4.00	4.00	4.00	4.00	Professor	Professor	The intera	This class was great!!							
4.00	4.00	4.00	4.00	4.00	Experienc	N/A	Honesty t	Nothing							
4.00	4.00	2.00	2.00	3.00	very know	"the webs	The instru	n/a							
4.00	4.00	4.00	3.00	4.00	She is alw	N/a	The instru	"The first 3 weeks of work is quite a bit to finish in week, not giving one ti							
1.00	2.00	3.00	3.00	2.00	N/a	Communication		Different instructor							
2.00	3.00	3.00	3.00	3.00	im not sur	She needs	that its ov	the instructor needs to take more time to make sure the student can get							
2.00	2.00	3.00	3.00	2.00	I don't kn	"providing	NOTHING	Don't have so many chapter questions. Provide worksheets							

e three chances. This was confusing for me at first be

perience

ments

ome time. The instructors either let slide or ignore pr

ise great!

excel and others who aim to just get by.

sdom!"

o need the flexibility, this is great."

me to read and really learn."

explantion on why a question was missed

6	15	Irwin, Kathleen	ACCN4173 03W1 20S2	Governme	School of	4.00	4.00	3.00	4.00	3.00	3.00
6	15	Irwin, Kathleen	ACCN4173 03W1 20S2	Governme	School of	4.00	4.00	4.00	4.00	4.00	4.00
7	20	Bell, Lisa	MGMT2103 03W1 20S2	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00
7	20	Bell, Lisa	MGMT2103 03W1 20S2	Business S	School of	4.00	4.00	4.00	4.00	3.00	3.00
7	20	Bell, Lisa	MGMT2103 03W1 20S2	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00
7	20	Bell, Lisa	MGMT2103 03W1 20S2	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00
7	20	Bell, Lisa	MGMT2103 03W1 20S2	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00
7	20	Bell, Lisa	MGMT2103 03W1 20S2	Business S	School of	4.00	3.00	4.00	3.00	3.00	3.00
7	20	Bell, Lisa	MGMT2103 03W1 20S2	Business S	School of	4.00	4.00	4.00	4.00	4.00	4.00

3.00	3.00	3.00	3.00	3.00	Response	Should be	Full load c	Should be each assignments have feedback after we submitted our home
4.00	4.00	4.00	4.00	4.00				
4.00	4.00	4.00	4.00	4.00	Prof. Bell	Prof. Bell	I actually l	I liked the course.
4.00	4.00	4.00	4.00	4.00	Very help	The only c	It approve	I would have like to see an example of the week 5 assignment. It helps m
4.00	4.00	4.00	4.00	4.00	Communi	She was v	It's alread	I would have liked to learn about Microsoft Publisher.
4.00	4.00	4.00	4.00	4.00	Prompt to	I wish we	The material was very easy to follow and to understand.	
3.00	3.00	3.00	4.00	4.00				
3.00	3.00	3.00	3.00	3.00	Quickly re	"If an assi	Easy unde	"Not so many required responses for discussions. No real ""discussion""
4.00	4.00	4.00	3.00	4.00	"Many, Pr	"Professo	Course wa	Make the practice sheets a little more involved. I was able to make chang

ework answer that way we can look back and know w

e gain a direction on what is needed.				

can be had when everybody is just trying to complet

ges and finish them in under 60 seconds in some case

CAGS Totals for May 2020

Total number of responses	Total enrolled	Response rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
51	136	37.5%	3.51	3.57	3.47	3.49	3.14	3.16	3.47	3.02	3.44

Response	nrollment	Instructor	Course Co	Course Na	School Na	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1	4	Sloan, Ste	ECON523	Internatio	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
2	10	Roddy, Sh	MGMT64	Strategic I	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	10	Roddy, Sh	MGMT64	Strategic I	School of	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00
3	6	Lee, Davic	HR5243 0	Labor Law	School of	2.00	3.00	2.00	2.00	2.00	2.00	3.00	1.00	2.00
3	6	Lee, Davic	HR5243 0	Labor Law	School of	3.00	3.00	3.00	3.00	2.00	2.00	3.00	2.00	
3	6	Lee, Davic	HR5243 0	Labor Law	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	7	Ojo, Sam	ACCN517	Advanced	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00

Q10	Q11	CAGS End of Course (EOC) Evaluation Survey Questions
3.24	3.33	1. My instructor responded to questions within 48 hours.
		2. My instructor encouraged my participation in the course through discussions.
		3. My instructor provided regular updates about our class through the News section, discussion boards, class announcements,
		4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS courses / 2 weeks of the due
		5. The feedback received on assignments and discussions helped me learn the material for the course.
		6. The feedback received on assignments and discussions helped me know how to improve on future work in the course.
		7. The instructor enhanced our course through supplemental relevant content.
		8. Instructions on assignments, discussions, and other course expectations were clear.
		9. The concepts, materials, and activities of this course are useful outside of the classroom.
		10. The workload for this course was what should be expected for a course at this level.
		11. The resources provided in the course helped me achieve course objectives.
		12. What are the strengths of the instructor?
		13. How might the instructor be more effective?
		14. What do you like best about this course?
		15. What do you suggest to improve this course?

Q10	Q11	Q12	Q13	Q14	Q15
2.00	3.00	Dr. Sloan i	"Not sure	The fact tl	KEEP DR. SLOAN!!!!! I would also reevaluate the amount of questions needing answered on each week's
4.00	4.00	Very nice	N/A	The comp	N/A
4.00	4.00				
1.00	2.00	none	Be engage	To be hon	"The work load is unbelievable, too much needs some fine tuning. Tests need a longer time than 30 minu
3.00	3.00	Professor	"I am not	I've been	"With any course, if a student reaches out to an instructor because he/she feels they donÆt feel they are
4.00	4.00	willing to	N/A	Good feec	Zoom need to be added for MACU instructors free of charge.
4.00	4.00	He was fa	Unknown	There was	Unknown

, or other means.
date for CAS courses.

Assignment 1. No rea

ıtes to complete. You
e doing well and asks

3	7	Ojo, Sam	ACCN517	Advanced	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	7	Ojo, Sam	ACCN517	Advanced	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	8	Martin, Jo	ML5263 0	The Adult	School of	3.00	3.00	3.00	4.00	1.00	3.00	3.00	3.00	3.00
4	8	Martin, Jo	ML5263 0	The Adult	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4	8	Martin, Jo	ML5263 0	The Adult	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	8	Martin, Jo	ML5263 0	The Adult	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	10	Sampedro	ML6023 0	Integrativ	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	10	Sampedro	ML6023 0	Integrativ	School of	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00
4	10	Sampedro	ML6023 0	Integrativ	School of	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00
4	10	Sampedro	ML6023 0	Integrativ	School of	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
4	14	Gunter, A	ECON522	Manageri	School of	3.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00	4.00
4	14	Gunter, A	ECON522	Manageri	School of	1.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	14	Gunter, A	ECON522	Manageri	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	14	Gunter, A	ECON522	Manageri	School of	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	3.00
4	15	Hunt, Carl	ECON522	Manageri	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	15	Hunt, Carl	ECON522	Manageri	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	15	Hunt, Carl	ECON522	Manageri	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	15	Hunt, Carl	ECON522	Manageri	School of	3.00	3.00	3.00	3.00	3.00	3.00	2.00	2.00	3.00
5	11	Roddy, Sh	MGMT64	Strategic I	School of	3.00	3.00	3.00	3.00	2.00	1.00	3.00	1.00	2.00
5	11	Roddy, Sh	MGMT64	Strategic I	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5	11	Roddy, Sh	MGMT64	Strategic I	School of	4.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00
5	11	Roddy, Sh	MGMT64	Strategic I	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5	11	Roddy, Sh	MGMT64	Strategic I	School of	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
9	19	Freeborou	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	1.00	1.00	4.00	1.00	4.00
9	19	Freeborou	MGMT51	Organizat	School of	4.00	3.00	4.00	4.00	3.00	3.00	4.00	3.00	4.00
9	19	Freeborou	MGMT51	Organizat	School of	1.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
9	19	Freeborou	MGMT51	Organizat	School of	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
9	19	Freeborou	MGMT51	Organizat	School of	4.00	4.00	3.00	4.00	1.00	1.00	3.00	1.00	3.00
9	19	Freeborou	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	1.00	3.00
9	19	Freeborou	MGMT51	Organizat	School of	3.00	2.00	2.00	2.00	2.00	2.00	3.00	1.00	3.00
9	19	Freeborou	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00

4.00	4.00	knowledgable		The engagement of	the instructor pushes to use critical thinking
4.00	4.00	He is very prompt and knowledgeable. He challenges you to do more.			
3.00	3.00				
3.00	3.00	Professor Martin giv		I like the interaction	during discussion posts
4.00	4.00	Being und	He did eve	It was ver	Nothing everything was great
4.00	4.00	he was alv	Can't thin	the discus	nothing
4.00	4.00	Helpful fe	He was a g	The devot	No suggestions
4.00	3.00	individual	N/A	Fast Pace	N/A
4.00	4.00	very know	more rapi	very inclu	NA
1.00	1.00	Very enco	Nothing to	The discus	Nothing
3.00	3.00	Very relat	More spe	The releva	N/A
4.00	4.00	Concern f	N/A	The subje	N/A
4.00	4.00	Communi	None	Looking at	Nothing that I can think of
4.00	4.00	Communi	She was g	Practicalit	Nothing
4.00	4.00				
4.00	4.00	He provides insight i		The way t	"nothing, loved it."
4.00	4.00	THE INSTF	CONTINUI	WITH THE	N/A
3.00	3.00		"Responding to the c	The chapters of the book we went over were out of order. It was difficult to read and comprehend chapt	
2.00	1.00		"When yo	Nothing.	"Have students read the chapters, not just the case studies at the end of the book."
4.00	4.00	The instru	"This is ob	The simul	"I would ensure that the course content matched what the instructor was doing, or if the instructor devia
3.00	3.00	Respondir	More inst	Learning r	The workload is pretty aggressive. I would suggest more practice rounds to prepare for the competition.
4.00	4.00	Communi	Post more	Last one!	Nothing
3.00	3.00	She encou	"the instru	That it wa	Maybe having 7 weeks instead of 6
4.00	4.00	He was re	"To comm	The cours	To have a grading standard and make it clear to all students. It wasn't clear how to successfully get a 100
4.00	4.00	communic	n/a	n/a	n/a
4.00	4.00	knowledg	The instru	The in cla	The course was nicely written.
1.00	1.00	Passionate	n/a	It really sp	n/a
4.00	3.00	"Understa	"Commun	The mate	"The course was good, maybe explain to the professor not to require things without it being technically b
3.00	3.00	The instru	"Post inst	"I disliked	"1. Find a textbook that has a better balance between progressive and conservative examples of success
3.00	3.00	He is know	It would h	The group	Explaining the assignments better.
3.00	4.00	"Knowled	None	I enjoyed	I honestly think having the two heaviest assignments in the final week is too much for working adults. Bu

er 16 in week 1.

ates from it to let stu

on the essay. This w

being required"
ful workplace manag

ut am thankful I passe

9	19	Freeboro	MGMT51	Organizat	School of	3.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	3.00
12	32	Harrison,	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00
12	32	Harrison,	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
12	32	Harrison,	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00
12	32	Harrison,	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
12	32	Harrison,	MGMT51	Organizat	School of	4.00	4.00	4.00	3.00	2.00	3.00	3.00	3.00	3.00
12	32	Harrison,	MGMT51	Organizat	School of	2.00	3.00	3.00	3.00	2.00	2.00	3.00	2.00	2.00
12	32	Harrison,	MGMT51	Organizat	School of	3.00	4.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00
12	32	Harrison,	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
12	32	Harrison,	MGMT51	Organizat	School of	3.00	4.00	4.00	3.00	2.00	2.00	4.00	3.00	4.00
12	32	Harrison,	MGMT51	Organizat	School of	4.00	4.00	3.00	4.00	4.00	3.00	4.00	2.00	4.00
12	32	Harrison,	MGMT51	Organizat	School of	3.00	3.00	3.00	3.00	3.00	2.00	3.00	2.00	3.00
12	32	Harrison,	MGMT51	Organizat	School of	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00

3.00	2.00		The textb	"If Dr. Freeborough is elected to teach this class again, he needs to follow the criteria that is posted for e
2.00	2.00	"Extremel	Clearer in	"Great inf "Writing lab & professor's standard for APA must be the same; Let students knwo that Grammarly works
4.00	4.00	"Knowled	I thought	The instru Refine the Team Project so that it is a paper or a narrated PPT and not just slides with speaker notes. Pot
4.00	4.00	"I just star	N/A	"This bein N/A
4.00	4.00	Very good	She is alre	The differ Nothing
2.00	3.00	Availabilit	"Grade m	That it is r "have more direction in the assignments. Too much openness, leads to interpretation-which was docked
1.00	2.00	She seem	"She ramb	"Nothing, Should be aligned with nontraditional students versus traditional students.
2.00	3.00	Dr. Harris	Each assig	The topic. "Perhaps zoom calls? It could be my learning style, but I do better with lecture than I do just reading cor
3.00	3.00	She has a	No furthe	The case s Week 6 has a great amount of requirements. It is overwhelming.
2.00	3.00	communi	adapting to the covid times currently we are all facing	
3.00	4.00	grading as	"to be mo	topic "clarity if the portfolio site is necessary or not without having to email instructor, week 6 is a very heavy
2.00	3.00	She comm	The workl	The topic The grading seemed very rigid and somewhat unfair because it seemed as though no matter how hard I
4.00	4.00	Dr. Harris	There is n	The textb There is nothing that I would want to improve.

ach assignment due.
best if using teh paic
entially a different te

d in grading."

mprehension. I don't

workload"
worked it was never g

CAGS Totals for June 2020

Total number of responses	Total enrolled	Response rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
2	#REF!	#REF!	2.50	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

Response	nrollment	Instructor	Course Co	Course Na	School Na	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
2	3	Riesenmy	HC5213 0	Healthcar	School of	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2	3	Riesenmy	HC5213 0	Healthcar	School of	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Q10	Q11	CAGS End of Course (EOC) Evaluation Survey Questions
2.50	2.00	1. My instructor responded to questions within 48 hours.
		2. My instructor encouraged my participation in the course through discussions.
		3. My instructor provided regular updates about our class through the News section, discussion boards, class announcements,
		4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS courses / 2 weeks of the due
		5. The feedback received on assignments and discussions helped me learn the material for the course.
		6. The feedback received on assignments and discussions helped me know how to improve on future work in the course.
		7. The instructor enhanced our course through supplemental relevant content.
		8. Instructions on assignments, discussions, and other course expectations were clear.
		9. The concepts, materials, and activities of this course are useful outside of the classroom.
		10. The workload for this course was what should be expected for a course at this level.
		11. The resources provided in the course helped me achieve course objectives.
		12. What are the strengths of the instructor?
		13. How might the instructor be more effective?
		14. What do you like best about this course?
		15. What do you suggest to improve this course?

Q10	Q11	Q12	Q13	Q14	Q15
4.00	3.00	The Instru	Everythin	The instru	I did not see any improvements this class was filled with useful information that will help me at work as v
1.00	1.00	"positivity	"I thought	that we ar	i'm not sure. i enjoyed the course as is.

, or other means.
date for CAS courses.

well through out my c

CAGS Totals for July 2020												
Total number of responses	Total enrolled	Response rate				Q1	Q2	Q3	Q4	Q5	Q6	Q7
42	279	15.1%				3.79	3.76	3.76	3.69	3.76	3.73	3.68

Response	Enrollment	Instructor	Course Code	Course Name	School Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7
4	18	Baird, James	BUAD3403 06W1 20SU	Business Finance	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4	18	Baird, James	BUAD3403 06W1 20SU	Business Finance	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00

Q8	Q9	Q10	Q11
3.71	3.60	3.66	3.71

CAGS End of Course (EOC) Evaluation Survey Questions

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discus
3. My instructor provided regular updates about our class through the Ne
4. My instructor provided feedback on assignments within 5 class days of
5. The feedback received on assignments and discussions helped me learr
6. The feedback received on assignments and discussions helped me knov
7. The instructor enhanced our course through supplemental relevant cor
8. Instructions on assignments, discussions, and other course expectation
9. The concepts, materials, and activities of this course are useful outside
10. The workload for this course was what should be expected for a cours
11. The resources provided in the course helped me achieve course objec
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q8	Q9	Q10	Q11	Q12	Q13	Q14
4.00	4.00	4.00	4.00	Knowledge of the subject matter.	N/A	N/A
4.00	4.00	4.00	4.00			

ssions.
ws section, discussion boards, class announcements, or other means.
the due date for CAGS courses / 2 weeks of the due date for CAS courses.
ı the material for the course.
v how to improve on future work in the course.
ıtent.
s were clear.
of the classroom.
e at this level.
tives.

Q15
N/A

4	18	Baird, James	BUAD3403 06W1 20SU	Business Finance	School of Business Leadership	3.00	3.00	3.00	3.00			3.00
4	18	Baird, James	BUAD3403 06W1 20SU	Business Finance	School of Business Leadership	4.00	4.00	3.00	4.00	4.00	4.00	4.00
2	23	Bell, Lisa	BUAD2503 06W1 20SU	Business and Professional Communications	School of Business Leadership	4.00	4.00		4.00	4.00		4.00
2	23	Bell, Lisa	BUAD2503 06W1 20SU	Business and Professional Communications	School of Business Leadership	3.00	3.00	3.00	3.00	4.00	4.00	3.00
3	13	Bell, Lisa	MGMT4523 06W1 20SU	Case Studies in Management Ethics	School of Business Leadership	3.00	3.00	3.00	2.00	3.00	3.00	2.00
3	13	Bell, Lisa	MGMT4523 06W1 20SU	Case Studies in Management Ethics	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	13	Bell, Lisa	MGMT4523 06W1 20SU	Case Studies in Management Ethics	School of Business Leadership	3.00	3.00	3.00	3.00	3.00	2.00	2.00
6	18	Clouse, Patty	UNIV2503 06W1 20SU	Professional Development Review	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00

3.00	3.00	3.00	2.00	Prompt communication.	N/A	I enjoyed the discussion posts.
4.00	4.00	4.00	4.00	The instructor is knowledgeable about the information covered in this course.	The instructor is already effective by being well prepared and flexible at the same time.	The objectives taught in this course are very useful in the business world.
4.00	4.00	3.00	4.00	Professor Bell is a excellent educator.	N/A	N/A
3.00	3.00	3.00	3.00	Communication	N/A	It helped me with my job.
2.00	2.00	3.00	2.00	N/A	N/A	N/A
4.00	4.00	4.00	4.00	"Motivating, engaging and responsive. Outstanding professor!"	I would appreciate if the instructors were consistent with the APA format guidelines. I am nearly finished with my degree and have received perfect scores on my APA formatting from some instructors while others say that I am wrong.	I enjoyed everything about it. I especially appreciate that I did not need to purchase books or other materials.
3.00	2.00	3.00	2.00	N/A	N/A	N/A
4.00	4.00	4.00	4.00	Communication and explanation	I think she has done a great job	Learning different methods of the learning cycle

"I believe it would have benefitted me, to have had more realistic examples than just the book. Some of the hint videos on the assignments were very helpful, but I still needed more.I felt there was too long of a gap between this course and other business finance courses, so I had some difficulty with formulas. I tried MACU tutoring, it was okay but enough and reached out to someone in my community for more support to catch up."
This course is good as it is.
N/A
N/A
If you have material that is covered over all 5 weeks you connot use feedback to write the next section because had not been received
This course is great.
This course would be best served with a virtual classroom environment
I would'nt change anything about it. I really enjoyed this class

6	18	Clouse, Patty	UNIV2503 06W1 20SU	Professional Development Review	School of Business Leadership	4.00	4.00	4.00	3.00	3.00	3.00	3.00
6	18	Clouse, Patty	UNIV2503 06W1 20SU	Professional Development Review	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	18	Clouse, Patty	UNIV2503 06W1 20SU	Professional Development Review	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	3.00
6	18	Clouse, Patty	UNIV2503 06W1 20SU	Professional Development Review	School of Business Leadership	4.00	4.00	4.00	3.00	4.00	4.00	3.00
6	18	Clouse, Patty	UNIV2503 06W1 20SU	Professional Development Review	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	7	Fitzgerald, Kyli	HC3213 06W1 20SU	Fundamentals of Medical Practice Management	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	7	Fitzgerald, Kyli	HC3213 06W1 20SU	Fundamentals of Medical Practice Management	School of Business Leadership	4.00	4.00	4.00	4.00	3.00	3.00	4.00
3	14	Glover, Beverly	BUAD4303 06W2 20SU	Human Resource Administration	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	14	Glover, Beverly	BUAD4303 06W2 20SU	Human Resource Administration	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00

3.00	3.00	3.00	3.00	N/A	N/A	N/A
4.00	4.00	4.00	4.00	My professor was very through on her content. She also provided examples for us to learn from.	I think she is doing just fine.	I think this class provides a great opportunity to use prior learning as college credits.
4.00	3.00	3.00	4.00	Fast response	N/A	Different viewpoints to consider
2.00	2.00	3.00	3.00	She responds within 48 hours	Clearer instructions	Nothing
4.00	4.00		4.00	N/A	N/A	N/A
4.00	4.00	4.00	4.00	Very nice and helpful	Give more feedback on the discussion grades	The communication
4.00	3.00	4.00	4.00	"Communications, asking questions and responding to our post"	She did a very good job communicating with us.	The knowledge of the professor and how she makes the class fun and exciting
4.00	4.00	4.00	4.00	challenging you to be better	nothing	knowledge
4.00	4.00	4.00	4.00	Strong communication and very clear on expectations	"I feel like she might be a little tough when it comes to grading, but nothing crazy."	Learning HR more in-depth

N/A
Nothing at this time.
N/A
Clearer instructions for assignments.
N/A
Nothing
nothing
nothing
Easier on grading.

3	14	Glover, Beverly	BUAD4303 06W2 20SU	Human Resource Administration	School of Business Leadership	2.00	1.00	1.00	1.00	1.00	1.00	1.00
1	5	Hurdman, Barbara	ACCN3943 06W1 20SU	Income Tax Accounting II	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	23	Johnson, Harlan	MGMT4203 06W1 20SU	Managing People: Groups and Leadership	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	23	Johnson, Harlan	MGMT4203 06W1 20SU	Managing People: Groups and Leadership	School of Business Leadership	3.00	4.00	4.00	4.00	4.00	4.00	4.00
6	23	Johnson, Harlan	MGMT4203 06W1 20SU	Managing People: Groups and Leadership	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	23	Johnson, Harlan	MGMT4203 06W1 20SU	Managing People: Groups and Leadership	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	23	Johnson, Harlan	MGMT4203 06W1 20SU	Managing People: Groups and Leadership	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6	23	Johnson, Harlan	MGMT4203 06W1 20SU	Managing People: Groups and Leadership	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	8	Karpf, Jason	MKTG4803 06W1 20SU	Content Management	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00

1.00	3.00	3.00	4.00	"She had no strengths, she was the weakest instructor I have encountered at MACU."	"Provided constructive feedback consistently, be involved in discussions, stop trying to teach English Comp and teach Human Relations. This instructor did nothing to further my education. "	The text book was very good. The homework was helpful except for the research project and the final video presentation.
4.00	4.00	4.00	4.00	"She reaches out to us, students, as soon as an assignment is not submitted on time."	N/A	N/A
4.00	4.00	4.00	4.00	N/A	N/A	N/A
4.00	4.00	3.00	4.00	N/A	N/A	N/A
4.00	4.00	4.00	4.00	He was very clear about expectations and provided excellent feedback.	Can't think of anything.	I found the material very interesting. Covey's book was a very easy read and I feel like I learned a lot of information that I'll use in my career.
4.00	4.00	4.00	4.00	"Dr. Johnson explains assignment expectations, and provides feedback to improve"	N/A	"The amount of information to learn in a short period was huge, but the way the assignments were designed made it possible"
4.00	4.00	4.00	4.00	Kinda and fun!	Better assignment descriptions	The assignments
4.00	4.00	4.00	4.00	N/A	N/A	N/A
4.00	4.00	4.00	4.00	available	N/A	Love this course. lots of great information

Ditch the group assignment
Nothing
Better explanations of Cengage
The format on Cengage was confusing. I mostly used my 1st tries on homework expecting to get the answers wrong then reading to explanation to learn what the program wanted.
nothing
N/A
N/A
N/A
N/A
N/A
N/A

1	4	Rohn, Andrew	HC3203 06W1 20SU	Introduction to Healthcare Management	School of Business Leadership	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3	13	Ross, Donald	ECON2503 06W1 20SU	Survey of Economics	School of Business Leadership	4.00	3.00	4.00	4.00	4.00	4.00	4.00
3	13	Ross, Donald	ECON2503 06W1 20SU	Survey of Economics	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	13	Ross, Donald	ECON2503 06W1 20SU	Survey of Economics	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
1	8	Seal, Teresa	HC4303 06W1 20SU	Healthcare Information Systems	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	7	Splawn, Vicki	ACCN4623 06W1 20SU	Accounting Legal Environment	School of Business Leadership	3.00	3.00	3.00	3.00	3.00	3.00	
3	7	Splawn, Vicki	ACCN4623 06W1 20SU	Accounting Legal Environment	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	7	Splawn, Vicki	ACCN4623 06W1 20SU	Accounting Legal Environment	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	16	Splawn, Vicki	ACCN3903 06W1 20SU	Intermediate Accounting I	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	16	Splawn, Vicki	ACCN3903 06W1 20SU	Intermediate Accounting I	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3	16	Splawn, Vicki	ACCN3903 06W1 20SU	Intermediate Accounting I	School of Business Leadership	4.00	4.00	4.00	3.00	3.00	3.00	4.00

3.00	3.00	3.00	3.00	Encouraging	Spell check or grammar check his assignments	The content
4.00	4.00	4.00	4.00	Explaining what he is looking for on the assignments and his feedback/direction on papers helped with future assignments.	Nothing	Learning something different.
4.00	4.00	4.00	4.00	Communicates well	I believe she excelled in all areas	Informative
4.00	3.00	4.00	4.00	"Responded well to discussion posts, while not offering strong opinions, but making us think about his questions."	N/A	The discussion portion.
4.00	4.00	4.00	4.00	great communicator	wonderful job	content
	3.00	3.00	3.00	"Very knowledgable about the course, uses encouraging words even for critques."	N/A	N/A
4.00	4.00	4.00	4.00	empathy compassion and instruction	N/A	N/A
4.00	3.00	4.00	4.00	She always starts the week with an inspirational devotion	N/A	N/A
4.00	4.00	3.00	4.00	Very helpful when i asked questions through email	N/A	I learned very much
4.00	4.00	4.00	4.00	"Great communication, added extra ways for studying and learning "	N/A	N/A
4.00	3.00	3.00	3.00	N/A	N/A	N/A

Get someone to teach the course who has the students best interest at heart and not someone who is more concerned about commas than content.
N/A
N/A
N/A
N/A
N/A
Less discussions
N/A
N/A

1	5	Stortz, Linda	MGMT4303 06W1 20SU	Accounting for Managers	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	19	Woods, Curtis	ACCN2103 06W1 20SU	Principles of Financial Accounting	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2	19	Woods, Curtis	ACCN2103 06W1 20SU	Principles of Financial Accounting	School of Business Leadership	4.00	4.00	4.00	4.00	4.00	4.00	4.00

4.00	4.00	4.00	4.00	very knowledgeable and engaging	N/A	the supplemental videos posted every week by the professor
4.00	4.00	4.00	4.00	Very communicative	N/A	Very informative
4.00	4.00	4.00	4.00	The videos were very helpful and a strength. The Cengage program was excellent.	"A minor improvement would be to have the total points possible for the course to. Equal 1000. It just make keeping track af what grade you currently have easy math. I know it is not about the grade, but for those of us competing with ourselves it plays a part. "	The cengage method

N/A
N/A
N/A

CAGS Totals for August 2020									
Total number of responses	Total enrolled	Response rate				Q1	Q2	Q3	Q4
3	#REF!	#REF!				3.00	2.67	2.67	2.67

Response	Enrollment	Instructor	Course Code	Course Name	School	Q1	Q2	Q3	Q4
3	10	Rohn, Andrew	HC4203 07W1 20SU	Healthcare Operations Management	SBL	1.00	1.00	1.00	1.00
3	10	Rohn, Andrew	HC4203 07W1 20SU	Healthcare Operations Management	SBL	4.00	4.00	4.00	4.00
3	10	Rohn, Andrew	HC4203 07W1 20SU	Healthcare Operations Management	SBL	4.00	3.00	3.00	3.00

Q5	Q6	Q7	Q8	Q9	Q10	Q11
2.67	2.67	2.67	2.33	2.67	2.67	1.67

Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1.00	1.00	1.00	1.00	1.00	1.00	1.00	responded quickly to questions and concerns
4.00	4.00	4.00	4.00	4.00	4.00	2.00	very responsive in a timely manner
3.00	3.00	3.00	2.00	3.00	3.00	2.00	"Communications, asking questions and responding to our post"

CAGS End of Course (EOC) Evaluation Survey Questions

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discussions.
3. My instructor provided regular updates about our class through the News section, discussion b
4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS c
5. The feedback received on assignments and discussions helped me learn the material for the co
6. The feedback received on assignments and discussions helped me know how to improve on fut
7. The instructor enhanced our course through supplemental relevant content.
8. Instructions on assignments, discussions, and other course expectations were clear.
9. The concepts, materials, and activities of this course are useful outside of the classroom.
10. The workload for this course was what should be expected for a course at this level.
11. The resources provided in the course helped me achieve course objectives.
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Q13	Q14
wonderful job	Last class to bachelors degree
I have to say even though he is hard with grading especially for the scripture verses he did a good job with communication.	"The last day, I felt drained and couldn't wait for it to be over"

oards, class announcements, or other means.
:ourses / 2 weeks of the due date for CAS courses.
urse.
:ure work in the course.

Q15								
I am someone who hates ebooks. Send out the regular book for the students to have for future reference.								
Examples for benchmark or how to create one. We were kinda left on our own to figure out.								

Faculty	Section/Term	HC3203	HC3213	HC3313	HC3503	HC4103	HC4203	HC4303	HC5213	HC5233	HC5223	HC5243	Average
Adam Krejci	09W2 F1 10/19				17								
Adam Krejci	01W1 20S1 2/20										18		17.5
Alfreda Clark	08W1 19F1 9/19											16.5	16.5
Andrew Rohn	01W120S1 2/20				16.5								
Andrew Rohn	02W120S1 3/20	18											
Andrew Rohn	03W120S2 4/20						18						17.5
Don Ross													
Don Ross													
Don Ross													
Kathleen Irwin													
Kathleen Irwin													
Kyli Fitzgerald													
Kyli Fitzgerald													
Cindy Milam													
Cindy Milam													
Jack McCaffery													
Jack McCaffery													
J Amanda Lawter													
J Amanda Lawter													
John Tarver													
Claret Onukogu													
Philip Smith													
Teresa Seal													
Totals													

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Adam Krejci
Course:	HC3503
Section:	09W1
Term:	F1
End Date:	10/21/2019

Scale: 0=not at all
.5=partial
1=met expectations

Adam,

Your weekly lectures are great, very interesting! Your enthusiasm for law is evident!! Our students are very blessed to learn about the legal aspects of healthcare from you. Thank you for your diligence and creativity in making this course interesting and engaging! You are the primary instructor for this course, and I have added you to the MBA schedule as well. See my comments below.

Many Blessings,

Kelly Riesenmy, PhD

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Outstanding – model work!
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	Please let me know if I missed the weekly biblical truth. You can add those into

				your weekly News update or in your discussion posts.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	Your extensive weekly videos provided good groundwork for the discussion. You refer to the textbook in your video which help students get into the material.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	Your grading feedback is great – you might want to add their name to it just to personalize it a bit.
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	17	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Dr. Alfreda Clark
Course:	HC5243
Section:	08W1
Term:	19F1
End Date:	9/23/2019

Scale: 0=not at all
.5=partial
1=met expectations

NOTE: Not included on the instructor's feedback is that the student complained that the instructor yelled at her. I have no evidence to support the student's claim. The student reported the incident to student services and asked for an extension. In discussing the matter with Dr. Clark, she did admit to being very upset with the student for being late with her work. Dr. Clark had a funeral to attend and did not want to do an incomplete. Dr. Riesenmy allowed the student to do an incomplete to finish the final project under her instruction. Dr. Clark completed grading except for the final project.

Dr. Clark,

I appreciate your work on this course. You clearly worked closely with your student. She finished well with a "B" in the course. I hope that your family is doing well.

Thank you for sharing your knowledge and expertise! Let me know if you have any questions or concerns.

Many Blessings,

Dr. Kelly Riesenmy

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	

	2c Post weekly updates to the News Section of the course	1	0	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	.5	A Biblical truth was not shared weekly, but I did see where you referred to the Bible. One way to hit both a weekly News Announcement and a Scripture is post a Scripture each week in the News Announcement. You can find Scripture images online you can copy and paste. I also copy and paste the Week Overview in the course content into the News Announcement.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	Outstanding work in the discussion board with Debra!
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	As you are able, refer to the textbook or outside studies.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	Good substantive feedback with rubric!
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	16.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Andrew Rohn
Course:	HC3203
Section:	09W1
Term:	F1
End Date:	10/21/2019

Scale: 0=not at all
.5=partial
1=met expectations

Andrew,

Great job teaching your first course at MACU! I'm impressed with your presence in the course. For your next course, areas I would like to see you develop is building a dialog with students in the discussion board and providing rich grading feedback. See the comments below for my tips and recommendations in those areas. Please feel free to give me a call if you have any questions or concerns. Good first run!!

Many Blessings,

Kelly Riesenmy, PhD

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	The response to the student's question in the virtual office is just a little over 24 hours, but not by much.

	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1		
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	.5	You were present and provided instruction and thought-provoking questions. I encourage you to refer to the textbook on at least ½ of response posts. By doing so you will model expectations for posts and APA format for students. I really appreciate your work in week 5!
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	.5	Encourage students to build a dialog by returning to students you've responded and reply to their answers/comments to your questions. It is good for them to know you are following-up with them. In some instances, you may need to help them better understand a concept or issue.
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	.5	You did a great job of keeping students on track for late submission. Take time to make comments on the papers or a direct reference in the grading feedback box to areas on their papers for more in depth instruction.

	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	0	The grading feedback box is to be used to give students specific feedback on ways to improve and/or reasons for point deductions. You can also add comments directly on their papers using the D2L tools. Address the student by name. If you make comments on the paper, you can use a modifiable "canned" feedback to paste into the feedback box. Let me know if you would like more information on using the "canned" feedback approach. Grading feedback is the area where teaching is most valuable for students. For journal feedback, it is important for student to know that you read their thoughts. Provide feedback to them that reflects your interest in what they had to say in the journal.
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	15.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Andrew Rohn
Course:	HC4203
Section:	03W1
Term:	20S2
End Date:	4/27/20

Scale: 0=not at all
.5=partial
1=met expectations

Andy,

Thank you for your excellence in instruction! I Please keep up the great work! Retaining students is our number one objective. Your presence and level of instruction offers value but also shows students that you are serious so they should be serious about their education, too! Thank you!! In week 5, I noticed that you copied the rubric. Let me know if a rubric is not available in courses. All the HCM courses should have rubrics, they should all be downloadable in MSWord. In MSWord, while in the table, the far-right Layout link will appear in the toolbar, go to formula, and it should calculate the total in the total cell of the table. Let me know if you have any questions or needs with your next course. Thank you again for all you do for your students!

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	

	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	18	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Don Ross
Course:	HC4103
Section:	04W1
Term:	20S2
End Date:	June 1, 2020

Scale: 0=not at all
.5=partial
1=met expectations

Don,

Excellent work in the course! Your students were engaged with the course content and your instruction. A reminder that the weekly announcements show presences and availability to the students. Your grading feedback is excellent and sets a gold standard for effective teaching. Thanks so much for your dedication and time with the HCM courses!! I appreciate you!

Many Blessings,

Kelly Riesenmy, PhD
Program Director HCM

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	.5	

	2d Post a biblical concept or truth weekly via discussions or the News Section	1	.5	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	You do well to give feedback without referring directly to the rubrics.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	17	

Program Director Evaluation Rubric for Instructor Monitoring
Evaluation on Expectations in the Instructor Agreement

Instructor:	Don Ross
Course:	HC4103
Section:	05M1
Term:	19SP
End Date:	6/3/2019

Scale: 0=not at all
.5=partial
1=met expectations

Don,

I would love to feedback from you about how the course contents worked in the classroom. Thank you for your good work with your students. We appreciate you!

Kelly Riesenmy, Ph.D.
Program Director

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	n/a	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	n/a	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	

	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	n/a	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	n/a	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	n/a	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	18	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Dr. Kathleen Irwin
Course:	HC5233
Section:	03W1
Term:	20S2
End Date:	5/11/20

Scale:	0=not at all .5=partial 1=met expectations

Hi Dr. Irwin,

I hope you are doing well considering COVID19. I appreciate you checking-in with students during discussion board about how they were doing since the course coincided with shelter-at-home orders and other higher rates of contagion. Good work in retaining students during this difficult transition for so many people!

The omissions in the course are easy to remedy. The School of Business Leadership has instituted a policy to offer courses to instructors with scores on faculty contract expectations that are greater than 16 points. Accomplishing the two areas described below would help you meet those contracted obligations. Let me know if you have any questions.

Thank you for sharing your expertise with the students. I know they value your instruction. We appreciate you!

Many Blessings,

Kelly Riesenmy, PhD

Associate Professor/Program Director HCM

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	It does take a few moments to enter the due dates for

				assignments, but even if you could add major project or group project due dates, it would help students and allow me to check this off your expectations met. The calendar is now visible in the right side of the course page so students see those deadlines as soon as they log into the course.
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	Thanks for making a note in week 2 that you covered the question from Frankie in an email.
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	Let me know if I overlooked a biblical concept in your course week. It is very easy to add a scripture or inspirational Christian concept or ethical perspective in your weekly news announcement or your weekly post to students in discussion board.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	

	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	0.5	In some instances, there is not feedback only a grade. Would it be important for students to know where they made the mistake on their calculations?
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	15.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Kyli Fitzgerald
Course:	HC3213
Section:	07W1
Term:	19SU
End Date:	8/12/19

Scale:	0=not at all .5=partial 1=met expectations

Kyli,

Thank you for your excellent work with Alicia. What a wonderful one-on-one experience for her! Your course looked great! See my comments below. We look forward to working again in October!

Dr. Kelly Riesenmy

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	.5	You used your News Announcement for the welcome and good reminder that you are available to students. Use the News Announcement to add a

				weekly update. I usually copy the overview for the week from the course content folder and paste it into the News Announcements. I schedule it to appear on Tuesday at 12am Click here for a quick how-to-video
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	.5	We hope that instructors will interact with students a couple of times through the course week. I recommend a pattern of Friday, Saturday or Sunday, and again to follow-up to response posts on Monday. This pattern generally reflects students' pattern of posting, too.
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	I really appreciated you posting as another student in the course! This is outstanding! It also gave you a wonderful vehicle to teach!
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	Rubrics are available to use, and you may feel free to adapt.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	Great to see you do track changes. Don't hold back from making comments in response to good or poor topic content in the assignment.

	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	17.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Cindy Milam
Course:	HC4303
Section:	06W1
Term:	19SU
End Date:	7/8/2019

Scale: 0=not at all
.5=partial
1=met expectations

Cindy,

You deserve an award for grace and patience for this term! You handled a variety of difficult situations professionally and God-honoring! We greatly appreciate you working with the students. When you teach this course again, you will find it much more student and instructor friendly! I padded it with additional resources and revised the assignments. Deep links to Mindtap are now embedded into D2L, including the Mindtap gradebook. Instructor grading is greatly reduced. I look forward to you teaching again!

Dr. Kelly Riesenmy

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	Impressively available!! Thank you!!
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Great to use the weekly announcement to post a scripture!

	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	.5	Routinely provide comments on the work in the grading feedback regarding, especially for point deductions. You may have done so verbally.
	5d As appropriate, feedback should point students to tutorial resources	1	1	You went above and beyond on giving additional resources besides those in the course contents. I appreciate your work in helping students do a simple thesis statement. You handled the challenges of this group with grace and encouragement!
	TOTAL	18	17.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Dr. Irwin
Course:	HC5233
Section:	09W1
Term:	19F2
End Date:	11/4/2019

Scale:	0=not at all .5=partial 1=met expectations

Hi Kathleen,
You were present in the course and interacted well with Debra, your student. Below is a list of the areas on the contract that are assessed on our analytics and reviewed by the Chair and Dean. Note the areas below that are important to maintain in the course. I've added some tips that might help you efficiently meet these contract expectations. Let me know if you have any comments or concerns. It was good to see that Debra and you had a good working relationship during the course.
Thank you!

Kelly Riesenmy, PhD
Program Director, HCM

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	Always fantastic! Love the animated welcome!
	1b Participation register created by start date	1	1	

	1c Calendar developed for the course by start date	1	0	If you don't know how to set-up the calendar, watch this short video:
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	One way to make sure you provide a weekly biblical concept to students is to include a scripture in the weekly the News Announcement.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	0	The only indicator I have to determine if midterm grades were submitted on time indicates that midterm grades were not submitted. Please let me know if this is an error.
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	.5	You posted to your student each week except week 5. I'm unclear why you didn't respond to her answer and spreadsheet. I see that you responded to her in grading feedback. Please let me know if you do not intend for this to be a discussion but an assignment. If so, we can tweak week 5 discussion.
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	

	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	.5	You provided good feedback. Students always love to connect to the instructor, and I've found grading feedback is a good place to do it. Watch this quick video for shortcuts to personalize grading feedback: D2L Shortcuts
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	14	

Program Director Evaluation Rubric for Instructor Monitoring
Evaluation on Expectations in the Instructor Agreement

Instructor:	Dr. J. McCaffery
Course:	HC4103
Section:	04W1
Term:	19SP
End Date:	6/3/2019

Scale:	0=not at all .5=partial 1=met expectations

Dr. McCaffery,

Thank you for your good work in the course. Your discussion threads were instructive and provided an excellent model for your students to follow. See my coaching tips in the comments below. We appreciate your work with your students!

Kelly Riesenmy, PhD
Program Director

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	Setting-up the calendar can be a simple as identifying start date, assignment due dates, and end date or you can add content from the course into the calendar. I copied instructions for setting-up calendar below.
	1d News item with office hours and means of contact posted	1	1	

Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	I love your weekly lecture video! Your presence is very encouraging to students – what a great way to demonstrate your interest in the topic and them!
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	Please let me know if I missed your scripture.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	Fully engage your students by replying to their responses to you in discussion board.
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	Great article on AI in week 5!
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	16	

Create course events in Calendar

To create course events in Calendar

1. On the navbar, click **Calendar**.
2. Click **Create Event**.
3. To associate course content with the event, click 📖**Add Content**. Select the module from which you want to add content. Click **Add**.

4. Do one of the following:
    - If you've associated course content with the event and want to use a custom name for the event, select the **Use custom name** check box. Enter a name for your event.
    - If you have not associated course content with the event, enter a name for your event.
5. To add date and time details to your course event, in the **When** area, click on the provided fields.
6. To add recurrences to the event, click **Add Recurrence**. Enter your event recurrence details.
7. To add restrictions to the event, click **Add Restriction**. Enter your event restriction details.
8. To add a location for the event, from the **Location** drop-down list, select the location.
9. Click **Create**.

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Dr. Jack McCaffery
Course:	MGMT4304
Section:	03W1
Term:	20S2
End Date:	4/27/20

Scale:	0=not at all .5=partial 1=met expectations

Dr. McCaffery,

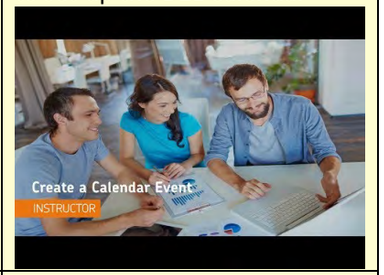
It is nice to meet you! I am the Program Director for the Healthcare Management Program. I am currently overseeing MGMT4304. As part of that oversight, I will be helping instructors with their work in the course. My role is to assist you with course content needs and coach you in areas that need attention. I reviewed the course for the March-April term, and I am very impressed with your weekly video lectures, and good interaction and presence with students. I have provided some tips below on how to better meet your contract expectations. The School of Business Leadership is implementing a policy that contracts for courses will be offered to instructors who do not fall below 16 on Contract Expectations. We appreciate all you do for your students. It is apparent that they enjoy interacting with you. Let me know if you have any questions or concerns.

Many Blessings,

Dr. Kelly Riesenmy

Associate Professor/Program Director Healthcare Management

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	Great introduction!
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	Setting up the course calendar can be accomplished quickly.

				You can include content in the calendar as you see appropriate. Here is a brief video that demonstrates how to set-up the D2L Calendar 
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Outstanding weekly videos - Impressive teaching videos!
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	Your weekly post is helpful in getting the discussion going.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	.5	Enhance engagement by asking students different questions. As students read through others' posts they will learn unique concepts discussed in other threads. As you can follow-up with students on their answers to your questions to build dialog with them. It means the world to students to have this interaction. You will enhance

				their performance by responding to specific information related to their post.
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	It appears that grading is done in McGraw-Hill and linked into D2L Gradebook.
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	It appears that grading is done in McGraw-Hill and linked into D2L Gradebook.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	.5	Don't hold back from making deductions when students do not answer or address your discussion questions. When deducting points, be clear why points have been deducted.
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	16	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Amanda J. Lawter
Course:	HC3313
Section:	04W1
Term:	19SP
End Date:	June 3, 2019

Scale: 0=not at all
.5=partial
1=met expectations

Jenna,

Thank you for your good work in the course. Your discussion threads were instructive and provided an excellent model for your students to follow. See my coaching tips in the comments below. We appreciate your work with your students!

Kelly Riesenmy, PhD
Program Director

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	0	You can copy and paste the overview for the week into a news announcement.

	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	You could take care of both 2c&d with a weekly post that includes scripture. I like to copy a scripture in an image like this one Let me know if I can help.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	Fully engage your students by replying to their responses to you in discussion board.
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1		
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1		
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	I'm glad you addressed the student's elevated Turnitin score with them! Also, send an email to me so that we can implement the Academic Integrity policy when necessary. At the first offense, ask the student to revise and resubmit the assignment. Instruct students on ways to avoid plagiarism and the difference between plagiarism and paraphrasing

				or over-quoting (a typical reason to flag). At the second offense, you and I need to discuss the policy which includes a zero for the assignment. Let me know and I can help you with the process.
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	16	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Jenna Lawter
Course:	HC4303
Section:	10W1
Term:	19F2
End Date:	11/25/2019

Scale: 0=not at all
.5=partial
1=met expectations

Jenna,

Thank you for being available and resourceful in adapting to the interface with Mindtap. Ultimately, I believe it will make this an easier course to teach. I have several coaching tips for you below. If you have any questions of concerns, please let me know. We appreciate you.

Kelly Riesenmy, PhD

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	An easy way to cover a lot of student questions is to open the virtual office with a thread. Students often post questions that other students have and answering them in one place is a great way to reduce the number of questions via email.
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	

	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	Thank you for your availability with Cengage to make sure that all the pieces of the deep link fell into place. Great job!!
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	0	Good interactions in week 1-3 but in weeks 4 and 5 you were not present in the discussion. In courses with 1 discussion, the expectation is to respond to ½ of the students, which would have been 4-5 interactions in each discussion board. The discussion board is the classroom, so this is a very important place to teach. If you have a situation that limits your ability to be in the discussion, please let me know.
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	.5	Your interactions were positive and informative. Be sure to provide support for your instructions by citing your sources. This helps to point students to the source of your knowledge.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	0	Grading feedback is the second area of the course to teach. It is important when you make point deductions to explain to students why they have deductions and how they can improve. For example, on reference lists when they do not adhere to APA format, either give them an example or give them a link such as Purdue OWL APA Guidelines. I recommend using the rubrics in grading, it helps you to accurately make deductions and it shows students where to improve. Much like this coaching sheet, you can copy and paste the rubric to show deductions and provided a sentence or two of feedback. (See Elizabeth Steele's week 2 as an example where a rubric would be helpful to explain why she should have had 10 points deducted for not including annotations). Let me know if you have any questions. I am happy to go over this with you.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	0	Similarly, in giving feedback do not hold back on the critiquing aspect of your feedback. Again, the rubric will help you in this area. Also, in case you aren't familiar with Turnitin it is our plagiarism software. For example, when you see red, orange, or yellow bars you should click on the Turnitin link located in the student's dropbox on the upper left top of the assignment. See

				attached report. In this case, contact me and you and I can discuss next steps with the student on high Turnitin reports.
	5d As appropriate, feedback should point students to tutorial resources	1	0	You and I can talk more about next steps to refer students in cases of plagiarism, doing an early alert, or referring to tutoring.
	TOTAL	18	13.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Dr. Johnie Tarver
Course:	HC5213
Section:	05W1
Term:	19SP
End Date:	6/24/2019

Scale: 0=not at all
.5=partial
1=met expectations

Dr. Tarver,

As always, your course was excellent! For the next course, focus on the weekly News Announcements. See the brief video tutorial below. I look forward to you working with students this fall! Let me know if you have any questions. Thank you for your faithfulness and wonderful work!

Dr. Kelly Riesenmy

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	Good job!
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	I so appreciate your responsiveness to the students!
	2c Post weekly updates to the News Section of the course	1	.5	You used your News Announcement area to teach – which is our hope. If you could also add a weekly update. I usually copy the overview for

				the week from the course content folder and paste it News Announcements. I schedule it to appear on Tuesday at 12am Click here for a quick how-to-video
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	Don't hold back from giving constructive feedback in comments or track changes on students' work. For example, you can download it in MSWord to do track changes or use the tool bar in D2L to make comments.
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	You can copy and paste your adapted rubrics or tell students to review the rubrics. The rubrics provided in the course contents are student friendly, simply showing were points are deducted. I usually copy and paste the rubric into grading feedback so they can see my grading detail.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	17.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Adam Krejci
Course:	HC5223
Section:	01W1
Term:	20S1
End Date:	2/17/2020

Scale: 0=not at all
.5=partial
1=met expectations

Adam,

Outstanding course!! You are the best of the best!! Thank you for your hard work on the course, especially feeling under the weather during part of it.

Congratulations on your baby on the way!! How wonderful!!

Many Blessings,

Kelly Riesenmy, PhD

HCM Program Director

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Excellent lectures

	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	Good devotional in news announcement. Consider how you might add a prayer or devotional aspect to your lecture.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	Thank you for letting students know why there were delays in some responses in DB. This let's them know that you care about them!
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	18	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Ms. Kyli Fitzgerald
Course:	HC3213
Section:	06W1
Term:	SU20
End Date:	7/6/20

Scale:	0=not at all .5=partial 1=met expectations

Revised evaluation after meeting on July 23,2020

Kyli,

It was a pleasure to meet you in a video call today (putting a face to the name is wonderful!). Thank you for sending me the update on what happened to assignments in week 5 and your resolution via email. I am glad you took the initiative to immediately help students. As we discussed, let us know when technical glitches occur so we can help resolve the problem. Do as much as with the students as possible via D2L to show-off your good work. I hope that using a modifiable "canned" grading feedback with rubrics will increase efficiency in grading while still giving students specific areas where they can improve. We appreciate your work and look forward to you working with students in the next course. Let me know if you need anything. See revised evaluation below.

Kyli,

We should set-up a time to go over the grading for the course. Your interactions in discussion board are fine. ~~I am concerned about grading feedback. Particularly in week 5, only 3 of the 7 people submitted work yet the 4 without work have grades assigned in the gradebook~~. Other areas we should review are the Virtual Office and follow-up in discussion board. Your overall evaluation is ~~12.5~~ which falls below the 16-threshold placing you on hold for teaching future courses. I value the expertise you bring to this course. For you to teach future courses, we need to go over your contractual agreement to teach for us. Please let me know a convenient time for you to do a video chat. Thank you.

I look forward to working with you,

Dr. Kelly Riesenmy
Associate Professor/HCM Program Director

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	

	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	.5	I recommend copy and pasting the weekly overview in the course content. Also consider doing a video note introduction to the week, give them instruction for what you hope they will gain from the week, or do a devotional or all the above. The News Announcement go to students' email so it is a good prompt to them to begin the week.
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	.5	Copy and paste the rubric then adjust the points according to each student's performance. They will better understand specifically where improvements are required.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	.5	Give students grading feedback as you did in the

				email, in the D2L feedback dropbox.
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	16.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Cindy Milam
Course:	HC3213
Section:	10W1
Term:	19F2
End Date:	11/25/19

Scale: 0=not at all
.5=partial
1=met expectations

Cindy,

Thank you for your good work on the course. I provided a couple of coaching tips to help you meet the instructor agreement expectations.

See my comments below. Let me know if you have any questions or concerns. Thanks so much for sharing your expertise with MACU students!

Blessings,

Kelly Riesenmy, PhD

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	

Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	.5	Let me know if I can help you with the course. In Weeks 2 and 5 you did not interact on the discussion board. If there is a conflict, let me know and I will help. In a class of 8 with 1 discussion board, you should have at least 4 posts each week.
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	.5	In at least 2 of your posts, include something valuable from the textbook that will build upon the discussion.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	.5	I am guessing this was a particularly good group of students. Most papers didn't incur any point deductions. When we have good students, find some good aspects of the paper to encouragement them. Use the D2L tools to add comments on the paper in D2L. Let me know if you would like for me to show you how to access the D2L grading tools.
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	16.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Dr. Claret Onukogu
Course:	HC5243
Section:	02W1
Term:	20S1
End Date:	3/30/20

Scale:	0=not at all .5=partial 1=met expectations

Dr. Onukogu,

We are thankful to have an instructor with your experience and knowledge teaching our students. Below you will find my coaching tips to help you meet your contractual agreement with MACU. Typically, we do not offer contracts to instructors who fall below 16 points on their contract. I believe you have a lot to offer our students so please review my recommendations. If you apply these strategies, you will notice greater student retention and participation. I realize that during week 5 of the course that the COVID19 issue was becoming more serious. One of your students seems to have dropped off in weeks 5 and 6. It would be very important in this case to reach out to the student. Always feel free to contact me about ways to help students who seem to be struggling with course work or participation. Please let me know if you have any questions or concerns about the evaluation.

Blessings,

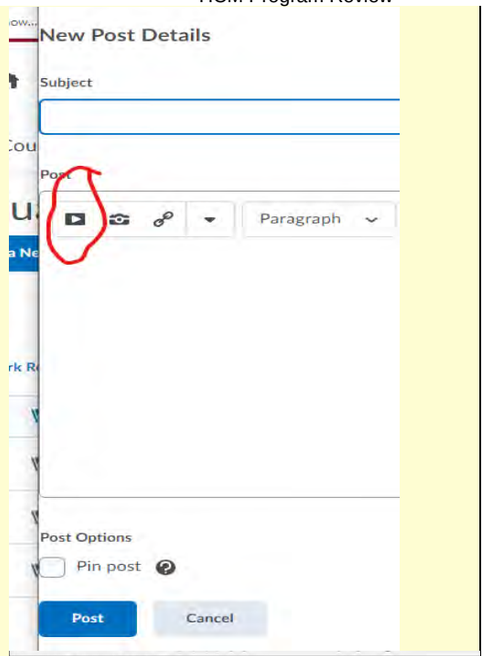
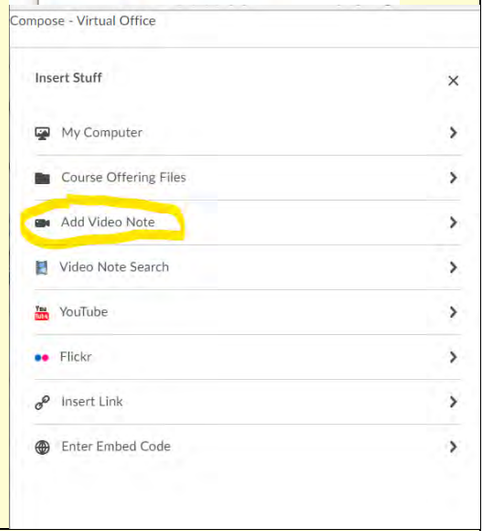
Dr. Kelly Riesenmy

Program Director, Healthcare Management

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	You can easily set-up the course calendar by inserting the course contents for the first day of each course week and

				identifying due dates on the calendar. Watch this video for the easy how-to-tips.
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	I like your photo with instructor information in the virtual office! This was excellent – building presence is important, and this was a great start!
	2b Respond to student inquiries or requests for assistance within 24 hours	1	0	Virtual office was a 6-day delay. I try to check the virtual office every day, if not every other day.
	2c Post weekly updates to the News Section of the course	1	0	A weekly News Announcement can introduce the topic for each week, give them encouragement for the assignment, and a great place to put a devotion or scripture to encourage students.
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0.5	I appreciate the scripture posted in the discussion board, but what we really hope to see instructors do is take a biblical truth and apply it to the topic. Post a scripture for each week ahead of time does not fit well in the discussion board because no real discussion sprung from the post. I encourage you to take this idea but use it to help students use God's word to understand the topic spiritually or open their minds to a biblical view of the topic.
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	

	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	0.5	You have posted some good questions to students. The main post you include in each week do not seem to relevant to the topic. For example, in week 6 the discussion is about a specific case in the textbook. You started a thread about The Natural Environment relating to grand projects that do not relate to the case or HIT but about the use of grant money for environmental health issues. I love the idea of a main post for students to begin an interaction with you. Be sure that it connects with the topic so not to confuse students. I see one student desperately wanting to connect with you on these topics.
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	0.5	I encourage faculty to build a discussion with students by responding to answers students give to your questions/comments. The discussion board is like the classroom – participation with the instructor is a critical part of the classroom experience. You can even insert video to make the experience more personalize.

				 
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	0.5	The course has rubrics for each assignment under Course Documents, Rubrics. I find that using the rubric can

				help students identify the specific area where they missed points. E
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	13	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Andrew Rohn
Course:	HC3203
Section:	02W1
Term:	20S1
End Date:	3/23/20

Scale: 0=not at all
.5=partial
1=met expectations

Andy,

Great job teaching the course! You are the frontline guy when teaching HC3203 (first emphasis course in HCM), so you are the setting the tone for expectations for students in the program. Note my recommendations for students who you identify as having poor writing skills. We need to encourage them to go to the writing center. See my tips and tricks below. Wonderful work – keep engaging our students with great discussion questions. Build a learning community with them! I loved your video – add videos often and frequently. We are finding students enjoy this facetime with instructors. It also shows students who they are interacting with during the course. Well done!

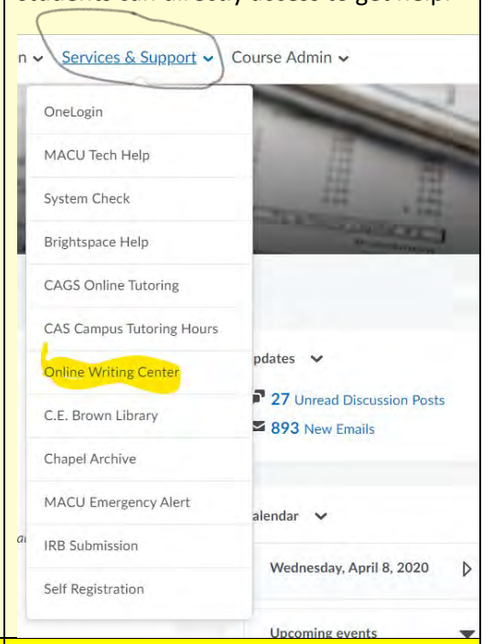
Blessings,

Kelly Riesenmy, PhD

Program Director, HCM

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	Good work with questions about the group assignment!

	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	Take your discussions to the next level by acknowledging students' responses to your questions – let them know if they are on track or guide them back to your desired teaching point for your question.
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	I like to use the grading feedback on the journals to connect with students – you can add your thoughts about their progress based on their reflections. I like the journal assignment for this reason.
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	I was glad to see you refer to the rubric in the feedback to one of the students. I recommend that you copy and paste the rubric into the grading feedback. Students can see specifically where points are deducted on their work. The assignment rubrics are in the "Content" link under "Instructor Only" where you can download the rubrics. Students can view them from their assignment folders.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	Don't hold back from guiding students on their writing quality.
	5d As appropriate, feedback should point students to tutorial resources	1	1	Don't hold back from guiding students on their writing quality. Refer them to the writing center if you find a problematic writer. I noticed one paper that was just a solid sheet of writing – this person would be good to send to the writing center. It is super easy – there is

				a link under “Services & Support” students can directly access to get help. 
	TOTAL	18	18	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Andrew Rohn
Course:	HC3503
Section:	01W1
Term:	20S1
End Date:	2/17/2020

Scale:	0=not at all .5=partial 1=met expectations

Andrew,

Thank you for taking this course at the last minute, especially with the course topic somewhat out of your field of interest. You did well to engage students each week. Good work in the course and providing good grading feedback.

Use the tips below to reach contract goals. Thanks for all you do for our students!

Blessings,

Kelly Riesenmy, PhD

HCM Program Director

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	

	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	.5	This course had 14 students so posting a question/response to at least 4 students in each of the 2 DB is the goal. Doing it over 2-3 days will give students a chance to respond so you can reply.
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	.5	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	.5	When available use the rubrics so that students better understand why point deductions were necessary. Check course contents for rubrics. I believe most of our HCM courses have rubrics now. In this course, the rubric was available for the final project.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	Good work in prompting thoughts students should explore developing their assignments.
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	16.50	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Don Ross
Course:	HC4103
Section:	09W1
Term:	19F1
End Date:	1021/19

Scale: 0=not at all
.5=partial
1=met expectations

Don,

Your courses are always amazing! You teach!! Which is so great to see in the discussion boards! You are present and interacting with students which is very exciting for the students. Your grading feedback is rich in detail for both encouragement, correction, and teaching! You are the best of our best! Sorry for the ding on the weekly Biblical concept or truth. If I missed something, please let me know. See my comment below on ways to make scripture standout. We appreciate and value you greatly!! Thanks so much!!

Blessings,

Kelly Riesenmy, PhD

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	One of the best!
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	Thank you for adding additional resources, especially videos. I believe

				those are a wonderful relief to reading content!
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	.5	I didn't see evidence, but I could have missed scripture on some of your response posts. Consider adding a scripture to your weekly News Announcements so that we don't miss it! 😉
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	Outstanding!
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	Outstanding!
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	Outstanding comments on students' uploaded papers! It is exciting to see you do this for students!
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	Be sure to evaluate all Turnitin elevations. If you have questions about someone, please let me know. Some in this course I've had problems with on Turnitin.
	TOTAL	18	17.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Phillip Smith
Course:	HC4203
Section:	11W1
Term:	19F2
End Date:	1/13/20

Scale: 0=not at all
.5=partial
1=met expectations

Phillip,

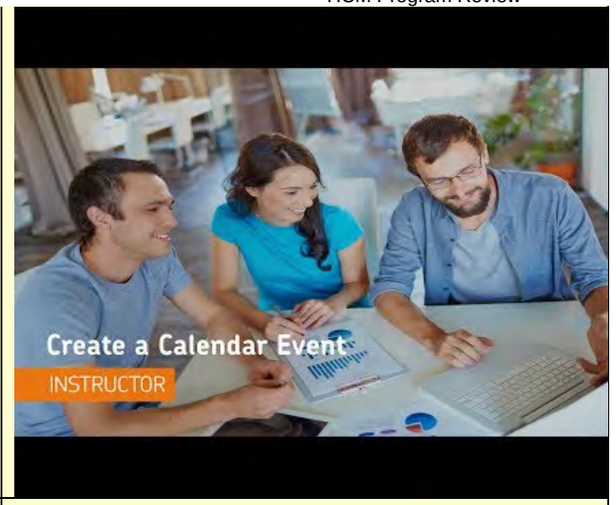
I am amazed that you did so well in teaching this course considering your health issues and surgery during this time. I made a few notes on areas that need attention in future courses. We appreciate you and your willingness to share your expertise with MACU students!! Thank you for holding them accountable for spiritual formation of assignments. Your weekly devotionals are excellent!! Let me know if you have any questions or concerns.

I look forward to you teaching for us soon!

Blessings,

Kelly Riesenmy, PhD

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	Setting up the Calendar in D2L is easy. Here is a quick video on how to do it:

				
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	Excellent devotionals each week!!
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	.5	You posted each week, which is amazing considering surgery and health concerns during the course. At times you dipped below the expectation minimum for instructor interaction. What happened to students in week 5? It seems only a few participated in the discussion. May be after Christmas break students found it difficult to reignite interest in course work? You did a good job of teaching during your interactions with students. I like the idea of your teaching post – great idea!!
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	

	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	.5	It would be a benefit to use the rubrics. Let me know if you have any questions about the rubrics in the course contents. The rubrics provide grading details that can assist you in grading more quickly.
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	.5	In most instances, you provided feedback particularly for errors that needed attention. Add encouragement comments in feedback as well. It is also important to watch Turnitin. At least one assignment had 100% score on Turnitin which is probably because the student had taken the course before. Let me know when you see elevated Turnitin scores and we can explore what is the cause of the high score.
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	15.5	

Program Director Evaluation Rubric for Instructor Monitoring Evaluation on Expectations in the Instructor Agreement

Instructor:	Teresa Seal
Course:	HC3313
Section:	08W1
Term:	F1
End Date:	9/16/19

Scale: 0=not at all
.5=partial
1=met expectations

Teresa,

Your work is the best among our faculty! Thank you giving the HCM students your expertise and knowledge! We appreciate you!

Let me know if you have any questions

Many Blessings,

Kelly Riesenmy, PhD

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1		
	1c Calendar developed for the course by start date	1	1	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	1	You did a great job of teaching using the News section!! So wonderful to see!

	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	What happened in week 5? Debra Mann was the only one who posted.
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	.5	You developed rich content in your discussion with students. Referencing the textbook or other articles is always appreciated – especially for HCL accreditation 😉
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	Dr. Hall (our Dean) encourages the use of the D2L comments tool. It is easier on brief assignments to offer all the feedback in the D2L box. Your grading feedback is detailed and instructive – thank you!!
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	17.5	

Healthcare Management, Program Review, Section 11

Professional Development of Faculty

College of Adult Graduate Studies

FACULTY GATHERING

February 8, 2020

The Faculty Gathering was inspired by a desire to express appreciation to the faculty at MACU for their dedication and service. Faculty are the face and heart of MACU. You make the difference in the lives of MACU students. You inspire and motivate them to ***dream greater and do bigger***! Thank you!!

KEYNOTE SPEAKER

Beth Doyle

Vice President of Partner Success
Council for Adult and Experiential Learning (CAEL)

As vice president for partner success at CAEL, Doyle oversees a team providing services for workforce and economic developers, higher education institutions, and employers who improve learning opportunities for adults. Members of her team manage consulting projects, professional development offerings, advising services for employees, and technology-enabled tools that scale prior learning assessment and career navigation.

Doyle joined CAEL in October 2006. Previously, she was the associate vice president for marketing and communications and vice president for higher education services at CAEL, working directly with CAEL's highest-level clients and partners to raise awareness of CAEL's mission and provide consulting services and training. She also has 20 years of experience in brand building, marketing, and public relations, which she began building at a Chicago advertising agency.

Doyle started her learning journey at a community college and earned her bachelor's degree as a returning adult student at DePaul University. She also completed the Executive Development Program at Michigan State University and is currently pursuing her EdD at Fielding Graduate University. As a former and current returning adult student, Doyle understands the adult learner journey and is committed to providing those learning and career opportunities to others.

SCHEDULE OF EVENTS

Greetings **8:30 – 9:00am**

Coffee and Pastries by Pioneer Rooms KH117 & 118

Opening Ceremony: Steve Clouse **9:00 to 10:00am**

Welcome and Prayer: Executive Vice President Dr. Spurgeon-Harris

Keynote Speaker: Beth Doyle

Adult Learners: The New Normal

This presentation will cover trends in higher education and workforce development and the challenges they present. Given these trends, a focus on adult learners is increasingly important for higher education. The presenter will cover some challenges and barriers that adult learners face in their college journey and discuss ways to overcome them.

BREAKOUT SCHEDULE

Break **10:00 to 10:15am**

Coffee, tea, and water Rooms K117 & 118

Breakout Sessions

Instructional Technology (waiting on a final title from them)

Presenters: Josh Waggoner and Michael Hurdman

Waiting on a description

Michael is a veteran of the United States Navy and served in Viet Nam aboard two aircraft carriers as a jet mechanic. He was a pastor for 26 years in Louisiana. He received his master's degree from Southwestern Christian University and has taught for Mid America Christian University since 2011. He became a full-time faculty member in 2015, serving in the College of Adult and Graduate Studies, Christian Ministries.

Josh's bio: waiting to receive this

Engaging Nontraditional Learners

TIME

Room

Presenter: Dr. Kelsey Carroll, Instructional Design Specialist, MACU

This breakout session explores the challenges nontraditional learners face in the online environment and the key factors that influence engagement and motivation. Strategies for engaging nontraditional learners will include the instructor's presence, the role of curriculum design, and the impact of content delivery in online learning environments.

Dr. Kelsey Carroll has been in the field of education for over 10 years with diverse experiences in teaching various age groups and learner backgrounds. Dr. Carroll's specializations and current research interests include instructional design and curriculum development. Her passion for English language learner transfers to her current work in creating online learning environments that foster learner autonomy and engagement.

Lunch **12:00pm**

Room

By Sweets and Eats

Meet with Program Directors **12:45pm to 1:30pm**

By Academic Program

Concluded **1:30pm**

Professional Development
Kelly Riesenmy, PhD
2018-2020

Professional Development		
Attendance at a professional conference	***Association of Talent Development*** 2018 Fall Conference in Kansas City "Get a Clue: The Questions of Learning and Development"	October 6, 2018
In-service programs and workshops – may include specialists brought in from other universities, agencies, or from within the MACU faculty/staff	***MACU Faculty Gathering Event*** Event planning and co-presenter "Classroom Management"	February 9, 2019
	URX Training Serve as trainee and trainer; conducted 2 trainings	February 2019 (ongoing)

Professional Development *In-service programs and workshops – may include specialists brought in from other universities, agencies, or from within the MACU faculty/staff*	***MACU Faculty Gathering Event*** ● D2L 2.0 and Beyond ● Engaging Nontraditional Learners	February 8, 2020
	MCORE Retreats	December 5, 2019 February 20, 2020 May 19, 2020
	MCORE Small Group	Sept. 18, 2019 Oct.1, 2019 Oct. 21, 2019 Oct. 29, 2019 Nov. 12, 2019 Dec. 20, 2019 Jan. 7, 2020 Jan. 21, 2020 Feb. 4, 2020 March 3, 2020 March 17, 2020 March 31, 2020 April 14, 2020 May 5, 2020, May 12, 2020 June 2, 2020
	URX Training	June 19, 2019
	Scaling-Up Re-N-Vent Summit	April 2, 2020

Value Term	Definition	Cultural Competitor	Verse:
Integrity	We do the right things the right way for the right reasons.	Inconsistency	2 Corinthians 8:21
Accountability	We personally own the responsibility to deliver a remarkable MACU experience.	Apathy	1 Thessalonians 5:11
People	We compassionately respond and solve problems to effectively meet the needs of those we serve.	Process	Luke 6:31
Adaptability	We willingly navigate change to achieve the highest good.	Avoidance	Philippians 3: 13-14
Communication	We intentionally share information to empower those we serve.	Confusion	Colossians 4:6

II Corinthians 8:21
21 For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of man. NIV

I Thessalonians 5:11
11 Therefore encourage one another and build each other up, just as in fact you are doing. NIV

Luke 6:31
31 Do to others as you would have them do to you. NIV

Philippians 3:13 -14
13 Brothers and sisters, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead, **14** I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus. NIV

Colossians 4:6
6 Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone. NIV

MID-AMERICA CHRISTIAN UNIVERSITY

People

URX VALUES EXERCISE

Values: The beliefs or standards that guide our actions

Values define who we are , what we are, why we act (or not) as we do, and how we interact with others.

- Who we are as CAS
- Who we are within our Schools
- Who we are as Instructors/Professors/Admin
- How we interact with students & each other
- Our hearts for our students & colleagues

We compassionately respond and solve problems to effectively meet the needs of those we serve

PEOPLE

What does this value mean to you?

How do you apply putting people above process in your personal life and at MACU?

PROCESS

When and how does process compete against people?

What is one thing you can do to live out the value of People over process more intentionally?

URX TRAINING – PILLAR OF CREATIVITY

From the book "Roadmap to Remarkable!" by Ross, Southerland, and Walton

Remarkable People + Remarkable Culture = Remarkable Results

WHAT HAVE WE DONE…

University Operational Values

Integrity vs. Inconsistency

"We do the right things the right way for the right reasons."

Accountability vs. Apathy

"We personally own the responsibility to deliver a remarkable MACU experience."

People vs. Process

"We compassionately respond and solve problems to effectively meet the needs of those we serve."

Adaptability vs. Avoidance

"We willingly navigate change to achieve the highest good."

Communication vs. Confusion

"We intentionally share information to empower those we serve."

Personal Values

Values drive your priorities.

Your Priorities drive your decisions.

Your Values drive YOU!

Valucentricity

Your teams discussed how they can align their personal values with the University Values.

"The energy and momentum produced when values are properly identified and aligned, producing a unified and energized workforce."

MACU PURPOSE STATEMENT

You and your team members individually filled out a MACU Purpose statement to intentionally own your personal values, your alignment with the University Values, and your contribution to the team.

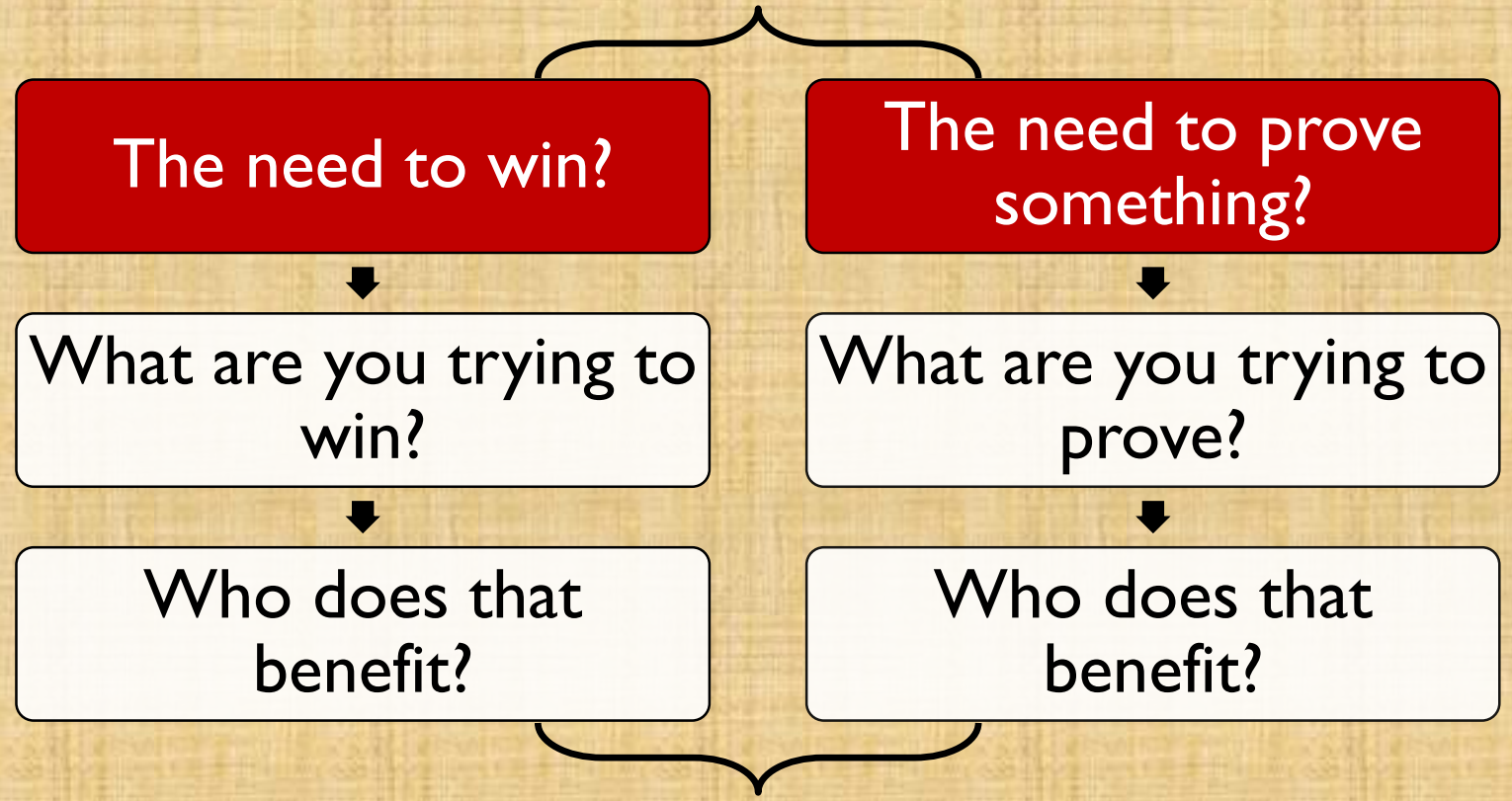
THE 4 PILLARS

4 Pillars of Value Creation

Pillar of Creativity	Pillar of Positivity	Pillar of Sustainability	Pillar of Responsibility
We are designed to create value in life	*Authentic positivity is the by-product of creating true value*	*To continuously create value, leverage your passion and strengths to solve problems.*	*Ownership empowers people to take responsibility for creating value*

COMPETITION

What drives you to compete rather than collaborate?



Answer: YOU!

PERSPECTIVE IS EVERYTHING…

Competition can be good and necessary…But you need the RIGHT perspective.

Compete AGAINST	Someone/something. (Someone has to lose)	Compete FOR	Someone/something. (Compete with each other for team.)
Competition	"I must win at all costs!"	Collaboration	"Let's create a win-win!"
Scarcity Mentality	"There are limited resources. I must get them all for myself."	Abundance Mentality	"If we work together to create value, we will all be rewarded."
Challenges	Challenges relationships and creates silos.	Builds	Builds relationships and breaks down silos.

"Sometimes we think we are creating value when all we are doing is competing."
Dr. Ross

REMEMBER TO "MIND THE GAP"

A remarkable culture is one in which we
"Believe the best IN each other, want the best FOR each other, and expect the best FROM each other."- Dr. Randy Ross

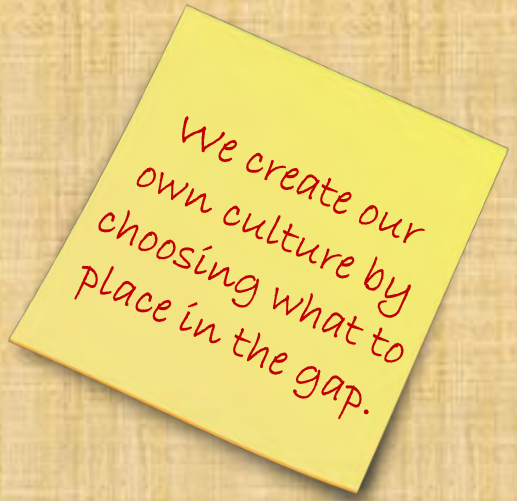
Expectations

VS.

Reality | *Trust or Suspicion?*

Trust vs. Suspicion

"Trust is important because in any organization where there is more than one person from time to time there is going to be a gap between what is expected and what actually happens. A gap between what is promised and what is actually fulfilled. And when there is a gap, what we place in that gap really determines to a great extent the culture of that relationship but more importantly… the culture of the entire organization." – Andy Stanley Leadership Podcast.

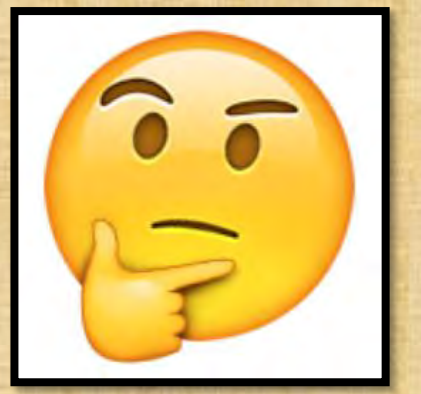


HOW ARE YOU COMPETING?

Reflect on the presence of competition and collaboration in your life.

Where do you find yourself competing against others?

What's the outcome?



Where do you find yourself collaborating with others?

What's the result?

Share with your team.

WE ARE DESIGNED TO CREATE VALUE IN LIFE…

2 Approaches To Life

Extracting Value

Extract Value From Every Endeavor

Make Withdrawals From Your Relationships

VS.

Creating Value

Bring Value To Every Endeavor

Make Deposits Into Your Relationships

"When the value you create greatly exceeds what you take, people will talk about it. You become Remarkable!"

Value Created *(Deposits)* > Extractions *(Withdrawals)* = Remarkable!

…AND WE HAVE A CHOICE TO MAKE.

When you…

- Deploy your strengths
- Ignite your passion
- Align your values
- Create value through worthy endeavors

Then you…

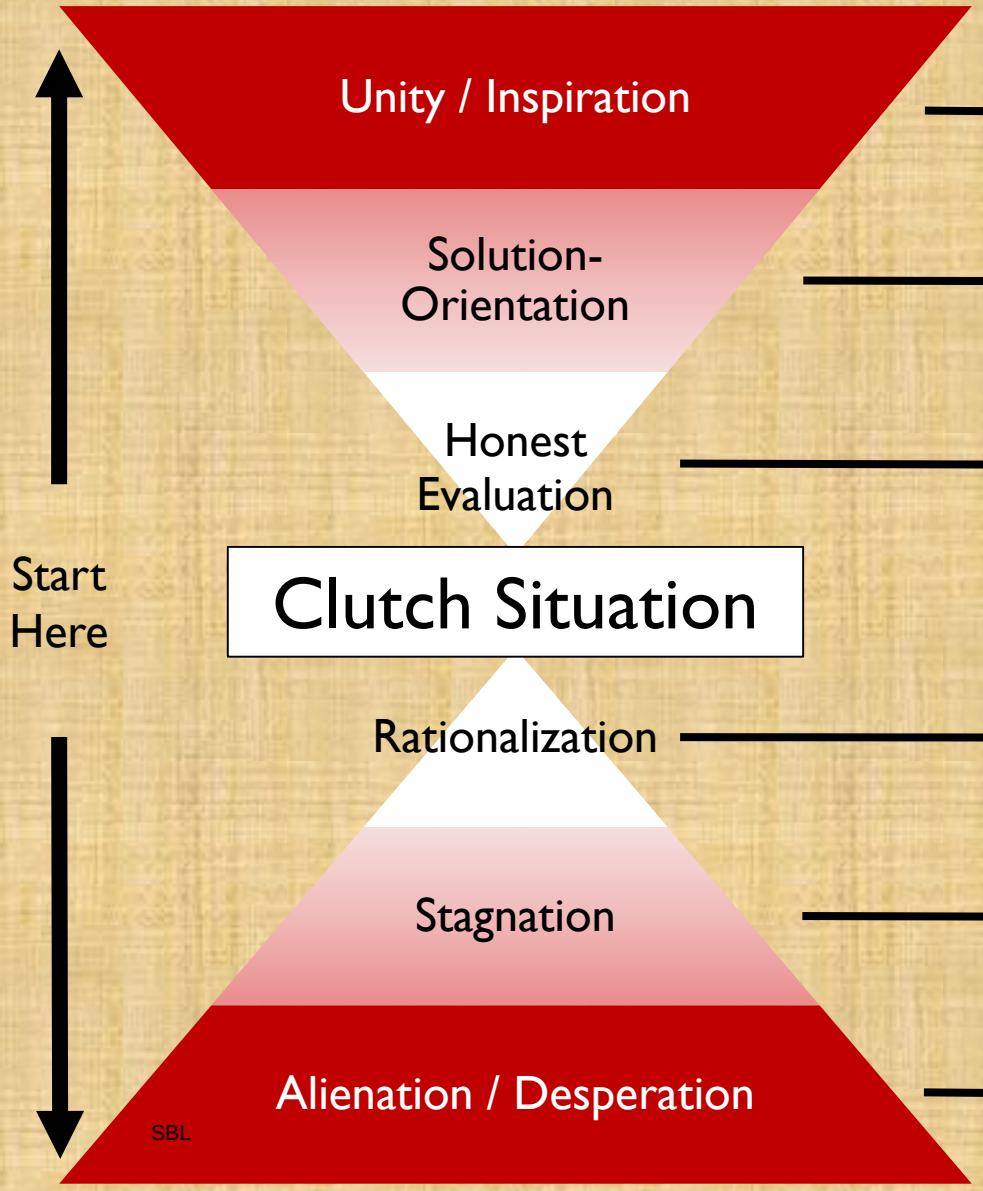
- Take pride in what you do
- Feel good about your contributions
- Create ownership

Which leads to…

- FULFILLMENT!

"In every situation we have a choice to make – We can either seek to create value or seek to extract value. Fulfillment comes through creating as much value as possible" – Dr. Randy Ross

CLUTCH SITUATION



When we are authentic and open to change, others are inspired to open honesty. With humility present, unity results.

When we ask great questions that get to the heart of the matter, then we can focus on a fix. We shift our thinking toward corrective action.

Honest evaluation allows us to see ourselves as we truly are, forcing us to stop and think about the potential outcomes of our actions.

When faced with a growth opportunity, we make a choice: shift into defensive mode, or embrace truth.

With rationalization, we make excuses and justify poor behavior. Posturing and self-protection short-circuit authenticity.

Stagnation occurs when there is no solution-orientation, no collaboration, and no movement toward a positive resolution.

Alienation leads to desperation. The lack of trust forces one to act in self-protective ways.

ME VS. WE

The choice to create value is not always easy…

Clutch Situation

Position Yourself To Extract Value

Me Mentality
The natural tendency is to be self-centered and do what's best for me

I / US
Choosing to extract value automatically puts I over Us creates competition and antagonism

Scarcity Mentality
"I must win at all cost"
Belief that there are limited resources and that I must get my share of those resources to survive

Competition and Alienation
Creates silos in the workplace

WIIFM: What's In It For Me
Short-Circuits Valucentricity

Seek To Create Value For Everyone Involved

We Mentality
Seek to do what is best for all involved.

We / Me
Choosing to put we over me produces the best long-term outcomes for both parties. Seeks a win-win solution.

Abundance Mentality
By creating value, an abundance of resources can be produced and shared by those involved in creating that value. Those who create value are rewarded. Everyone handles resources responsibly for the greater good of all.

Collaboration and Relationship Building
Breaks down silos.

WWCV: What Will Create Value
Promotes Valucentricity.

TEAM DISCUSSION

Discussion Tips:

- What are we doing to extract value in our relationships at MACU?
- What are we doing to create value in our relationships at MACU?
- What can we do to turn our "withdrawals" into "deposits"?

THE ER FACTOR

VE = I/US X ER

VE: Value Extraction

I/US: Choosing to extract value places I over US

ER: The ER factor is about competing against others and positioning self over others. It's about self-promotion and posturing. It's the opposite of humility. ER stands for Ego and Rivalry.

EGO: Elevation of self over others: posturing self as being smartER, fastER, strongER, brightER, prettiER, wealthiER – Essentially bettER than others.

Rivalry: Creates a competitive atmosphere with a winnER and a losER. This rivalry introduces another element that is even more crippling - powER. Where there is opposition, the winnER is usually the one who is loudER and demonstrates more powER than others involved. This "powering up" or "escalation" is the opposite of collaboration. It involves self-promotion and dominance.

THE OR FACTOR

"The rivalry is with ourself. I try to be better than is possible. I compete against myself, not against the other."
– Luciano Pavarotti

VC = WE/ME X OR

VC: Value Creation

WE/ME: Choosing to create value means you place WE ahead of ME. You think beyond yourself and make decisions for the greater good of all.

OR: The OR factor multiplies your efforts to create value. It plugs you into the power of valucentricity. OR stands for Ownership and Relationships.

Ownership: Assuming personal responsibility for one's own decisions and actions.

Relationship: A desire to stay engaged with others. A focus on Relationships means you ensure your relationships are healthy, and you bring more to the table than you take away. You don't take advantage of people to serve your own purposes.

SITUATIONAL SCORECARD

There are three situations described below. Rate yourself on the impact of Ego, Rivalry, Ownership, and Relationships for each situation by drawing a line on the gauge in each column.

DRAIN (-)

Ego and rivalry drain the situation.

EGO
- Did I elevate myself over others?
- Did I posture myself as being better?

RIVALRY
- Was I competitive?
- Did I escalate the situation?
- Did I try to exert power?

ENERGIZE (+)

Ownership and a focus on relationships energize the situation.

OWNERSHIP
- Did I take personal responsibility?
- Was I accountable for my choices and actions?

RELATIONSHIPS
- Is this relationship healthy?
- Did I build the relationship?
- Did I contribute as much as I took away?

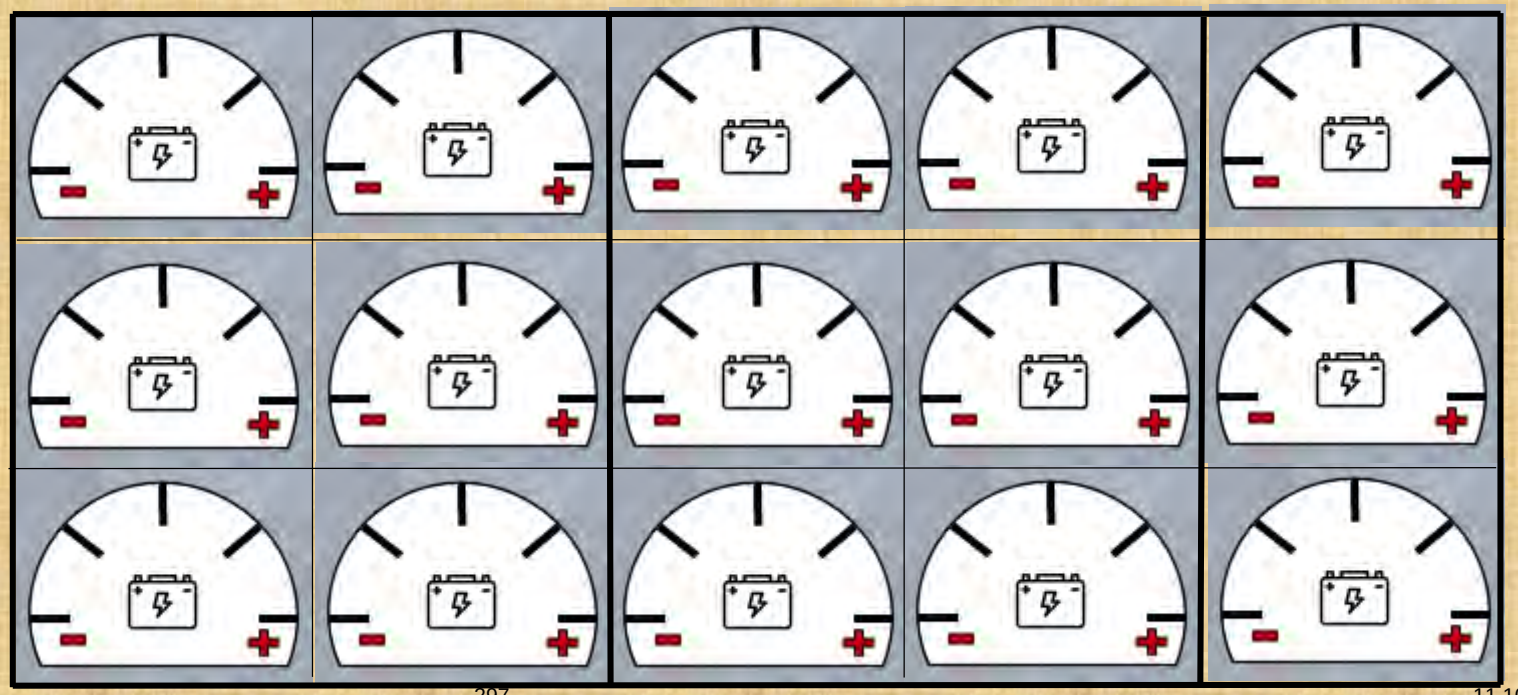
Overall Result

Estimate the overall impact of ER and OR in each situation. Are you creating more value than you are taking?

Situation 1:
The last argument you had with someone close to you.

Situation 2:
The last time your performance was being evaluated by your boss.

Situation 3:
The last time you offered an idea at a team meeting.



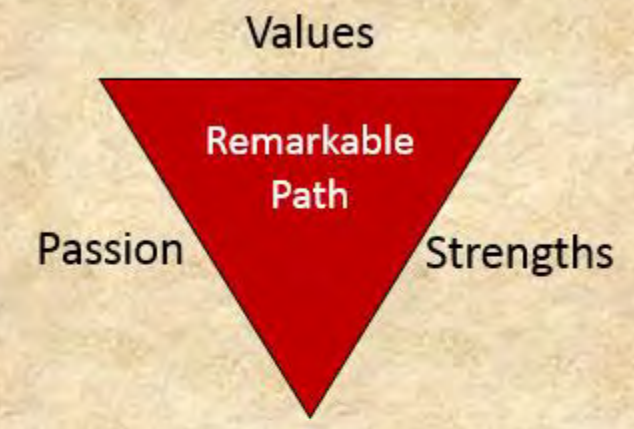
DEFINING SUCCESS

The Pursuit of Happiness VS. The Creation of Good

The common definition of success revolves around what we have: car, house, gigantic paycheck, fame, and bragging rights. A WIIFM "What's In It For Me?" mentality.

"Success is a byproduct of creating value for others. You become successful by helping those around you to become successful." Dr. Randy Ross

"When it comes to your career, know your strengths. Find something you are passionate about and a cause you believe in. Align all of that within an organization that shares your values. When you do, you'll likely have found a job from which you'll never want to retire." – Dr. Randy Ross



FUTURE TRAINING

4 Pillars of Value Creation

Pillar of Creativity	Pillar of Positivity	Pillar of Sustainability	Pillar of Responsibility
We are designed to create value in life ✓	*Authentic positivity is the by-product of creating true value*	*To continuously create value, leverage your passion and strengths to solve problems.*	*Ownership empowers people to take responsibility for creating value*

RESOURCES

Ross, R., & Southerland, G., & Walton, R (2014). *Roadmap to Remarkable!*. Atlanta, GA: Enthusiasm, Inc.

Stanley, A., (2013, April 5). Trust vs. Suspicion *The Andy Stanley Leadership Podcast @ Google Podcast.* Podcast retrieved from https://andystanley.com/podcasts/

MY MACU PURPOSE STATEMENT

My Purpose at MACU is to...

URX Training – Pillar of Creativity

Remarkable People + Remarkable Culture = Remarkable Results

From the book "Roadmap to Remarkable!" by Ross, Southerland, and Walton

What have we done…

University Operational Values

Integrity vs. Inconsistency

"We do the right things the right way for the right reasons."

Accountability vs. Apathy

"We personally own the responsibility to deliver a remarkable MACU experience."

People vs. Process

"We compassionately respond and solve problems to effectively meet the needs of those we serve."

Adaptability vs. Avoidance

"We willingly navigate change to achieve the highest good."

Communication vs. Confusion

"We intentionally share information to empower those we serve."

Personal Values

Values drive your priorities.

Your Priorities drive your decisions.

Your Values drive YOU!

Valucentricity

Your teams discussed how they can align their personal values with the University Values.

"The energy and momentum produced when values are properly identified and aligned, producing a unified and energized workforce."

MACU Purpose Statement

You and your team members individually filled out a MACU Purpose statement to intentionally own your personal values, your alignment with the University Values, and your contribution to the team.

Trainer Discussion (delete me when training the team)

What went well?

What were some challenges you faced?

Were there any “ah-ha” moments?

The 4 Pillars.

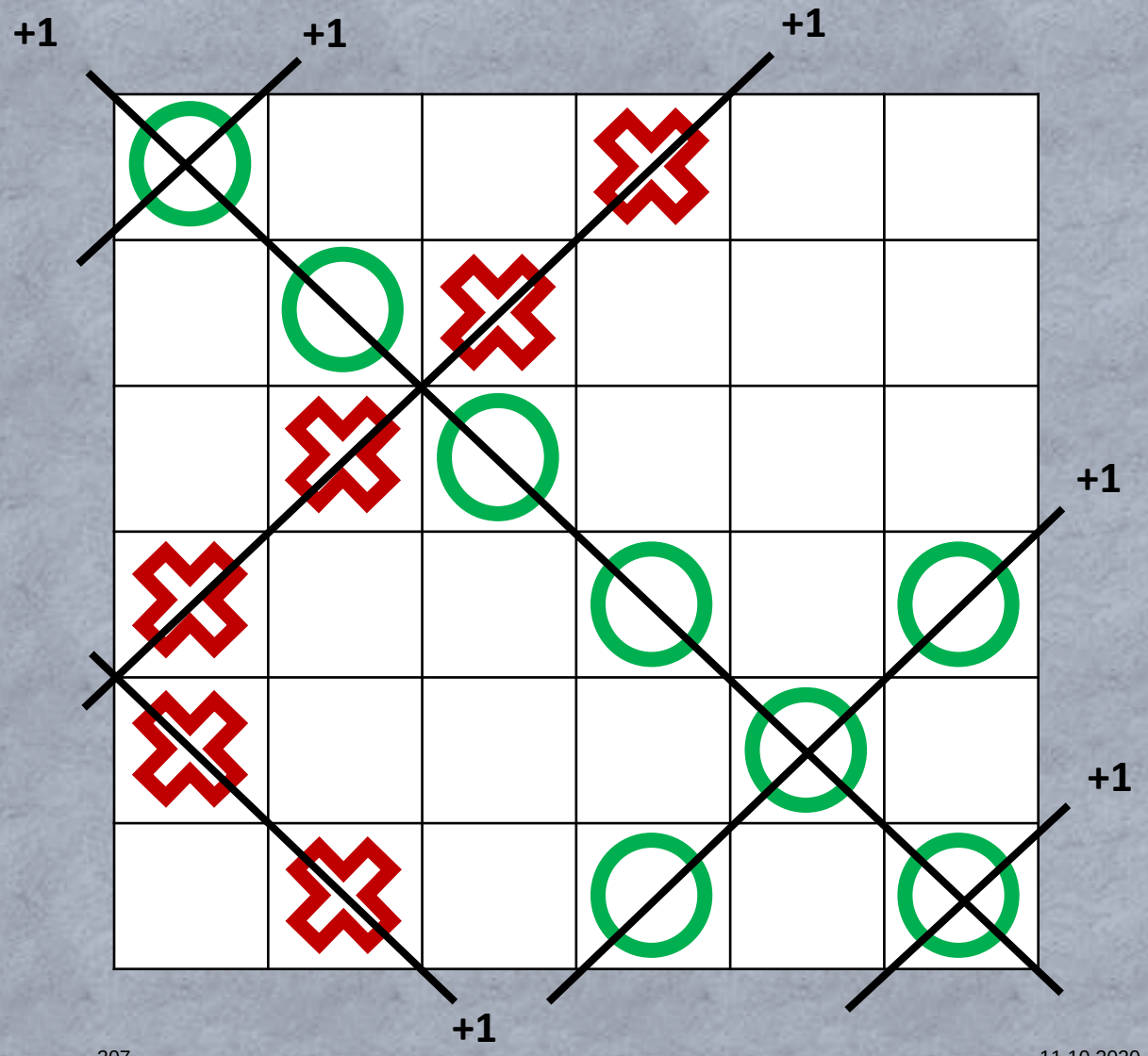
4 Pillars of Value Creation

Pillar of Creativity	Pillar of Positivity	Pillar of Sustainability	Pillar of Responsibility
We are designed to create value in life	*Authentic positivity is the by-product of creating true value*	*To continuously create value, leverage your passion and strengths to solve problems.*	*Ownership empowers people to take responsibility for creating value*

Let's Do An Activity!

Let's take a break and have some fun!

- Find a partner at your table and team up for this exercise.
- One person will be X and one will be O.
- X will place his/her mark on the graph first, followed by O and then you will alternate back and forth until the entire grid is filled.
- The object of the exercise is to capture as many rows (from edge to edge) with your mark as you possibly can, without being blocked by the other.
- You may capture a row horizontally, vertically, or diagonally as long as you have your mark in each box from edge to edge.

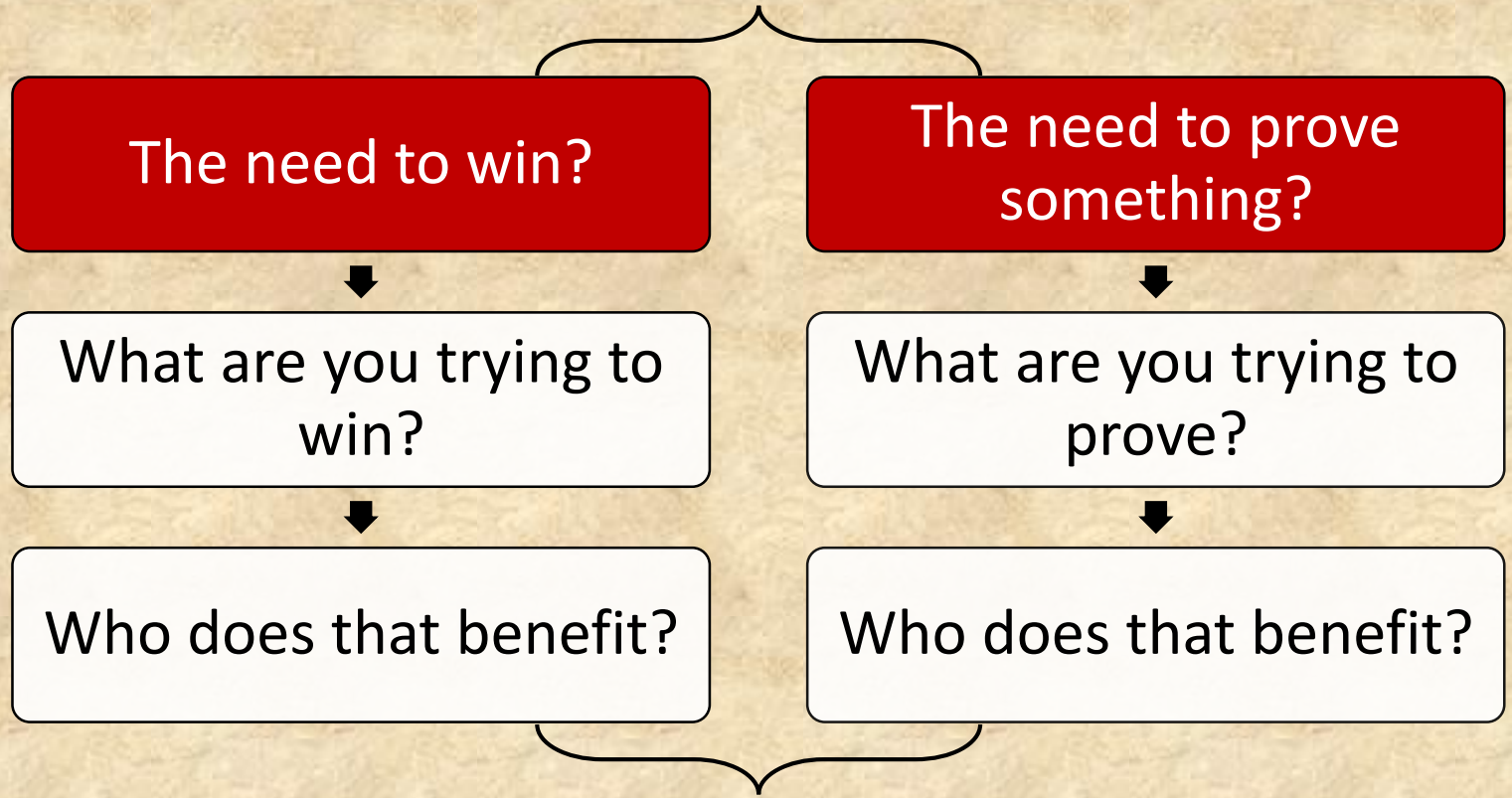


How did you do?

1. Tally your results!
2. Share with your team.
3. Click the picture to view the video.

Competition

What drives you to compete rather than collaborate?



Answer: YOU!

Perspective is everything…

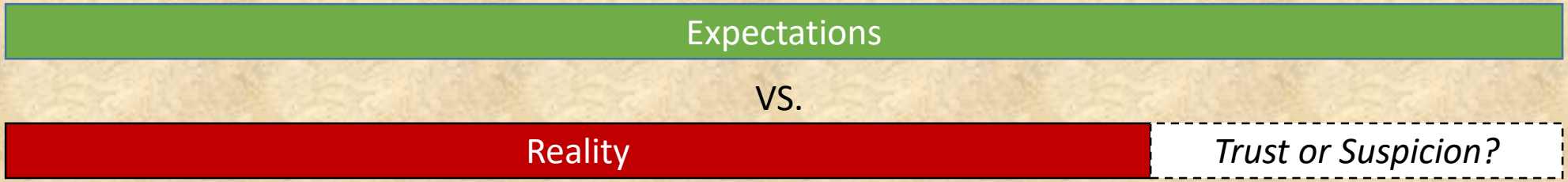
Competition can be good and necessary…But you need the RIGHT perspective.

Compete AGAINST	Someone/something. (Someone has to lose)
Compete FOR	Someone/something. (Compete with each other for team.)
Competition	"I must win at all costs!"
Collaboration	"Let's create a win-win!"
Scarcity Mentality	"There are limited resources. I must get them all for myself."
Abundance Mentality	"If we work together to create value, we will all be rewarded."
Challenges	Challenges relationships and creates silos.
Builds	Builds relationships and breaks down silos.

"Sometimes we think we are creating value when all we are doing is competing."
Dr. Ross

Remember to "Mind the Gap".

A remarkable culture is one in which we
"Believe the best IN each other, want the best FOR each other, and expect the best FROM each other."- Dr. Randy Ross



Trust vs. Suspicion

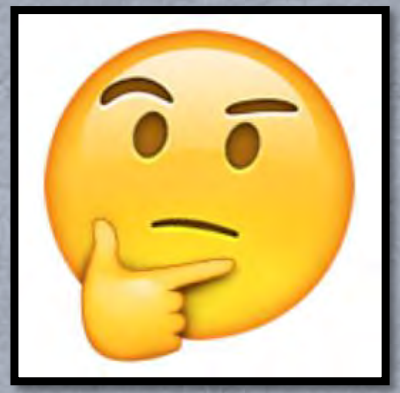
"Trust is important because in any organization where there is more than one person from time to time there is going to be a gap between what is expected and what actually happens. A gap between what is promised and what is actually fulfilled. And when there is a gap, what we place in that gap really determines to a great extent the culture of that relationship but more importantly… the culture of the entire organization." – Andy Stanley Leadership Podcast.

How are you competing?

Reflect on the presence of competition and collaboration in your life.

Where do you find yourself competing against others?

What's the outcome?



Where do you find yourself collaborating with others?

What's the result?

Share with your team.

Trainer Tips (Delete Me when training the team)

- This exercise is focused inward, on their personal experience.
- Take some time afterward to discuss among the team. Just like GiANT teaches, you always start with self and work outward.
- There may come a time that the conversation will turn from self to coworkers or other departments.
  - BEWARE THE BLAME GAME. – Don’t let anyone point the finger at someone else. You must be ready for this and rise above it.
  - Remember, we are all about believing the best in each other, wanting the best for each other, and expecting the best from each other. Remind them of this. The only actions you or your team can control, is their own.

We Are Designed To Create Value In Life…

2 Approaches To Life

Extracting Value

Extract Value From Every Endeavor

Make Withdrawals From Your Relationships

VS.

Creating Value

Bring Value To Every Endeavor

Make Deposits Into Your Relationships

"When the value you create greatly exceeds what you take, people will talk about it. You become Remarkable!"

Value Created *(Deposits)* > Extractions *(Withdrawals)* = Remarkable!

…And We Have A Choice To Make.

When you…

- Deploy your strengths
- Ignite your passion
- Align your values
- Create value through worthy endeavors

Then you…

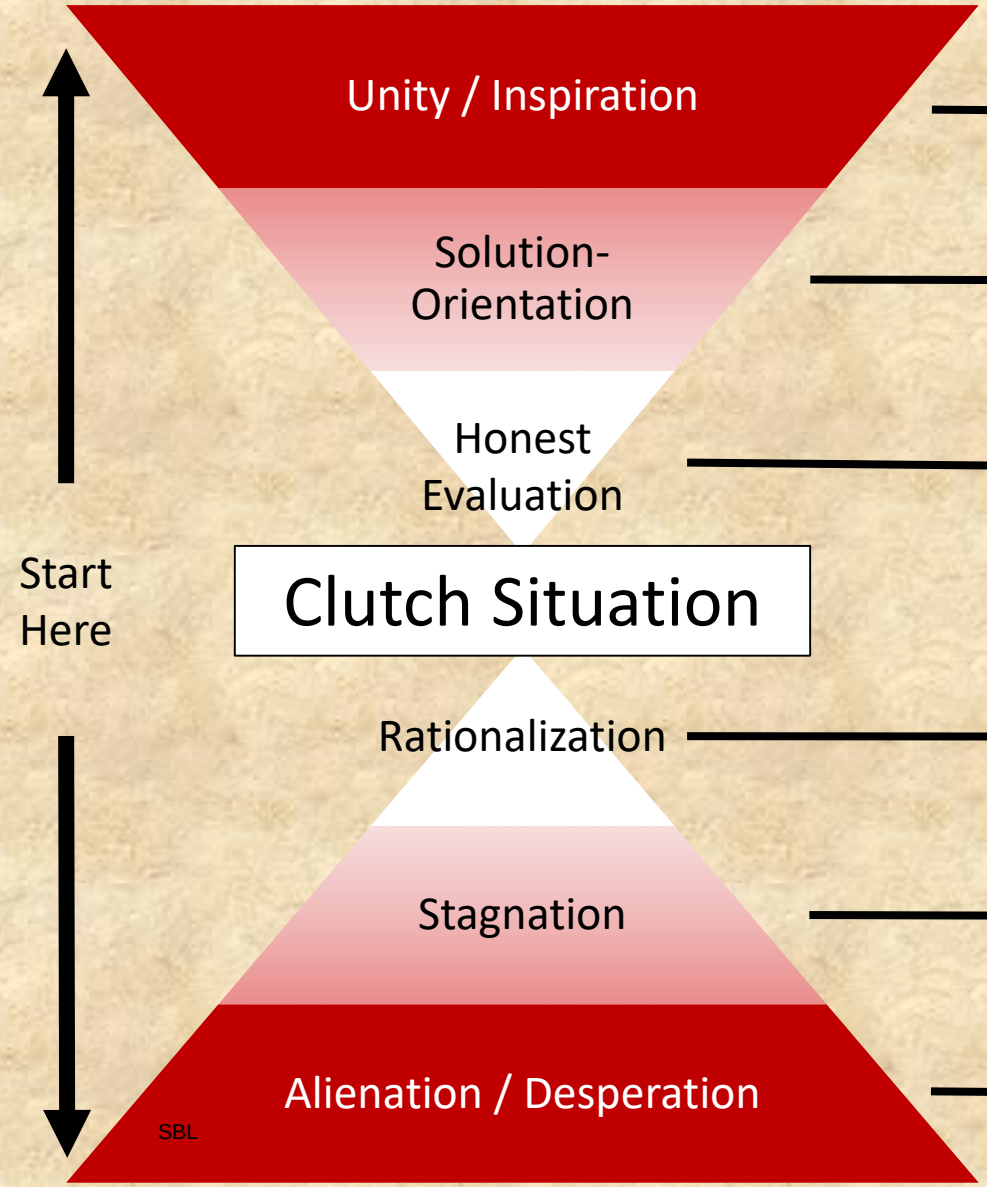
- Take pride in what you do
- Feel good about your contributions
- Create ownership

Which leads to…

- FULFILLMENT!

"In every situation we have a choice to make – We can either seek to create value or seek to extract value. Fulfillment comes through creating as much value as possible" – Dr. Randy Ross

Clutch Situation



When we are authentic and open to change, others are inspired to open honesty. With humility present, unity results.

When we ask great questions that get to the heart of the matter, then we can focus on a fix. We shift our thinking toward corrective action.

Honest evaluation allows us to see ourselves as we truly are, forcing us to stop and think about the potential outcomes of our actions.

When faced with a growth opportunity, we make a choice: shift into defensive mode, or embrace truth.

With rationalization, we make excuses and justify poor behavior. Posturing and self-protection short-circuit authenticity.

Stagnation occurs when there is no solution-orientation, no collaboration, and no movement toward a positive resolution.

Alienation leads to desperation. The lack of trust forces one to act in self-protective ways.

Me vs. We

The choice to create value is not always easy…

Clutch Situation

Position Yourself To Extract Value	Seek To Create Value For Everyone Involved
Me Mentality The natural tendency is to be self-centered and do what's best for me	**We Mentality** Seek to do what is best for all involved.
I / US Choosing to extract value automatically puts I over Us creates competition and antagonism	**We / Me** Choosing to put we over me produces the best long-term outcomes for both parties. Seeks a win-win solution.
Scarcity Mentality "I must win at all cost" Belief that there are limited resources and that I must get my share of those resources to survive	**Abundance Mentality** By creating value, an abundance of resources can be produced and shared by those involved in creating that value. Those who create value are rewarded. Everyone handles resources responsibly for the greater good of all.
Competition and Alienation Creates silos in the workplace	**Collaboration and Relationship Building** Breaks down silos.
WIIFM: What's In It For Me Short-Circuits Valucentricity	**WWCV: What Will Create Value** Promotes Valucentricity.

Team Discussion

First, watch this video and then discuss the questions to the right.

Discussion Tips:

- What are we doing to extract value in our relationships at MACU?
- What are we doing to create value in our relationships at MACU?
- What can we do to turn our "withdrawals" into "deposits"?

Trainer Tips (Delete Me when training the team)

- Unlike before, this is a team focused exercise. Make sure your group stays centered on their own actions and not those of others.
- Think outside the box. Include interactions with students, faculty and staff, processes, roles and responsibilities…all of it.
- This is a great opportunity to bring the University Values back into the discussion. Let them guide you on any changes your team would like to make.

The ER Factor

VE = I/US X ER

VE: Value Extraction

I/US: Choosing to extract value places I over US

ER: The ER factor is about competing against others and positioning self over others. It's about self-promotion and posturing. It's the opposite of humility. ER stands for Ego and Rivalry.

EGO: Elevation of self over others: posturing self as being smartER, fastER, strongER, brightER, prettiER, wealthiER – Essentially bettER than others.

Rivalry: Creates a competitive atmosphere with a winnER and a losER. This rivalry introduces another element that is even more crippling - powER. Where there is opposition, the winnER is usually the one who is loudER and demonstrates more powER than others involved. This "powering up" or "escalation" is the opposite of collaboration. It involves self-promotion and dominance.

The OR Factor

VC = WE/ME X OR

"The rivalry is with ourself. I try to be better than is possible. I compete against myself, not against the other."
– Luciano Pavarotti

VC: Value Creation

WE/ME: Choosing to create value means you place WE ahead of ME. You think beyond yourself and make decisions for the greater good of all.

OR: The OR factor multiplies your efforts to create value. It plugs you into the power of valucentricity. OR stands for Ownership and Relationships.

Ownership: Assuming personal responsibility for one's own decisions and actions.

Relationship: A desire to stay engaged with others. A focus on Relationships means you ensure your relationships are healthy, and you bring more to the table than you take away. You don't take advantage of people to serve your own purposes.

Situational Scorecard

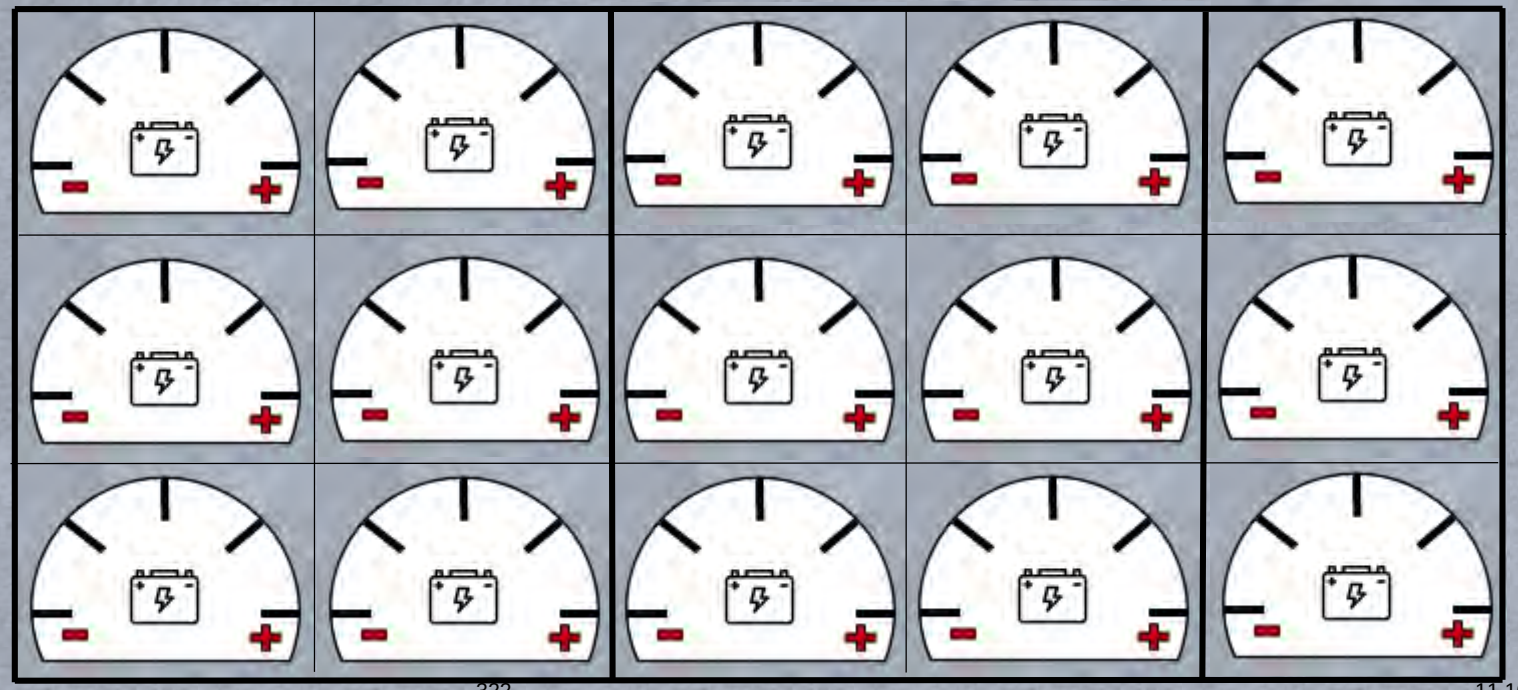
There are three situations described below. Rate yourself on the impact of Ego, Rivalry, Ownership, and Relationships for each situation by drawing a line on the gauge in each column.

DRAIN (-) Ego and rivalry drain the situation.		ENERGIZE (+) Ownership and a focus on relationships energize the situation.		Overall Result
EGO • Did I elevate myself over others? • Did I posture myself as being better?	RIVALRY • Was I competitive? • Did I escalate the situation? • Did I try to exert power?	OWNERSHIP • Did I take personal responsibility? • Was I accountable for my choices and actions?	RELATIONSHIPS • Is this relationship healthy? • Did I build the relationship? • Did I contribute as much as I took away?	Estimate the overall impact of ER and OR in each situation. Are you creating more value than you are taking?

Situation 1:
The last argument you had with someone close to you.

Situation 2:
The last time your performance was being evaluated by your boss.

Situation 3:
The last time you offered an idea at a team meeting.



Defining Success

The Pursuit of Happiness VS. The Creation of Good

The common definition of success revolves around what we have: car, house, gigantic paycheck, fame, and bragging rights. A WIIFM "What's In It For Me?" mentality.

"Success is a byproduct of creating value for others. You become successful by helping those around you to become successful." Dr. Randy Ross

"When it comes to your career, know your strengths. Find something you are passionate about and a cause you believe in. Align all of that within an organization that shares your values. When you do, you'll likely have found a job from which you'll never want to retire."
– Dr. Randy Ross

Trainer Tips (Delete Me when training the team)

- Let's talk about the elephant in the room: "Money doesn't buy happiness." 100% be ready for a "pshaw" in the room.
- Some in your area may see this piece of content as a means to tell people to "get over not making any money." That is NOT at all the intent.
- For some, there will come a point when the mission does not outweigh the need to support a family. And that's ok!
- The purpose of this information is to acknowledge that while stability and personal growth are still worthy goals, they alone are not what will bring satisfaction and fulfillment in a career. At any level of the hierarchy, long term satisfaction and success comes as a bi-product of what you have given.

Future Training

4 Pillars of Value Creation

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Trainer Next Steps (Delete Me)

- Fill out the following survey to let us know how this train the trainer worked for you: https://goo.gl/forms/2UQSpK47jtX7pk8J3
  - This also lets your URX team members know if you need help in preparation for this next round of training.
- Fill in your section of the "Trainer Tracking Sheet" to let us know the status of your upcoming training session and any notes on how it went once the training is concluded.

People

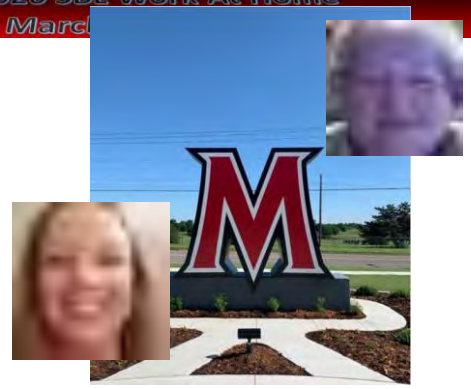
URX Values Exercise

MID-AMERICA CHRISTIAN UNIVERSITY

Values: The beliefs or standards that guide our actions

Values define who we are , what we are, why we act (or not) as we do, and how we int

- Who we are as CAGS
- Who we are within our S
- Who we are as Instructor
- How we interact with stu
- Our hearts for our studen



We compassionately respond and solve problems to effectively meet ~~the needs of those we serve~~

People

- What does this value mean to you?
- How do you apply putting people above process in your personal life and at MACU?

Process

- When and how does process compete against people?

What is one thing you can do to live out the value of People over process more intentionally?

MID-AMERICA CHRISTIAN UNIVERSITY

Values Activity – URX

2020-2021

Intro to Values Initiative

Interactive sessions across the University

2020-2021 Agenda

1. **People** (July, August, September)
2. **Adaptability** (October, November, December)
3. **Communication** (January, February, March)
4. **Accountability** (April, May, June).
5. **Integrity**

Defining Values (6 min.)

- ***Values:*** *The beliefs or standards that guide our actions.*

- Values define Who we are, What we are, Why we act (or not) as we do, and How we interact with others.

More on Values

Rockeach's 5 Assumptions on Values

1. Total number of values held is small (5 to 7 ideally)
2. All individuals possess the same values to different degrees
3. Values are organized into value systems
4. The antecedents of human values can be traced to culture, community, society, and personality
5. The consequences of human values can be manifested in almost every aspect of an individual's life

System of Values

A value system helps individuals and organizations:

- Focus on what is important
- Choose between alternatives
- Resolve conflicts
- Make decisions

2) Value to Focus (July-Sept.)

PEOPLE

	We compassionately respond and solve problems to effectively meet the needs of those we serve.	*Cultural Competitor:* **Process**	**Luke 6:31** *"Do to others as you would have them do to you." NIV*

3) Share your thoughts (5 Min.)

- What do you think the value really means?
- How do you apply it in your life and at MACU?

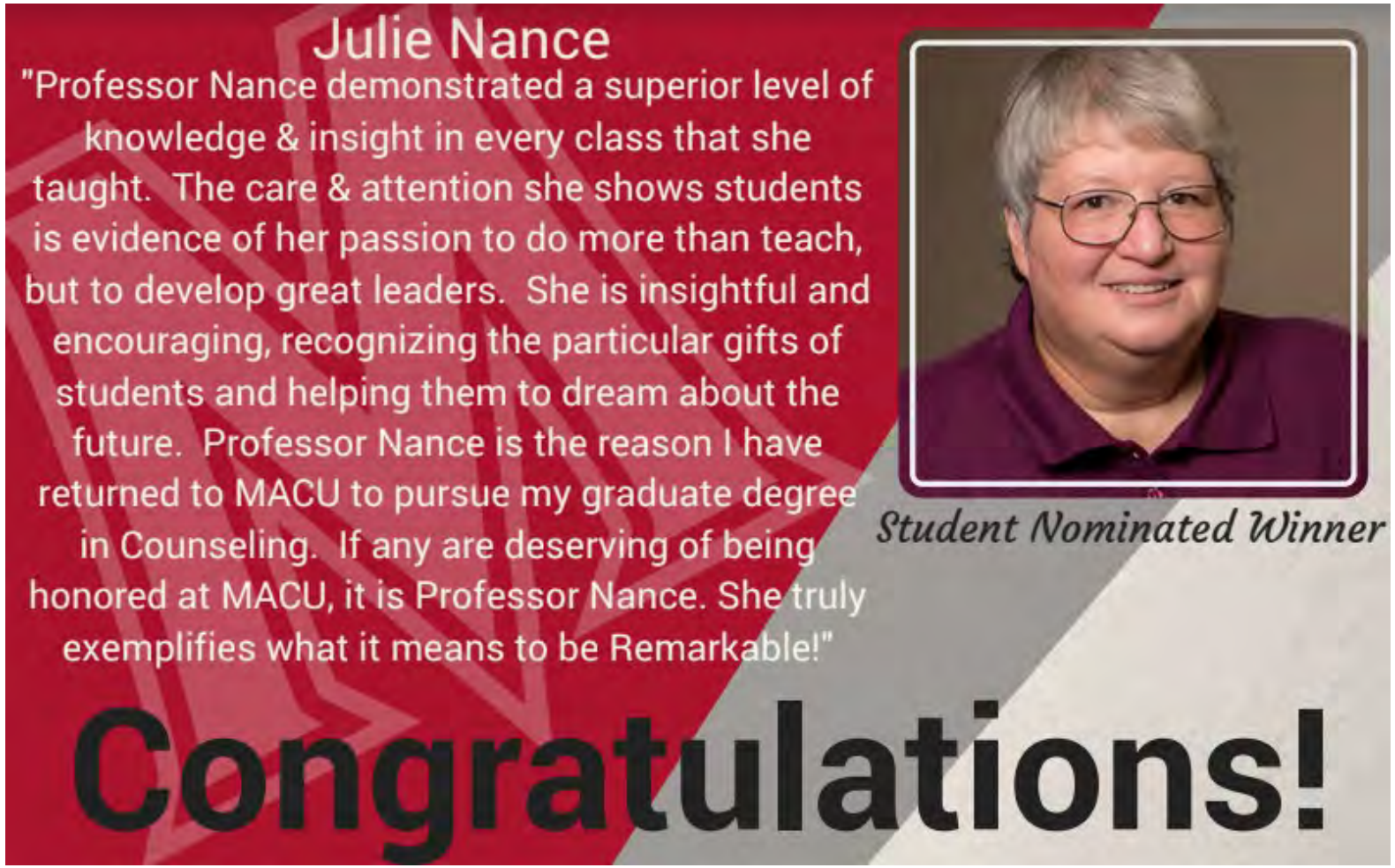
(Share in pairs of participants openly)

4) Write and Share (5 Min.)

Reflect and write:

- **What one thing *<u>you can do</u>* to live out that value more intentionally?**

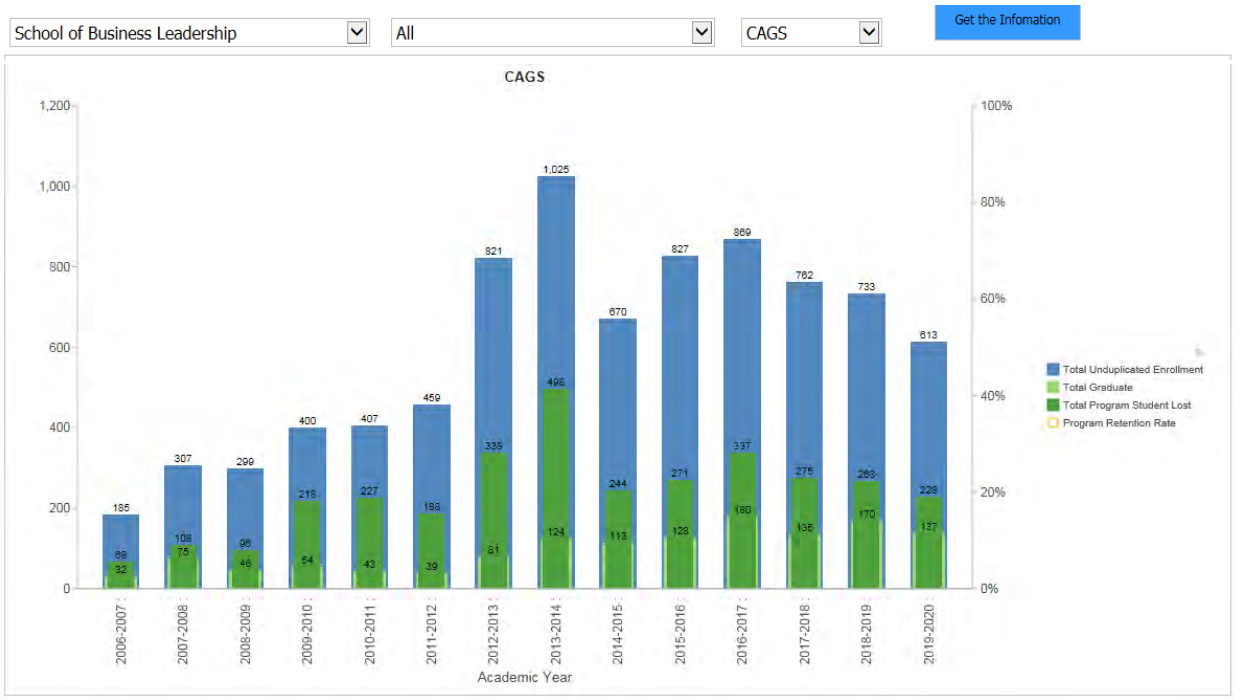
You are Remarkable!



Healthcare Management, Program Review, Section 12

Retention D3 Forms

School of Business Student Count and Retention 2016-2020



SBL Student Count and Retention 2016-2020	2016-2017	2017-2018	2018-2019	2019-2020
Student Count	869	762	733	613
Net Student Decrease		107	29	120
% Student Decrease		12%	4%	16%
Average % Decrease				11%
Student Graduated	180	135	170	137
% Students Graduated	21%	18%	23%	22%
Average % Graduated				21%
ACCT Retention	59%	65%	50%	48%
BBA Retention	41%	52%	49%	49%
MGMT Retention	50%	61%	53%	49%
DMKT Retention				63%

HCM Student Count and Retention 2016-2020

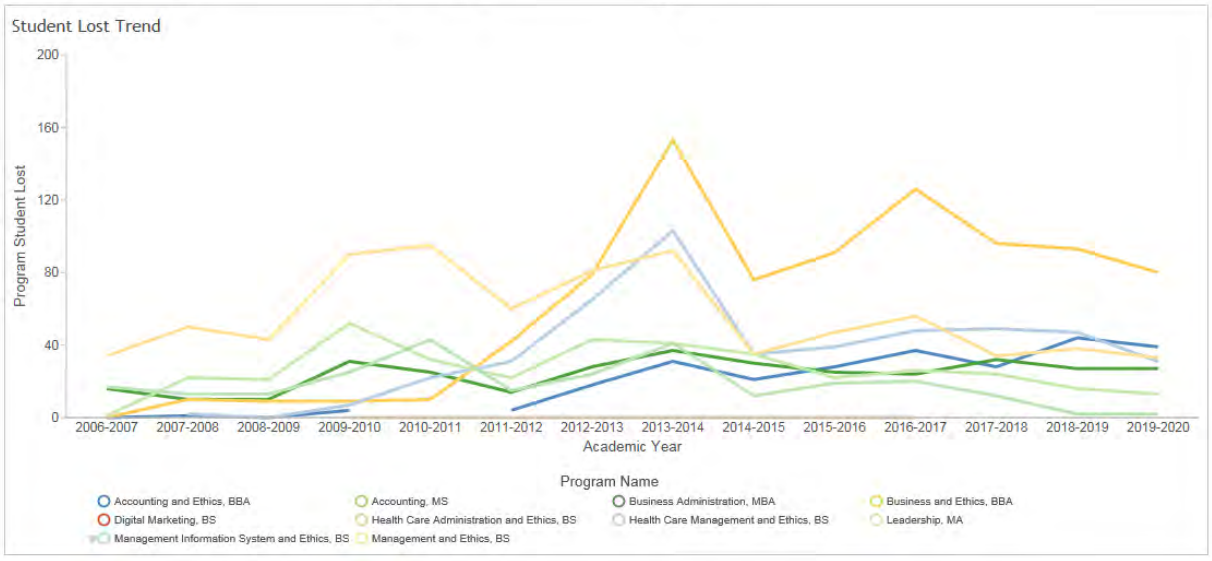
HCM Student Count and Retention 2016-2020	2016-2017	2017-2018	2018-2019	2019-2020
Student Count	105	98	94	68
Net Student Decrease		7	4	26
% Student Decrease		7%	4%	28%
Average % Decrease				13%
Student Graduated	20	11	10	10
% Students Graduated	19%	11%	11%	15%
Average % Graduated				14%
HCM Retention	44%	44%	44%	47%
MBA/HCM		9	10	13

Undergraduate	CAGS	School of Business Leadership	Accounting and Ethics, BBA	54.55%	49.35%	
			Business and Ethics, BBA	53.16%	49.37%	
			Digital Marketing, BS	75.00%	62.50%	
			Health Care Management and Ethics, BS	50.00%	46.55%	
			Management Information System and Ethics, BS	33.33%	33.33%	
			Management and Ethics, BS	49.23%	49.23%	

Number of Student Lost by Year

School Name: School of Business Leadership

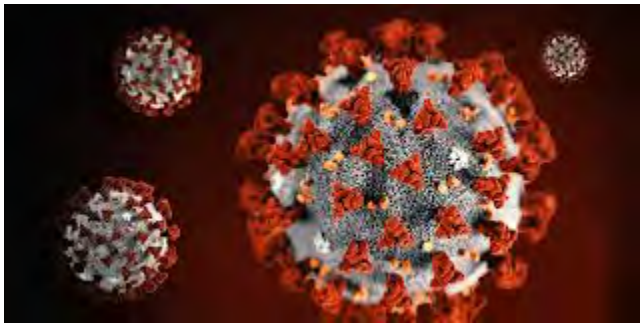
Division: CAGS



School of Business Leadership
Health Care Management and Ethics, BS
CAGS
Get the Infomation
Health Care Management and Ethics, BS -School of Business Leadership -CAGS
CAGS
Academic Year
Total Unduplicated Enrollment
Total Graduate
Total Program Student Lost
Program Retention Rate

Healthcare Management Program

COVID 19 Check-in



We are concerned about you! As part of the MACU family, your needs and concerns are important to us. Please complete the 15-item survey to let us know how you are doing during this crisis. It should take less 3- 5 minutes to complete the survey:

COVID19 HCM Student Check-in

The survey is anonymous unless you include your name in the first response. See the survey for details.

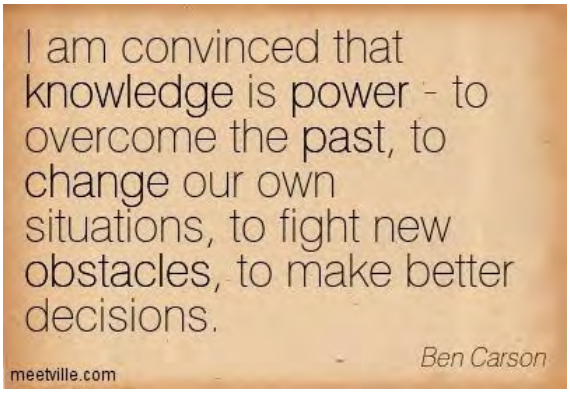
Chat Cafe

We will start a new forum to connect with each other as the Healthcare Management Program through Chat Café.

Chat Café will begin as a weekly Google Video Chat to connect as a community of learning and provide students with the opportunity to interact with each other,

Dr. Riesenmy, and other faculty in the HCM Program. Please keep your eyes open for an invitation for these events.

Be Empowered! Tools for the Work…



As students of healthcare management and/or working in the field of healthcare, having the right tools to do the work is critical. Here are important tools to empower you in your work or to give you a better understanding of the occurrences of COVID19 in your area.

Institute for Health Metrics and Evaluation COVID19 projects for resources by state.

Johns Hopkins University COVID19 Map Used by the WHO to track COVID19 worldwide, includes GPS maps by county/region for cases.

Protect Yourself

Tips for social distancing

- Follow guidance from authorities where you live.
- If you need to shop for food or medicine at the grocery store or pharmacy, stay at least 6 feet away from others.
    - Use mail-order for medications, if possible.
    - Consider a grocery delivery service.
    - Cover your mouth and nose with a cloth face cover when around others, including when you have to go out in public, for example to the grocery store.

        - Stay at least 6 feet between yourself and others, even when you wear a face covering.

- Avoid large and small gatherings in private places and public spaces, such a friend's house, parks, restaurants, shops, or any other place. This advice applies to people of any age, including teens and younger adults. Children should not have in-person playdates while school is out. To help maintain social connections while social distancing, learn tips to keep children healthy while school's out.
- Work from home when possible.
- If possible, avoid using any kind of public transportation, ridesharing, or taxis.
- If you are a student or parent, talk to your school about options for digital/distance learning.

Stay connected while staying away. It is very important to stay in touch with friends and family that don't live in your home. Call, video chat, or stay connected using social media. Everyone reacts differently to stressful situations and having to socially distance yourself from someone you love can be difficult. Read tips for stress and coping.

How Germs Spread

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- **Before, during,** and **after** preparing food
- **Before** eating food
- **Before** and **after** caring for someone at home who is sick with vomiting or diarrhea
- **Before** and **after** treating a cut or wound
- **After** using the toilet
- **After** changing diapers or cleaning up a child who has used the toilet
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** handling pet food or pet treats
- **After** touching garbage

During the COVID-19 pandemic, you should also clean hands:

- After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, or electronic cashier registers/screens, etc.
- Before touching your eyes, nose, or mouth because that's how germs enter our bodies.

MACU UPDATES - CAMPUS EVENTS

ADD CONTENT, PHOTOS ETC HERE

Executive Summary

Healthcare Management Survey

Student COVID19 Check-in

The Healthcare Management Program (HCM) Student Newsletter is emailed on a quarterly basis to connect with students and create a learning community, as well as to leverage as a teaching tool for career development, professional competencies, and spiritual development. The Newsletter also provides a good vehicle to reach out to students to ask them about their welfare during the COVID19 crisis. To this end, a survey was developed and embedded into the Newsletter. In addition, resources were added into the Newsletter with content from the CDC about social distancing, handwashing techniques, and a video from the Surgeon General demonstrating how to make a face mask and the value of wearing a mask around other people. The Johns Hopkins Coronavirus Resources Center link was added along with a tool from the Institute for Health Metric and Evaluation for COVID19 projects and needed hospital resources. A video from the MACU HCM program director was added to introduce the content of the Newsletter with encouragement to reach out to her with any concerns or needs as a student at MACU. Ten students watched the program director video and one watched the Surgeon General Video. No students click on the other links.

Survey Results

One hundred fifty-nine Newsletters were successfully delivered to students. Of these, 73 students opened the Newsletter. A total of 20 students responded to the survey. Remarkably, of the 20 students who responded to the survey none answered the first open-ended question that also offered an opportunity to provide his/her name. As a result, the respondents provided anonymous answer to the survey questions.

Of those who responded, the majority (75%) felt that the HCM Program was providing the support he/she needed regarding the COVID19 situation. Only one student responded “false” to the question about support from the HCM Program, and four students reported that it was neither true nor false. A little over half of the students (55%) said that his/her life was significantly disrupted from the pandemic. About half of students (45%) felt that the pandemic would affect his/her life moving forward. Seventy-five percent of students feel exhausted and 60% feel exhausted thinking about doing course work. Forty percent of students feel they need spiritual support while fifty percent of student do not feel they need additional spiritual support.

The good news is that a little over half (60%) felt that their ability to continue at MACU is NOT at risk. Even so, 20% are unsure and 20% feel that their ability to continue at MACU is at risk. Most students (70%) report a good emotional support system for getting through the pandemic. Ninety-five percent of students feel that working on their degree is important. Even more exciting is that 80% of students believe that getting their degree empowers them to overcome during the COVID19 crisis.

The table below summarizes responses specific to students who are working during the crisis.

Question	Total N	Percent True	Percent neither True/False	Percent False
My work places me at increased risk for acquiring COVID19	20	70	5	25

I am unable to create social distance at work	20	45	20	35
I would like to talk to others in the field of healthcare for support during this time	20	20	20	60
The COVID19 crisis strengthens my desire to work in healthcare	20	60	25	15

Analysis

A sample size of 20 does not offer statistical power to detect statistically significant relationships or differences. Even so, paired differences and regression correlations were run in Qualtrics. No statistical differences were noted.

Discussion

The students who responded to the survey appear to be involved in working in healthcare in some capacity. Most feel supported and empowered to work on their degree. A concerning number of students feel that the pandemic may put working on their degree at risk. Perhaps due to exhaustion, since a high number of students report feeling exhausted just thinking about doing course work. Finding ways to help students manage time and resources are critical during the crisis. Novel approaches such as the offering from The Management and Ethics Program to help students with money management will provide a layer of resources to reduce burdens that may contribute to stress and fatigue.

Finding unique ways to support students in their work and learning is also important. The pandemic presents exceptional concerns to students, as indicated by feelings of insecurity and the need for spiritual support. Lynn Bufka (2020) suggests using technology to connect during this time of social distancing and shelter in place orders. CAGS students are comfortable and familiar with interacting in the online environment. In response, The HCM Program will begin Chat Café video conferencing for students to connect with each other, the program director, and invited faculty to discuss issues relevant to the pandemic, healthcare, coursework, and faith.

The HCM students are in a distinctive group since many already work in the field of healthcare. Most of the students agree that they feel at risk for COVID19 infection where they work and almost half feel it is difficult to social distance at work. Yet, more than half of students feel an enhanced desired to work in healthcare due to the COVID19 pandemic. Most students feel that working on their degree is important and empowering! Meeting as a community of learning will show students they are valued, and they are a “tribe” of healthcare service workers and professionals.

Higher Education must find niche responses to the pandemic in order to retain students and promote their institutions. Providing services specific to the epidemic will demonstrate MACU’s commitment to students and education. Even more importantly, we can demonstrate to students that the Christian response during crisis is other-focused. The results from this survey provide insights into the wellbeing and needs of the students in the HCM Program.

Bufka, L. (2020). *Speaking of psychology: Managing your mental health during COVID-19 with Lynn Bufka, PhD.* APA Psychological Science Research in Action [Website}. Retrieved from https://www.apa.org/research/action/speaking-of-psychology/covid-19-mental-health

April
2018

Health Care Management BBS, MBA

Mid-America Christian University is "Preparing people to do Greater Things for God and His Kingdom."

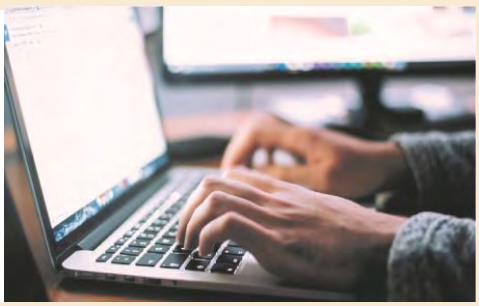
Health Care Management Program

Transforming the Program: Matching program objectives to the field of healthcare

The School of Business Leadership, Health Care Management (HC) emphasis is transforming to match the knowledge, skills, and abilities (KSAs) necessary to work in health care management. The first phase of the transformation is to revise and update course textbooks and content. ***Health Care Legal Environment*** and ***Health Care Information Systems*** will be the first courses to be revised. We have made preliminary changes to both courses, but greater revision is scheduled to take place this summer.

Your success is our goal! Expect to see changes as we practice what we teach by implementing quality improvement processes for the Health Care Management Program.

Cutting-edge Courses



Enhanced Interactions and Community Learning

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Fund of Knowledge Necessary in Health Care Management

- **Business and management principles**
- **Strategic planning**
- **Resource allocation**
- **Human resource modeling**
- **Leadership techniques**
- **Production methods**
- **Coordination of people and resources**
- **Customer/patient satisfaction, customer/patient needs assessment**
- **Quality improvement methods**
- **Personnel selection, training, and evaluation**
- **Labor laws, employee relations and negotiation**
- **Compensation and benefits**
- **Electronic health records and information management**
- **Technology systems management including excel and corporate platforms**

*Source link: O*Net*

Student Spotlight

We would like to feature you in our next newsletter. Submit your thoughts about health care management, study habits, a devotional, or work opportunity. We want student participation. You might consider submitting a brief piece as a cohort to encourage the upcoming cohort. This will be your spot to shine!

Why is APA Style Important?

Accuracy with APA format amid posting to discussion boards, writing essays, and developing presentations and proposals seems like an unnecessary inconvenience. However, the value of using an editorial style is very important! Here are a few reasons why:

- Promotes professionalism
- Removes questions about correct punctuation for a reference or proper form for numbers in a text
- Codifies rules for clear communication and presentation of written material (e.g., tables, graphics, headings, citations)
- Eliminates inconsistencies within a manuscript

Free APA Style resources on the web: APA Style by the APA and Purdue OWL

"Faith is the basis of any genuine relationship; the more sensitive and dynamic a relationship is, the greater the faith that must enter into it." -TW Hunt (1986, p. 95).

Hunt, T.W. (1986) *The doctrine of prayer*. Nashville, TN: Convention Press.

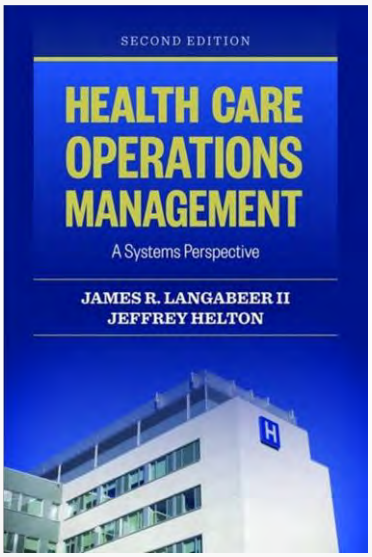
July 2018

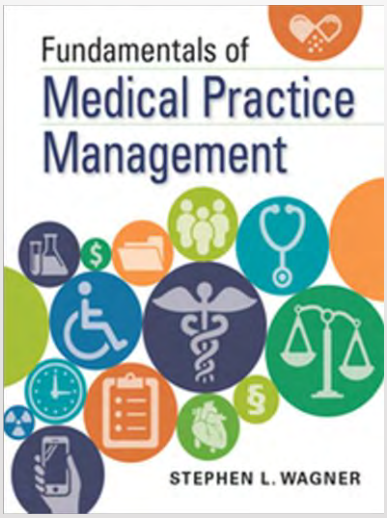
Student Quarterly News

Healthcare Management

Student Success is our Goal!!

Let us know your needs!





New and Improved HCM Courses!!

Two Courses Go Live in August!!

By Dr. Kelly Riesenmy

One of my priorities as program director was to provide a curriculum that prepared students for a career in healthcare management.

I am happy to announce that two courses go live in August. **HC 3213** previously known as "Medical Terminology for Healthcare Managers" has been revised as "Fundamentals of Medical Practice Management." Topics covered in this course include practice models, information technology and management, strategic planning, third party payers, revenue cycles in medical practice, and leading a medical practice.

The second course to go live in August is **HC 4203** "Healthcare Operations Management." Students will learn about supply chain management, trend in healthcare operations such as applications for articial intelligence, and quality improvement methods. Students will work in groups to analyze and solve a case for process improvement. As a course capstone, students will prepare a "resume ready" major project - a business plan for an operation management project.

We are excited to offer new and improved courses that are competency based and prepare students for a career in healthcare management and leadership.

Jillian Herndon

Student Spotlight

Hello, my name is Jillian Herndon and I am the Practice Manager and Compliance Officer for the largest Long-Term Care practice in Oklahoma. I am also a freshman in the Health Care Management adult program at MACU. I have worked in the medical field since I was 18 years old. A lot of people ask me why I chose to get my degree in Health Care Management when I am already a Practice Manager. I chose this path not only because I want to better myself, but also because I own a medical credentialing and billing business. I felt that simply having experience was not enough to grow my business and that I needed a degree to grow successfully.

Holding a position as a Practice Manager is very rewarding. I not only supervise, but I teach daily. I have developed and trained each position in my office. Currently, I oversee 5 employees as the Practice Manager and 24 employees as the Compliance Officer. I work alongside our Chief Operating Officer when situations arise and together we develop solutions. I perform HR duties and provide staff with leave balances, send payroll to our accountant, and assist employees during open enrollment. I assist my staff during times of heavy workloads.

You are never too old to set another goal or to dream a new dream. ~ CS Lewis

"So, speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind. I know you're already doing this; just keep on doing it." 1 Thessalonians 5:11 (The Message Bible)

STUDENT CONTRIBUTIONS

We are thankful for students like Jillian who bring value to the program through experiences and knowledge. Interacting and networking with other students in the program is an important part of your academic development.

You will have colleagues for life!

Please send me your contribution!

We want to meet you!

Share something about yourself, your work, or a devotional.

Please email me at kelly.riesenmy@my.macu.edu

MID-AMERICA CHRISTIAN UNIVERSITY

ASBL Health Care Management Program October 2018

ADULT SCHOOL OF BUSINESS LEADERSHIP (ASBL)

IN THIS ISSUE

Student Success

by Dr. Kelly Riesenmy

We want our students to be successful, healthy, and happy at MACU. However, the path to student success has many roadblocks. Adult learners have full-time jobs, families, and activities which make it difficult to find time to effectively study and write. Here are a few tips that may help set guardrails as you drive the freeway to your success:

#1 Plan

The most important factor is to plan!

- Recruit a support team. Your support team may be your spouse, family member, or friend. These are your people who understand your drive and need for your degree. Ask them if they will help you keep timelines, provide encouragement, and help with your schedule.
- Arrange for time each day to work on your degree. Plan a minimum of 1-2 hours each day to stay on top of your assignments and discussion boards. Use the weekend for extended time to write. Most writing projects require 4 hours of uninterrupted focus.

#2 Take Breaks

It is critical to have time to refresh and re-energize.

- Schedule time for dinner with family or friends, your kids' activities, and a date with your spouse.
- Downtime replenishes the brain's stores of attention and memory at the neuronal level (Scientific American). Click link

#3 Live in the Moment

- When it is time to study, let your support team know you have to study. Ask them to step-in or be a buffer for distractions. Raise up your guardrails for quiet-time. Enjoy the learning process. This is your time and money – make the most of it!
- When it is time to relax, enjoy relaxing. Dance, play, have fun!

Student Spotlight

Read about your colleague, Niccole Rodenberger-Dickey and her work in healthcare.

Page 2

Careers in Healthcare HIMS

Could a career in Health Information Management be for you? Read more to find out.

Page 2

Student Spotlight

NICCOLE RODENBERGER-DICKEY

I am motivated by helping people perform better work and building the most functional processes to accomplish that goal. I have a passion for uncovering ways to obtain the utmost quality work without sacrificing the metrics needed to drive business forward.

Niccole is an account manager for a Pharmacy Providers of Oklahoma (PPOk). In her role, she creates plans that provide fiscally sound choices for prescription medications for her customers. She is nationally certified as a pharmacy technician. She is currently working on her Bachelor of Science in HCM at MACU.

I am 31 years old, grew up in the southeastern corner of Oklahoma, but currently live in Oklahoma City with my husband, two year old daughter, and two puppies.

I accidentally fell into working in the managed care field of health care, specifically in pharmacy benefit management ten years ago as a temp and ended up loving the work. I have held many positions throughout my career, from frontline pharmacy technician to a vendor manager. My passion, specifically, within the PBM environment is finding ways to improve processes without sacrificing quality. I have thoroughly enjoyed my time at MACU and have used many of the things I learned in class toward real-life business goals.

Get started in your career…

Source information at: US Department of Labor - Bureau of Labor Statistics (click link to learn more)

Do you love technology? Are you meticulous in your work? Consider working in HIMS!

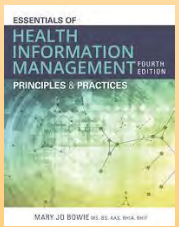
Technicians in HIMS organize and manage health information. They ensure that all the data entered into the electronic health record is accurate and secure. Positions in this field require an understanding of medical classification codes and categorizing patient information for insurance databases and registries. HIMS plays a crucial role in the quality of the patient record. Entry level median pay is $39,180/year and is a fast growing field.

Excel in your work toward management positions to earn upward to $98,350.00 annually. Your degree is a competitive advantage for these positions.

HC4303 Goes Live in November 2018!

Healthcare Information Management Systems

In this revised course, you will have access to Mindtap – a Cengage learning tool. The course uses Mindtap simulation projects so that students gain hands on experience with EHR. Many of the assignments are experiential with a video-based case study exploring issues faced by the director of HIM in a healthcare organization. We hope you enjoy the learning process in the updated course!



…From the Adult School of Business Leadership Health Care Management Program

Holiday Schedule

No Classes December 25, 2018 through January 7, 2019

"Behold, the virgin shall be with child, and bear a Son, and they shall call His name Immanuel," which is translated, "God with us." —Matthew 1:23

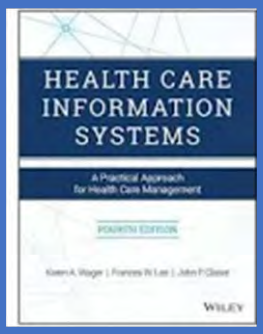
His Birth in Me. "My little children, for whom I labor in birth again until Christ is formed in you…" (Galatians 4:19). Just as our Lord came into human history from outside it, He must also come into me from outside. Have I allowed my personal human life to become a "Bethlehem" for the Son of God? I cannot enter the realm of the kingdom of God unless I am born again from above by a birth totally unlike physical birth. "You must be born again" (John 3:7). This is not a command, but a fact based on the authority of God. The evidence of the new birth is that I yield myself so completely to God that "Christ is formed" in me. And once "Christ is formed" in me, His nature immediately begins to work through me.

IN THIS ISSUE

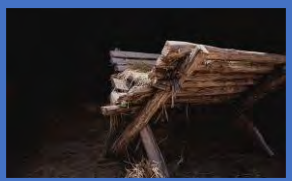
CHRISTMAS 2018 EDITION

Student Spotlight

Read about your colleague, Matt Worcester, CAHIMS
page 2



MBA in Health Care Management
New Course to go live in February 2019 page 2



Oswald Chambers Christmas Devotional adapted from "My Utmost for His Highest" page 1

Student Spotlight

We are blessed to have Matt Worcester leading the way in HIMS in our MACU HCM Program! Read his story

God is Good!!!! I have been amazed by my whole introduction with MACU. Everything has been God centered and I have been, not only blessed, but in utter amazement with the college.

My name is Matt Worcester and I am full of energy as you can tell. I am fifty years young and am married to the love of my life going on thirty years. God has blessed me with 3 beautiful daughters. My oldest, Britani, went to be with Jesus on October 5, 2012. She was born totally disabled and lived to be 21 years. She was the center of our family and we were blessed every moment that she was with us. My daughter Ashli is 23 and Graduated this year in Social work and will begin work on her Masters. My youngest Mati is 19 and is a sophomore in college with a full softball scholarship. Needless to say, they keep us busy. My wife and I decided that since we now had an empty nest, that it was time that I finish what I started with college.

Worcester cont'd…

I currently work in a hospital as a Health Informatics Coordinator. I am pursuing my degree in Health Care Administration/Management with an end goal of an MBA in Health Care Administration/Management. I love life to the fullest and like to do my best to inspire everyone with the same inspiration that God has put into me.

My life has kind of been a roller coaster over the past 25 years. I started out very career driven and knowing which direction I was going. Then we had our first child and she was born with severe disabilities. My wife and I found ourselves having to put our careers on hold to focus on her and her needs. She passed away in 2012. I then had to regroup and decide what I was going to do.

Being a Chickasaw citizen, I decided that I wanted to go to work for the Chickasaw Nation. I started out working in Social Services helping the citizens with tribal needs. Shortly after, I took a job at the Chickasaw Nation Hospital as a Project Manager in the Business/Revenue part of the hospital. A year later I was offered the job as a Clinical Informatics Coordinator on the clinical side of the hospital. After working throughout the hospital, I decided that this is what I wanted to do in life.

I decided to go to college to finish my bachelor's degree. I scouted the colleges and found that MACU offered the HCM degree that I wanted. They also offered the master's degree in HCM. My goals are to obtain these two degrees. I have recently received my CAHIMS (certified associate in healthcare information and management systems) certification. This was a tough course but well worth the effort.

I have really found my passion working in the hospital. I have a strong desire to help create patient safety and provide a wonderful experience for every patient. My plans are to get the credentials that I need to be able to work in upper management in the administration at the hospital. I feel like that I can make an impact with my desires and passions towards patient concerns.

Revised HC5243 Health Information Management Systems Goes Live in February 2019

The new textbook is written for graduate students in HIM and health care administration executives. In the course, students will:

- **Craft strategies for implementing HIM**
- **Develop a business report for selecting an electronic health records (EHR) platform**
- **Write a change management proposal to implement EHR**

CAGS ASBL-HCM Student Update

Summer

2019

In this issue:

- Career Development (pp. 1,3)
- Spiritual Formation in Assignments (p.3)
- Alumni Spotlight (p. 2)

Welcome to Summer!

"When a man's heart is right with God the mysterious utterances of the Bible are spirit and life to him. Spirit truth is discernible only to a pure heart, not to a keen intellect. It is not a question of profundity of intellect, but of purity of heart."

by *Oswald Chambers, Bringing Sons Unto Glory*

MID-AMERICA CHRISTIAN UNIVERSITY

School of Adult Business Leadership
Health Care Management Program

Career Development

Dr. Riesenmy

Education. Deciding on a career path can be one of the most challenging experiences in life. Making the decision to get a college degree is the first important step in meeting that challenge. According to the US Department of Labor Statistics (2018), individuals earning a bachelor's degree will make on average 60% more than an individual with a high school diploma. Weekly earnings increase to 84% higher with a master's degree (Torpey, 2018). Education is a great advantage in the career trajectory.

The choice to have an education with an emphasis in health care management and administration provides a strong foundation to launch a career. Several fields within health care management are considered Bright Outlook careers due to the demand and need (cont'd p. 3).

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Alumni Spotlight

April Adkisson, MBA, CIC, CISR

MBA with a Healthcare Administration emphasis in November 2018

Just after earning my degree, using the advice and guidance of Kelly Riesenmy, PhD, I was able to use my work experience combined with my education to set me on my chosen career path. I am so thankful to Dr. Riesenmy! When I went back to school for my MBA, I was a single mom with a young child, and engaged to be married.

While earning my MBA the following life events occurred:

- **I got married.**
- **Gained 4 wonderful stepchildren in the process!**
- **Sold my house.**
- **Went to Texas for a week to assist victims of Hurricane Harvey.**
  - **All of these events happened within three weeks.**
- **Then the last day of my second to last class, my grandmother unexpectedly passed away.**

Without the support of MACU, and especially Dr. Riesenmy, I would not have finished as strong as I did! Without my education, I would not be working at the level I am now.

Life happened, good and bad, but sometimes you must dig deep in your soul to remember why you are fighting to achieve more and be more. Then you become more and run the race you were meant to run. ~April Adkisson

Career Development (*cont'd from p.1)*

Goals and Vision. The next piece in career development is your career goal. In health care there are so many options! Entry level positions include pharmacy technician, health information technician, administrative assistant, and medical insurance claim examiner. Other less known career opportunities include community health education, insurance underwriter, operations, and finance. Getting your foot in the door is important, then as you find your niche and finish your education, the quality of your work will promote you within your area. Do you want to be the Chief Financial Officer at a hospital? Or, do you want to be the President of Human Resources within a large Health Care System. It is possible! MACU is preparing you to ***"Dream Bigger, Do Greater."***

Skills and Interests. You have an advantage if you are currently working in the field of health care. Your current skills and network are valuable resources to use to take you to the next level. If you are not in a position where you can gain the skills you need to work in your dream job, set out to obtain those skills. This can be accomplished through job shadowing or doing an externship through an agency in your area.

If your vision is not clear and you do not have a specific goal in mind, do not worry! God has given you interests and talents for a specific purpose. Ephesians 2:10 tells us that God created us for a special work and that He has prepared good things for us to do. His heart is that we do good things to show our love and faith in Jesus. When your interests align with God's Word, you can use them to guide you toward this special work He has for you to do. Ask Him to lead you, follow your interests and what you are good at doing, then trust God to open doors you never knew were possible!

Developing Christian Ethics: Spiritual formation in course assignment

Dr. Riesenmy

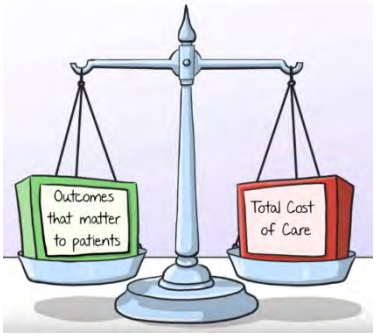
If you look deep underneath the highest values and ethics in business and health care you will find underlying principles from God's Word. Jesus provides the most valuable virtue in Matthew 7:12 "…whatever you wish that others would do to you, do also to them…" This virtue comes through love. Love is uncommon in the secular world. However, as a Christian we are to develop a worldview which brings love, mercy, integrity, and peace into our workplace. Keeping in mind we are human beings; we ask the Holy Spirit to help us in this exercise. Then, we must use God's Word to shape our lens of the workplace, our relationships, and in all areas of our lives. This is what we refer to in the academy as Spiritual Formation.

In your assignments, look for how God's Word can provide a perspective on the work, the case, the task for which you have been assigned in the course. For example, 2 Peter 1: 4-7 provides an outline for the progression in forming Christian ethics. Examine these scriptures. How could each aspect of the divine nature relate to designing a quality improvement in healthcare? Or, use these verses to provide a framework to analyze a case for a report. God's Word provides the right response to difficult dilemmas in life and work. Use His Word and Holy Spirit to shape your Christian ethics.

His Word is a Light for your path. Psalm 119:105

NEWSLETTER CONTENT TEMPLATE

Healthcare Management: The value proposition



By Dr. Kelly Riesenmy

The business of healthcare is a critical part of delivering quality care efficiently and at lower costs. The value proposition in healthcare is an equation: quality divided by total costs of care. Each course at MACU-HCM Program is designed to inform you about elements of this equation. We hope to shape your perspective on your role in the value proposition as a healthcare manager.

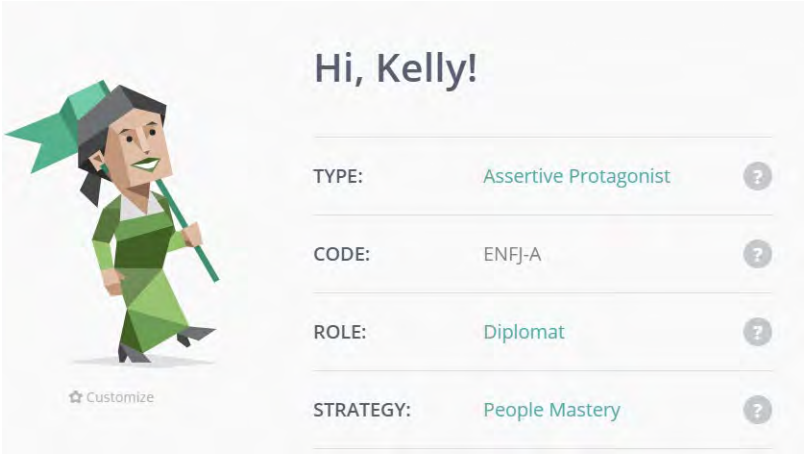
In the MACU's HCM Program, you are learning how to add value to healthcare by improving outcomes for a variety of different healthcare stakeholders – patients, providers, payers, and policy makers. Value is defined as design (frameworks for helping the patient find the right treatment at the right time), its execution (reliably doing it right every time to improve outcomes), and its costs over time (Johnson & Sollecito, 2020). Whether you are working in admissions, medical records, a private practice, or in billing your work is part of the value proposition equation. Consider how you add value to your organization's stakeholders. Then, think about where you would like for your career to be in ten years. During this journey, you need to ponder your purposes now as well as your future in HCM to live to the fullest God's plan to use you to add value in healthcare!

Ephesians 2:10 (AMP) says "For we are His workmanship [His own master work, a work of art], created in Christ Jesus [reborn from above—spiritually transformed, renewed, ready to be used] for good works, which God prepared [for us] beforehand [taking paths which He set], so that we would walk in them [living the good life which He prearranged and made ready for us]." Your work in HCM is a path that God designed for you. He has the good life already arranged for you to live. His plan is that you follow the paths that He planned for you to help others and make a difference for His purposes!

Johnson, J.K., & Sollecito, W.A. (2020). *McLaughlin and Kaluzny's continous quality improvement in health care* (5th ed.). Burlington, MA: Jones & Bartlett.

Professional Development

Understanding your personality is an asset in navigating work life. Your personality strengths and weaknesses can be leveraged as a tool to help you adjust your thoughts, feelings, and behaviors to work more effectively with others. In order to do that, first you need to know your personality traits. Learn more about how to relax, energize, approach problems, and find solutions through your personality.



Below is a link to the 16 Personalities Test. It is free but requires you to create an account. Use the site to explore articles about your personality type, as well as other personality types you encounter at work.

Remember that personality can explain your approach to work, your ideas about change, your style in communicating with others, and why you work more easily with some people than others. If you have any questions about your personality test profile, feel free to give me a call or email me. Dr. Riesenmy 405/703-8238, kelly.riesenmy@macu.edu.

16 Personalities Test

Get Connected

DO YOU WANT TO LAND THAT PERFECT JOB IN HCM? ARE YOU LOOKING FOR A PROMOTION? Then become a member of a professional association in healthcare management. As a member of a professional association, you have access to ongoing education, conferences, networks, and job posting boards. Employers view membership with professional associations as commitment to your field and engagement with the community of healthcare management. The healthcare management field encompasses many professions including the areas of finance and information technology. Find the organization that is the best fit with your interest and career focus. Many organizations offer student discounts. Member costs vary from high to low, depending on each organization. ***Remember – finding the right job is all about networking!!*** Join an association and find the local chapter in your area so you

can attend meetings. You will find out about jobs and meet people who can help you get started. Check out these professional associations:

- American College of Healthcare Executives
- American Health Information Management Association
- Healthcare Finance Management Association
- American Association of Healthcare Administrative Management
- Professional Association of Health Care Office Management
- Commission on Accreditation of Healthcare Management Education
- Association for Healthcare Administrative Professionals

The University of Prayer

Students need extra time, energy, focus, quiet to accomplish academic work. Yet, time is what is needed for prayer. In fact, extra time is needed so desperately students must pray! Here are some quotes from those who experienced the power of taking time to pray:

"Work, work, from morning until late at night. In fact, I have so much to do that I shall have to spend the first three hours in prayer!" ~ Martin Luther (Father of the Protestant Reformation)

"For your work's sake, break away from it, and give the soul a breathing time. Get a holy subject and keep to it till you have drawn somewhat from it to feed your soul upon, and then you will do your lifework with less fatigue because you will have more strength to spend upon it." ~ Charles Spurgeon (known as the "Prince of Preachers")

"All my life, I have risen regularly at four in the morning to go into the woods and talk with God. That's where He reveals His secrets to me. When everybody else is asleep, I hear God best and learn my plan…" ~ George Washington Carver (Great American agricultural scientist, inventor, and professor)

MACU UPDATES - CAMPUS EVENTS

ADD CONTENT, PHOTOS ETC HERE

Healthcare Management, Program Review, Section 13

Program Graduates (Numbers, Graduate Feedback, and other data)

News OK Marketing Ad in The Oklahoman

MACU prepares healthcare managers of tomorrow in evolving industry by Michaela Marx Wheatly

Talking points for News OK Article

- Passionate about developing talented managers and executives to work in healthcare
    - Healthcare Management is a career direction that offers job security
        - Employment in the field of HCM is expected to grow by 20% from 2016 – 2026.
        - Some of the factors that contribute to the bright outlook for a career in HCM are the large baby boomer population living longer and being more active, advances in medicine, and continual changes in technology, laws, and regulations.
        - Job prospects are also bright due to rising demand to replace baby boomer managers who are eligible for retirement over the next decade.
        - Oklahoma is one of the states with the highest concentration of jobs in healthcare management.
            - According to the US Department of Labor HCMs make an annual mean wage of $88,000/year in Oklahoma.
        - Nationwide, in 2017 the median wage was $98,350/year.
            - The lowest 10% earned less than 58,350
            - The highest 10% earned more than 176,130
        - Entry-level at the bachelor's degree
        - Forbes Magazine listed a Master's in HCM as the 7th best master's degree for employment.
            - MBAs with a healthcare emphasis or knowledge in healthcare IT are particularly in demand.
            - The MBA often takes the manager to the executive suite with advanced knowledge in strategy, operations, and leadership.
    - An opportunity to make a difference
        - This is a career with great influence and purpose!
            - We typically think that the frontline clinical people make the difference in the quality of healthcare; however, the clinical context requires robust management to assure that processes run smoothly, the financial and operations are strong for growth and to attract and maintain excellent human resources to meet patient needs.
            - Patients put their trust in their healthcare organization and healthcare managers and executives are responsible for raising a standard of healthcare excellence for their community.
    - Healthcare managers and executives:
            - Clinical (specialist in a medical department or service)
            - Generalists (those who manage or help to manage an entire healthcare organization or system)
            - Healthcare managers are needed in the fields of:
                - Finance

    - Nursing
    - Pharmaceutical
    - Nursing Home
    - Health Information (IT)
- Work environment
    - Hospital
    - Outpatient care centers
    - Government
    - Nursing and residential care
    - Physician's practices
    - Consulting firms

- MACU is a diverse and engaging Christian environment for Higher Education
    - We are interested in helping people find opportunities to advance their careers, make a mid-career change, and advance to the C Suite as an executive
    - We are not only interested in helping students who are starting out in business and healthcare but also those who want to advance. An MBA this emphasis can take someone who is already functioning at a senior level to a position of director of chief officer. It is not uncommon for physicians to go back for an MBA to become better educated on the forces that shape the practice of medicine and revenue cycles.
    - We cater to working adults
    - Our goal is student success. We understand the challenges of having a career and working toward a degree.
- Our program objective is for graduates to have specialized knowledge in the business of healthcare
    - Our curriculum is aligned with competencies identified as necessary for success in the industry
    - We offer courses with a focus in healthcare in the areas of:
        - Human Resource Management and Development
        - Legal and Regulatory Compliance
        - Finance
        - Information Management
        - Operations Management
        - Strategy
        - Quality Improvement
    - We are rolling-out two new courses this fall
- We recognize that many students are young and need a starting point
    - To that end, we are currently engaged with nationally accredited providers of certification programs to investigate ways that we can offer greater value to our students for entry level positions.
    - Our goal is to offer students with credentials early in their academic career that will give them a marketable advantage for a healthcare position before finishing their degree.
    - Getting your foot in the door is important.
    - Our program is designed to give students the knowledge, skills, and abilities to be effective as a healthcare manager.

Program prepares healthcare managers of tomorrow in evolving industry

By Michaela Marx Wheatley, BrandInsight Editor

Oklahoma needs health professionals — as well as those who can manage them and an evolving healthcare industry. Mid-America Christian University (MACU) is meeting that need.

“One of the greatest challenges in the field of healthcare is its rapidly changing contexts resulting from technology, government regulations, compliance and laws,” said Dr. Kelly Riesenmy, who serves as an associate professor and program director of Health Care Management in the School of Business Leadership at MACU.

MACU offers both a Bachelor of Science and a ~~master’s~~ Master of Business Administration degree program in Health Care ~~Administration and Ethics~~Management. The~~se~~ Health Care Management program~~s~~ explores real-world work challenges as they relate to situations in health care management

“Healthcare is adopting new trends more commonly seen in the corporate world, such as acquisition and mergers,” Dr. Riesenmy said. “Our curriculum integrates current trends in healthcare into coursework.”

MACU students learn about the challenges healthcare managers face in a transforming healthcare context and work with professors and peers on topics that are happening now in the healthcare industry.

“Typically, we think of the frontline clinical team having the greatest purpose and significance in healthcare delivery,” Dr. Riesenmy said. “But behind the clinical team are countless individuals who make the difference for quality of patient care by creating the environment for high performance and high reliability in the organization of healthcare. Our program prepares talented managers by giving them the skills and abilities to create and implement this kind of healthcare organization.”

She said MACU wants students to be transformational in their approach to leading and managing teams.

“To that end, our curriculum has a focus on healthcare management and business practices, principles of analysis and strategy, operations management and quality improvement methods. We equip students with the knowledge, skills and abilities to address the business problems specific to contemporary healthcare.”

The degree allows students to enter as generalists into the field of healthcare management, and prepares individuals for management careers in the areas of healthcare, medical records, health information, human resources and medical practice management.

“It is not uncommon to see students with allied health degrees come back for a B.S. in Business with a Healthcare Management emphasis to become clinical managers within their respective field,” Dr. Riesenmy said. “Essentially, it prepares for any position within the organization of healthcare where talent in business skills and knowledge are required.”

A subsequent MBA with a Healthcare Management focus opens the door for upper level management and executive positions within healthcare. For individuals who are in clinical positions and ready to advance to positions as director or chief, the MBA is highly valued and leads to positions such as hospital administrator and program director, health system human resources director, nursing and residential care director, pharmaceutical product manager and positions progressing toward chief executive roles.

“The bachelor’s degree will get your foot in the door for a career that can put the individual on track for a management position in a ‘Bright Outlook’ job. The MBA in Health Care Management distinguishes individuals as someone with advanced knowledge and understanding about the business of healthcare,” Dr. Riesenmy said.

She said the university aimed to develop something that would get their students ready for their careers.

“The degree has the potential to place individuals in a position of great influence for helping others. One emphasis in the program is quality improvement in healthcare,” Dr. Riesenmy said.

These concepts are grounded in management science and business strategy. Healthcare systems ~~who have~~with exceptional leadership and management see growth, attract and retain highly talented physicians and other clinical staff to serve patients with the highest quality of care.

“Excellent leaders and managers must have the knowledge and skills to understand the unique factors in the business and management of healthcare,” Dr. Riesenmy said.

Another way the program distinguishes itself among similar programs is its deep commitment to ethics. MACU is a diverse and engaging Christian environment.

“We have a biblical worldview which lays the foundation for our ethics. We believe that we are called to do great things because of what Jesus Christ did for us,” she said. “This call includes being creative, innovative and working with others for the greater good of individuals in our community and around the world.”

Dr. Riesenmy emphasized that healthcare is a relationship of trust.

“Our aim is to equip and empower students to become healthcare managers and executives who raise a standard of healthcare excellence for their community,” she said.

There is also a great need for these jobs as reflected in job outlook statistics.

“The job outlook is expected to grow 20 percent over the next 10 years,” Dr. Riesenmy said. “Factors such as the aging baby boomer population and people living and remaining active longer suggests a greater need for healthcare services. The baby boomer generation is preparing for retirement which requires succession of qualified individuals to fill those management and executive positions. The MBA in Health Care Management with knowledge in healthcare information systems have outstanding prospects for employment.”

Oklahoma is third in the nation for the greatest concentration of jobs in healthcare care management, according to the Bureau of Labor Statistics. The annual wage in healthcare management services for Oklahoma averages $88,990. Top paying industries within healthcare management are research and development, pharmaceuticals and business. Most jobs are in the contexts of general medical and surgical hospitals, outpatient care centers, medical and diagnostic labs and other specialty and ambulatory care services.

Students can earn their degree at MACU 100 percent online or by attending classes once a week on campus in Oklahoma City.

Enrollment is now under way for classes both on-ground and online. For more information, visit www.macu.edu.

This article is sponsored by MACU.

ADULT SCHOOL OF BUSINESS LEADERSHIP

Healthcare Management Emphasis

The Healthcare Management (HCM) Emphasis Competency Model

MACU-HCM curriculum is based on a competency matrix using the US national database of job descriptions in the field of healthcare management, opinions of industry experts, and national accreditation standards for healthcare leadership. The following table displays these competencies. Our courses have been matched across these competencies

Interpersonal Effectiveness	Critical Thinking	Management and Leadership	Professionalism and Ethics
HC Human Resource Development	HC Strategic Planning	HC Business & Management Principles	Christian Worldview
HC Stakeholder satisfaction and needs assessment	HC Finance	Leadership techniques	HC Ethics
Employee Relations	Quality Improvement Methods	Management of Human Resources	
Negotiation	Law and Compensation	Performance Management	
Organizational Behavior & Communication		Electronic Health Records and Health Information Management	

Bachelor of Science

Master of Business Administration

According to the US Bureau of Labor Statistics, Oklahoma is third in the nation for highest concentration of Jobs in HCM

O*Net Bright Outlook Career

www.onetonline.org

Jobs in the field of healthcare account for 20 of the top 25 careers in 2018 (Forbes, 1/29/18)

Program Director
Kelly Riesenmy, PhD
Associate Professor
(405)703-8238
Kelly.riesenmy@macu.edu

Summary

Quick Facts: Medical and Health Services Managers	
2017 Median Pay	$98,350 per year $47.29 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2016	352,200
Job Outlook, 2016-26	20% (Much faster than average)
Employment Change, 2016-26	72,100

U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections, PSB Suite 2135, 2 Massachusetts Avenue, NE Washington, DC 20212-0001www.bls.gov/ooh | Telephone: 1-202-691-5700 | Contact OOH

CAREERS IN HCM
USE YOUR TALENTS TO HELP OTHERS

- Medical Practice Manager
- Residential Care Director
- Hospital Administrator
- Healthcare Finance Manager
- Healthcare Information Management
- Clinical Managers (healthcare degrees with an administrative focus)
- Human Resource Manager within Healthcare Organizations

A bachelor's degree in HCM offers an entry level advantage because employers recognize the degree represents that the candidate has knowledge in business and healthcare management. The MBA offers individuals an advantage for upper management and executive level positions through advanced education in the specialization of healthcare strategy, planning, quality improvement, and revenue cycle management.

COURSES AVAILABLE ONLINE AND ONGROUND

HCM Emphasis

Courses

Bachelor of Science

- Introduction to Healthcare Management
- Healthcare Human Resource Management
- Fundamentals of Medical Practice Management
- Legal Aspects of Healthcare
- Healthcare Operations Management
- Healthcare Economics
- Healthcare Information Systems

MBA

- Healthcare Management
- Healthcare Legal Environment
- Healthcare Finance
- Healthcare Information Systems

MID-AMERICA CHRISTIAN UNIVERSITY
HEALTHCARE MANAGEMENT

Bachelor of Science
Healthcare Management and Ethics

As the Healthcare sector continues to expand, organizations need Healthcare Managers more than ever – and this degree plan is designed to prepare students to enter the workforce with special knowledge and confidence. Focus is placed on the "hands-on" practice and business aspects of Healthcare Management systems, to provide the student knowledge and skills that can be immediately applied in a variety of settings, such as private practices, clinics, auxiliary services, or hospitals. Courses such as Human Resources, Legal Environment, Medical Practice Management, Operations, and Information Systems go beyond traditional business content to address the unique application of these topics within the Health Care industry. Consideration of Christian principles with respect to ethical and moral dilemmas in Health Care is an important component of each course. The opportunity to achieve two certifications are possible prior to graduation.

What Makes MACU Unique

Price point

- Approximately $12,000/year without books
- Scholarships and Federal Aid are available

Completely Online

- 5-week courses
- Working adult student population
- Earn degree within X years
- Portfolio Projects
- Evening classes

Diverse Student Population

- Age
- Career Background
- Ethnicity

Committed Instructors

- Highly credentialed professionals with extensive career experience
- Monitored for excellence

Add Credentials to your resume before graduation

- Certified Medical Administrative Assistant
- Certified Electronic Health Records Specialist

[redacted]

A Video Message from the Chair, School of Business Leadership

Completely Online

- 6-week courses
- Working adult student population
- Earn degree within X years
- Portfolio Projects

Diverse Student Population

- Age
- Career Background
- Ethnicity

Committed Faculty and Staff

- Highly credentialed professionals with extensive career experience
- Low student to professor ratio
- Close-knit learning

MID-AMERICA CHRISTIAN UNIVERSITY

HEALTHCARE MANAGEMENT

MBA

Healthcare Management and Ethics

The Master of Business Administration (M.B.A) program is a dynamic course of study geared toward today's rapidly changing business environment. Grounded in traditional business theory, the program is integrated with practical application, timeless biblical principles and Christian values. Professionals enhance their existing knowledge with a deeper understanding of effective business practices, including: strategic planning and execution, resource management, and how to lead new and expanding enterprises, businesses, and organizations.

Health Care Management Emphasis (24 Hrs) MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior MGMT 5353 Communication in Professional Organizations MGMT 6313 Management Science/Operations Management MGMT 6423 Strategic Business Management HC 5213 Health Care Management HC 5223 Health Care Legal Environment HC 5233 Health Care Finance HC 5243 Health Care Information Systems Total MBA & Health Care Management Emphasis Required Hrs – 42

Health Care Management

Where Preparation Meets Opportunity

A career in Health Care Management (HCM)

- A formal Education is fundamental for a management position; a minimum of a bachelor's degree (except in nursing where experience may allow a nurse to work in leadership without additional preparation).
- Forbes Magazine lists a master's degree in health care management as the 7th best master's degree for a job.
- An MBA in health care management is an asset in mastering the skills and knowledge required for quick advancement in a health care management career.
- Employment growth in the field of medical/health services managers is projected to be 20% from 2016 to 2026, much faster than the average for all occupations.

Dill, K. (2014). Best and worst master's degrees for jobs. Forbes Magazine. Retrieved from https://www.forbes.com/pictures/fjle45gfkg/no-7-best-masters-degree-for-jobs-health-care-administration/#4b3db3482064

United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook (January 2018)

Education, Work Experience, Certificate

Master's Degree

- Preferred by employers
- Preparation for executive and leadership positions in healthcare

Bachelor's Degree

- Entry level
- In-depth instruction on managing and leading in healthcare

Certificate

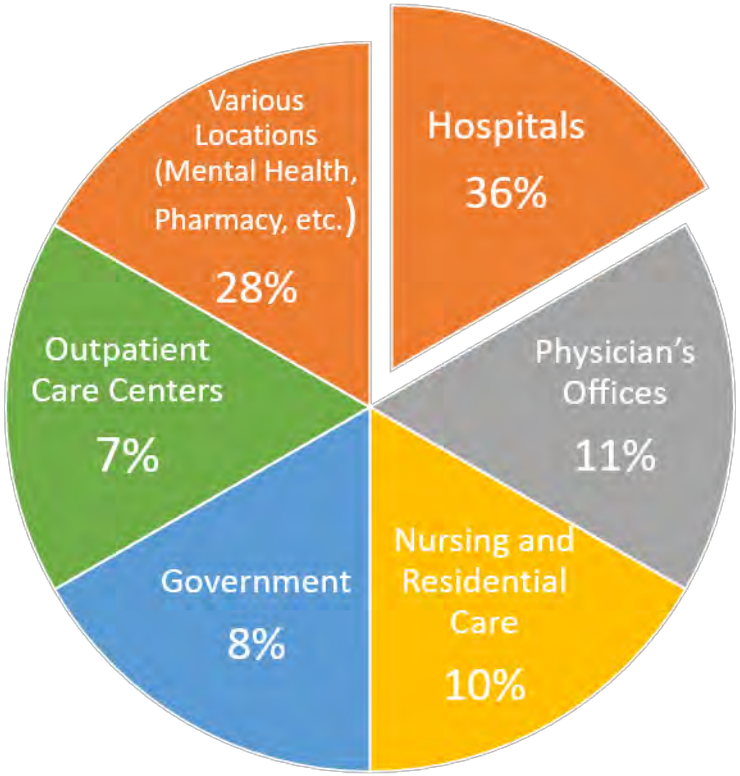
- Career Boost for those with experience
- Upper-level professionals stay current on best practice trends in management and technologies

HCM Degrees/Certificate prepare students to become

- Practice and Administrative Managers
- Clinical Managers
- Nursing Homes Managers
- Health Information Managers

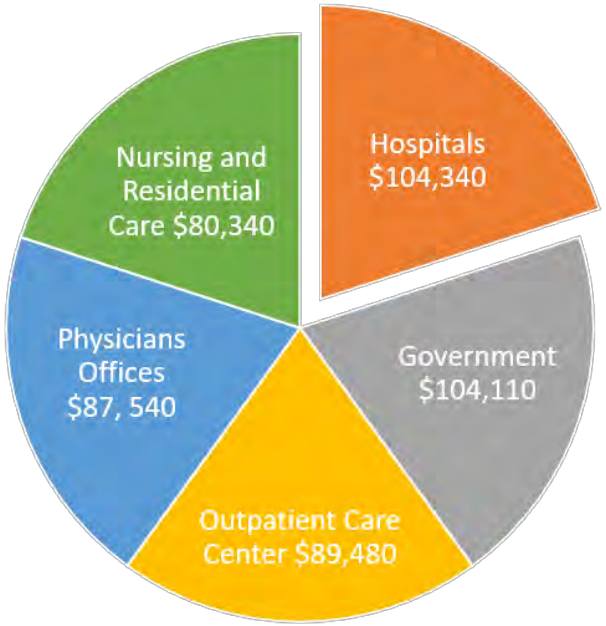
Just to name a few…

Typical Work Environment for HCM



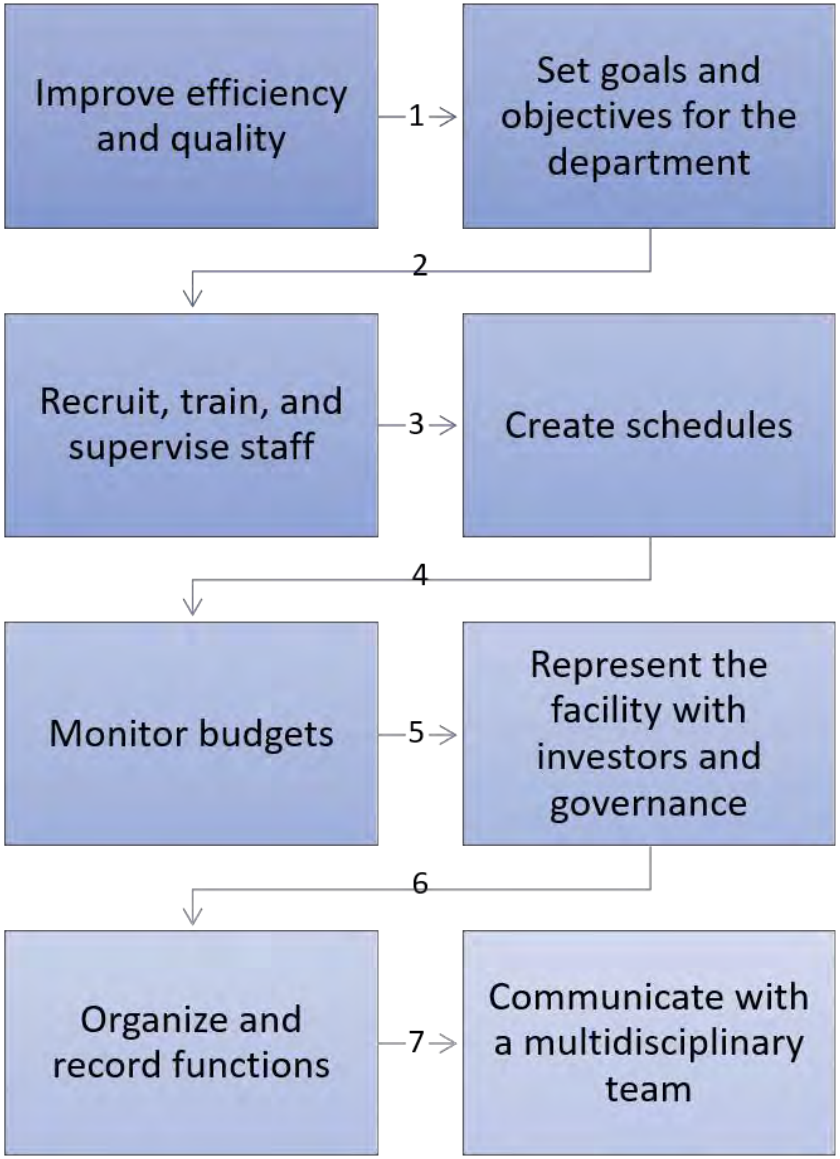
Annual Wage for Medical and Health Services Managers (May 2016)

These values are based on nationwide statistics, mid-career pay scales. Three in ten managers work more than 40 hours a week. Many healthcare settings are open 24/7, on call and emergencies are not uncommon.



Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Medical and Health Services Managers,on the Internet at https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (visited *March 08, 2018*).

Health Care Manager Job Responsibilities



MACU Student Candidates for a Career in Health Care Management

Business	Biology	Christian Ministries
Management	Marketing	Mathematics
Psychology	Counseling	Leadership

Healthcare Management, Program Review, Section 15

Curriculum Reviews

CD Curriculum Review Summary for HC Courses

HC 3203	Introduction to Health Care Management	9/17/2019
HC 4103	Health Care Economics	4/30/2019
HC 5213	Health Care Management	5/14/2019
HC 5233	Health Care Finance	9/24/2019
HC 4303	Health Care Information Systems	10/22/2019
HC 3313	Health Care Human Resource Management	11/26/2019
HC 5223	Health Care Legal Environment	1/7/2020
HC 3503	Legal Aspects of Health Care Administration	1/14/2020
HC 3203	Introduction to Healthcare Management	6/2/2020
HC 4203	Healthcare Operations Management	7/7/2020

CQI HCM Curriculum Revisions Sheet 2018-2019 [Pitch Chart]

	Course	Textbook	Revision/Rewrite	Status	Notes	Timeline	Assigned	Associated Certificate Programs	**Notes on the course/revisions**
	HCA 3203 (Intro HCM)	Buchbinder, S. B. & Shanks, N. H. (2017). Introduction to Health Care Management	completed 8/2019	Complete	Course contents were revised and the course was formatted to accommodate certificate program.	Next run April 2019	Kelly Riesenmy Completed 8/19	CMAA (NHA) [not tied to years of experience, training only]	Include certificate prep. Completed: Textbook is current but course needs tweaking for clarity; needs rubrics. Need variety in assignments. Desperately in need of rubrics. Will include temporary rubrics until assignments and point allocations are revised. THE SLO ARE NOT WELL MATCHED WITH THE COURSE.
	HC3213	New Textbook: Wagner, S.L. (2018). Fundamental of medical practice management. Chicago, IL: Health Administration Press.	completed by Robin McMurry on 7/8/2018	Complete		7/102018	Robin McMurry	CMAA (NHA) [not tied to years of experience, training only]	Include certificate prep
	HCA3303 (Current Issues in HCM)	Need a textbook; engaging coursework	Prioity 2	Needs a textbook and focus	Hasn't run since 2017?				In *any* courses claiming to be "Current Issues" I would always like to explore the possibility of a major assignment that could be easily linked to [whatever is the hot issue in healthcare]. For example, we

									have some business courses involving financial statement analysis that make it easy for the instructor to assign whatever company is in the news, deriving the financial statment data from the same website, so that the other parameters of the assignment don't have to change. This adds interest in the analysis. Let's be thinking how something like this might be possible in the context of this course.
	HCA3313	Flynn, W. J., Mathis, R. L., Jackson, J. H., & Valentine, S. (2016). Healthcare human resource	Completed by Kelly Riesenmy on 10/22/19	Textbook current; content is weekly chapter questions and quiz		Next run April and August 2019	Due 10/22		A question that I have to ask, because people keep asking me and I want to be able to offer a clear rationalization: What distinguishes Healthcare HR from other HR? Could we use the existing HR course in BBA/MGMT in place of this course?
	HCA3503	Pozgar, G. D. (2014). Legal and ethical essentials of health care administration (2nd ed.).	Completed by Robin on 11/26/2019			Next run June and September 2019	Due11/26		History: Priority 1: Scott did a quick fix for the January2019 run. Get feedback from Robin and Adam about how improve. Consider asking Adam to make revisions?
	HCA4103	Dewar, D. M. (2017). Essentials of Health Economics (2nd ed.). Albany, NY: Jones & Bartlett	Completed by Kelly Riesenmy 3/15/2019	complete		Completed 3/15/2019	Kelly Reisenmy		
	HCA4203	Langabeer, J.R., & Helton, J. (2016). Health care operations management: A systems perspective. Burlington, MA: Jones & Bartlett Learning.	completed by Kelly Riesenmy 7/1/2018	Complete		7/3/2018	Kelly Riesenmy		
	HCA4303	Bowie, M.J. (2019). Essentials of health information management: Principles & practices (4th ed). Boston, MA: Cengage. With Mindtap	completed by Kelly Riesenmy 9/14/2018; Revised in 10/2019 to deep link to Mindtap	Complete	Course revision included deep linking Mindtap to D2L; removed all nongraded assignments from Mindtap. Prepared for certification program.	9/14/2018 and 10/2019	Kelly Riesenmy Completed	CEHRS Certificate (NHA)	Include certificate prep. Completed: Revision issues to address when revising for Certificates: Chpt. 8 Career Readiness provides incorrect answer in the automated manual grading correct response. Chapters 7&9 Learning Labs have new modules.
	HCA4403	Research							

MBA-HCM	Course	Textbook	Revision/Rewrite	Status	Notes	Timeline			
	HCA5213	Liebler, J.G., & McConnel, C.R. (2017). Management principles for health professionals (7th ed.). Burlington, MA: Jones & Bartlett Learning.	Complete by Kelly Riesenmy 4/1/2019	Complete		Completed on April 1, 2019	Kelly Riesenmy		
	HCA5233	Cleverley, W.O., & Cleverley, J.O. (2018). Essentials of health care finance. Burlington, MA: Jones & Bartlett.	Completed by Kathleen Irwin 8/2019	Complete		Nex run April and September 2019	Completed by Kathleen Irwin on time.		History: An emergency revision was done in March 29, 2018 to shorten to 5 weeks, added current content, and included engaging assignments. Completed: Reviewing textbooks. Cleverly et al (2018) 8th edition. Would not be difficulty to revise this using the revised edition of the textbook. NEED TO DO THIS NEXT...ACCESS TO THE JONES & BARTLETT PRODUCTS AVAILABLE THROUGH 8/2019
	HCA5223	Pozar, G.D. (2019). Legal aspects of health care administration (13th ed.). Sudbury, MA: Jones aand Bartlett.	Completed by Robin McMurry 11/19/2019		A 13th edition of the textbook is available and a course revision would be valuable. Restructure the case analysis assignments, eliminate one of the two discussion boards, include a major project.	Next run in June 2019	Due 11/19		History: An emergency revision was completed May 9, 2018 to shorten to 5 weeks, added current content, and included engaging assignments.
	HCA5243	Wager, K.A., Lee, F.W., & Glaser, J.P. (2017). Health care information systems: A practical approach for health care management (4th ed). San Francisco, CA: John Wiley & Sons.	Completed by Kelly Riesenmy on 12/11/2018	complete		12/11/2018	Kelly Riesenmy		
								Start MBA Program with Certification(s) in mind: most require an association with a professional organization and at least 2 years of experience working in	

								healthcare management for eligibility	

CQI HCM Curriculum Revisions Sheet 2019-2020

Course	Textbook	Revision/Rewrite	Status	Notes	Timeline	Assigned	Associated Certificate Programs	**Notes on the course/revisions**
HCA 3203 (Intro HCM)	Buchbinder, S. B. & Shanks, N. H. (2017). Introduction to Health Care Management	completed 8/2019	Complete	Course contents were revised and the course was formatted to accommodate certificate program.	Next run April 2019	Kelly Riesenmy Completed 8/19	CMAA (NHA) [not tied to years of experience, training only]	Include certificate prep. Completed: Textbook is current but course needs tweaking for clarity; needs rubrics. Need variety in assignments. Desperately in need of rubrics. Will include temporary rubrics until assignments and point allocations are revised. THE SLO ARE NOT WELL MATCHED WITH THE COURSE.
HC3213	New Textbook: Wagner, S.L. (2018). Fundamental of medical practice management. Chicago, IL: Health Administration Press.	completed by Robin McMurry on 7/8/2018	Complete		7/102018	Robin McMurry	CMAA (NHA) [not tied to years of experience, training only]	Include certificate prep
HCA3303 (Current Issues in HCM)	Need a textbook; engaging coursework	Prioity 2	Needs a textbook and focus	Hasn't run since 2017?				In *any* courses claiming to be "Current Issues" I would always like to explore the possibility of a major assignment that could be easily linked to [whatever is the hot issue in healthcare]. For example, we have some business courses involving financial statement analysis that make it easy for the instructor to assign whatever company is in the news, deriving the financial statment data from the same website, so that the other parameters of the assignment don't have to change. This adds interest in the analysis. Let's be thinking how something like this might be possible in the context of this course.
HCA3313	Flynn, W. J., Mathis, R. L., Jackson, J. H., & Valentine, S. (2016). Healthcare human resource	Completed by Kelly Riesenmy on 10/22/19	Complete		Next run April and August 2019	Due 10/22		A question that I have to ask, because people keep asking me and I want to be able to offer a clear rationalization: What distinguishes Healthcare HR from other HR? Could we use the existing HR course in BBA/MGMT in place of this course?

HCA3503	Pozgar, G. D. (2014). Legal and ethical essentials of health care administration (2nd ed.).	Completed by Robin on 11/26/2019	complete		Next run June and September 2019	Due11/26		History: Priority 1: Scott did a quick fix for the January2019 run. Get feedback from Robin and Adam about how improve. Consider asking Adam to make revisions?
HCA4103	Dewar, D. M. (2017). Essentials of Health Economics (2nd ed.). Albany, NY: Jones & Bartlett	Completed by Kelly Riesenmy 3/15/2019	complete		Completed 3/15/2019	Kelly Reisenmy		
HCA4203	Langabeer, J.R., & Helton, J. (2016). Health care operations management: A systems perspective. Burlington, MA: Jones & Bartlett Learning.	completed by Kelly Riesenmy 7/1/2018	Complete		7/3/2018	Kelly Riesenmy		
HCA4303	Bowie, M.J. (2019). Essentials of health information management: Principles & practices (4th ed). Boston, MA: Cengage. With Mindtap	completed by Kelly Riesenmy 9/14/2018; Revised in 10/2019 to deep link to Mindtap	Complete	Course revision included deep linking Mindtap to D2L; removed all nongraded assignments from Mindtap. Prepared for certification program.	9/14/2018 and 10/2019	Kelly Riesenmy Completed	CEHRS Certificate (NHA)	Include certificate prep. Completed: Revision issues to address when revising for Certificates: Chpt. 8 Career Readiness provides incorrect answer in the automated manual grading correct response. Chapters 7&9 Learning Labs have new modules.
HCA4403	Research							
Course	Textbook	Revision/Rewrite	Status	Notes	Timeline			
HCA5213	Liebler, J.G., & McConnel, C.R. (2017). Management principles for health professionals (7th ed.). Burlington, MA: Jones & Bartlett Learning.	Complete by Kelly Riesenmy 4/1/2019	Complete		Completed on April 1, 2019	Kelly Riesenmy		
HCA5233	Cleverley, W.O., & Cleverley, J.O. (2018). Essentials of health care finance. Burlington, MA: Jones & Bartlett.	Completed by Kathleen Irwin 8/2019	Complete		Nex run April and September 2019	Completed by Kathleen Irwin on time.		History: An emergency revision was done in March 29, 2018 to shorten to 5 weeks, added current content, and included engaging assignments. Completed: Reviewing textbooks. Cleverly et al (2018) 8th edition. Would not be difficulty to revise this using the revised edition of the textbook. NEED TO DO THIS NEXT...ACCESS TO THE JONES & BARTLETT PRODUCTS AVAILABLE THROUGH 8/2019
HCA5223	Pozar, G.D. (2019). Legal aspects of health care administration (13th ed.).	Completed by Robin McMurry 11/19/2019	complete	A 13th edition of the textbook is available and a course revision would be valuable. Restructure the	Next run in June 2019	Due 11/19		History: An emergency revision was completed May 9, 2018 to shorten to 5 weeks, added current content, and included engaging assignments.

	Sudbury, MA: Jones aand Bartlett.			case analysis assignments, eliminate one of the two discussion boards, include a major project.				
HCA5243	Wager, K.A., Lee, F.W., & Glaser, J.P. (2017). Health care information systems: A practical approach for health care management (4th ed). San Francisco, CA: John Wiley & Sons.	Completed by Kelly Riesenmy on 12/11/2018	complete		12/11/2018	Kelly Riesenmy		
							Start MBA Program with Certification(s) in mind: most require an association with a professional organization and at least 2 years of experience working in healthcare management for eligibility	

CQI HCM Curriculum Revision Sheet 2020-2021

	Textbook	Revision/Rewrite	Status	Notes	**Timeline for a Revision**	**Assigned**	**Associated Certificate Programs**	**Rubrics**	
HC3203 (Intro HCM)	Buchbinder, S.G., Shankes, N.H., & Kite, B.J. (2021). Introduction to HCM [Buchbinder, S. B. & Shanks, N. H. (2017). Introduction to Health Care Management]	UPDATE: 4/21/20 completed 8/2019	current	Course contents were revised and the course was formatted to accommodate certificate program. Course was revised with 2021 textbook edition. Simple revision: Week 3, use pp 546-548 case, revise assignment questions. Week 4 DB, use case on p 555 revise questions.	REVISED 4/21/20 TO RUN IN JUNE 2020 Next run April 2019		CMAA (NHA) [not tied to years of experience, training only]	"CRITERIA' Points broken down according to the fulfillment of assignment details. Revisions needed on point allocations.	

				Need to change all quiz questions 1-5.					
HC3213	New Textbook: Wagner, S.L. (2018). Fundamental of medical practice management. Chicago, IL: Health Administration Press.	completed by Robin McMurry on 7/8/2018	current		7/102018		CMAA (NHA) [not tied to years of experience, training only]	Both types of rubrics. General proficiencies on assignments. Final project is broken down according to the fulfillment of assignment details.	
HC3313	Flynn, W. J., Mathis, R. L., Jackson, J. H., & Valentine, S. (2016). Healthcare human resource	Completed by Kelly Riesenmy on 10/22/19	current		Next run April and August 2019			"VALUE" General proficiencies, no specific details about the assignments.	
HC3503	Pozgar, G. D. (2014). Legal and ethical essentials of health care administration (2nd ed.).	Completed by Robin on 11/26/2019	current		Next run June and September 2019			"VALUES" General proficiencies, no specific details about the assignments.	
HC4103	Dewar, D. M. (2017). Essentials of Health Economics (2nd ed.). Albany, NY: Jones & Bartlett	Completed by Kelly Riesenmy 3/15/2019	current	A new textbook is available. Hicks, L.L. (2021). Economics of Health and Medical Care (7th ed.).	Completed 3/15/2019	NEED TO UPDATE COURSE IN 2021		"CRITERIA" Points broken down according to the fulfillment of assignment details.	
HC4203	Langabeer, J.R., & Helton, J. (2016). Health care operations management: A systems perspective. Burlington, MA: Jones & Bartlett Learning.	completed by Kelly Riesenmy 6/1/2020	current	New edition of textbook: Langabeer, J.R., & Helton, J. (2021). Health Care Operations Management: A systems perspective (3rd ed.). Burlington, MA: Jones & Bartlett.	Due 6/2/20 and completed	Completed		Both types of rubrics. General proficiencies on assignments. Final project and presentation assignments are broken down according to the fulfillment of assignment details.	
HC4303	Bowie, M.J. (2019). Essentials	completed by Kelly Riesenmy	current	Course revision included deep linking	9/14/2018 and 10/2019		CEHRS Certificate (NHA)	"CRITERIA" Points broken	

	of health information management: Principles & practices (4th ed). Boston, MA: Cengage. With Mindtap	9/14/2018; Revised in 10/2019 to deep link to Mindtap		Mindtap to D2L; removed all nongraded assignments from Mindtap. Prepared for certification program.				down according to the fulfillment of assignment details. Revisions needed on point allocations.	
HC4403	Research								
Course	Textbook	Revision/Rewrite	Status	Notes	Timeline				
HC5213	Liebler, J.G., & McConnel, C.R. (2017). Management principles for health professionals (7th ed.). Burlington, MA: Jones & Bartlett Learning.	Complete by Kelly Riesenmy 4/1/2019	current		Completed on April 1, 2019		Certficates in Practice Management and Compliance. I talked to this organization and they work with universities as third party certification sources. https://www.aapc.com/organizations/	"CRITERIA" Points broken down according to the fulfillment of assignment details.	put practice management on hold
HC5233	Cleverley, W.O., & Cleverley, J.O. (2018). Essentials of health care finance. Burlington, MA: Jones & Bartlett.	Completed by Kathleen Irwin 8/2019	current		Nex run April and September 2019		Healthcare Financial Management Association Certificate. Cost $399 for Certified Healthcare Financial Professional Certification. Discounts are available for 10 or more certificates. PDF for contact information. https://www.hfma.org/content/dam/hfma/Documents/career-development/certification-chfp-faqs-0319.pdf.	"VALUE" General proficiencies, no specific details about the assignments.	Talk with Kathleen about the certificate about the value.
HC5223	Pozar, G.D. (2019). Legal aspects of health care administration (13th ed.). Sudbury, MA: Jones aand Bartlett.	Completed by Robin McMurry 11/19/2019	current		Next run in June 2019			"VALUE" General proficiencies, no specific details about the assignments.	
HC5243	Wager, K.A., Lee, F.W., & Glaser, J.P. (2017). Health care information systems: A practical approach for health care management (4th	Completed by Kelly Riesenmy on 12/11/2018	current		12/11/2018			"CRITERIA" Points broken down according to the fulfillment of assignment details. Provides a breakdown of points per	

	ed). San Francisco, CA: John Wiley & Sons.							performance on specific assignment details. The best of both types of rubrics.	
							Start MBA Program with Certification(s) in mind: most require an association with a professional organization and at least 2 years of experience working in healthcare management for eligibility		

CQI Textbook [Keep textbooks 3-4 years]

BBS Course	Textbook	Publisher	New Edition Notification Set	New Textbooks Available	
HCA 3203 (Intro HCM)	Buchbinder, S. B. & Shanks, N. H. (2017). Introduction to Health Care Management	Jones & Bartlett Learning	Requested Rep (Brianna LeMay) set alaram on text for us.	New textbook available. New textbook reviewed see notes on revision sheet	in progress with E&D
HC3213	New Textbook: Wagner, S.L. (2018). Fundamental of medical practice management. Chicago, IL: Health Administration Press.	Health Administration Press.	set on google web alerts		
HCA3313	Flynn, W. J., Mathis, R. L., Jackson, J. H., & Valentine, S. (2016). Healthcare human resource	Cengage		none available, continue looking	
HCA3503	Flight, M., & Pardew, W. M. (2018). Law, liability,& ethics for Medical Office Professionals(6th ed.). Boston, Ma: Cengage Learning. ISBN: 1305972724	Cengage Learning. ISBN: 1305972724			
HCA4103	Dewar, D. M. (2017). Essentials of Health Economics (2nd ed.). Albany, NY: Jones & Bartlett	Jones & Bartlett	Requested Rep (Brianna LeMay) set alaram on text for us.		
HCA4203	Langabeer, J.R., & Helton, J. (2016). Health care operations management: A systems perspective. Burlington, MA: Jones & Bartlett Learning.	Jones & Bartlett Learning	Requested Rep (Brianna LeMay) set alaram on text for us.	New textbook available	ask Scott
HCA4303	Bowie, M.J. (2019). Essentials of health information management: Principles & practices (4th ed). Boston, MA: Cengage. With Mindtap	Cengage			
HCA4403	Research				
MBA Courses	**Textbook**				
HCA5213	Liebler, J.G., & McConnel, C.R. (2017). Management principles for health professionals (7th ed.). Burlington, MA: Jones & Bartlett Learning.	Jones & Bartlett Learning	Requested Rep (Brianna LeMay) set alaram on text for us.	New textbook available	ask Scott

HCA5233	Cleverley, W.O., & Cleverley, J.O. (2018). Essentials of health care finance. Burlington, MA: Jones & Bartlett.	Jones & Bartlett Learning	Requested Rep (Brianna LeMay) set alaram on text for us.		
HCA5223	Pozar, G.D. (2019). Legal aspects of health care administration (13th ed.). Sudbury, MA: Jones aand Bartlett.	Jones & Bartlett Learning	Requested Rep (Brianna LeMay) set alaram on text for us.		
HCA5243	Wager, K.A., Lee, F.W., & Glaser, J.P. (2017). Health care information systems: A practical approach for health care management (4th ed). San Francisco, CA: John Wiley & Sons.	John & Wiley & Sons		none available, keep looking	

BBS in HCM

				Replace HC 3213					Revise		Core BBS Requirements					
			COMPETENCY	HC 3203 Intro HCM	HC 3213 Med Term for Mngr	Prop Course Hlth Insur & Mgn Care	HC 3313 HC HRM	HC 3503 Legal Aspects of HCM	HC 4103 HC Econ	HC 4203 HC Op Mgmt	HC 4303 HC IS	BUAD2503 Business & Prof Comm	Econ 1103 Intro to Econ	MGMT 2103 Comp IS	MGMT 2303 Mgmt Principles	MGMT4303 Acct for Managers	MGMT 4503 Financial Analysis for Mangers
Source				CAHME Domain: Communications & Interpersonal Effectiveness (PO 3,4; SLO 3.1,3.2, 4.1, 4.2)													
ON	L	PC															
✔	✔	✔	**Human Resource Development in Healthcare Professions**	X			X			R							
✔	✔	✔	**Customer/Patient Satisfaction and Needs Assessment**			X	X			X	X	X					
✔	✔	✔	**Employee Relations**	X			X	X		X		X					
✔	✔	✔	**Negotiation**					X		R							
✔	✔	✔	**Organizational Behavior and Communication**				X					X					
				CAHME Domain: Critical thinking, analysis & problem-solving (PO 1, 4, 6; SLO 1.1, 1.2, 4.1, 4.2, 6.1., 6.2)													
✔	✔	✔	**Strategic Planning**			X	X	X	X	X			X		X		X
✔	✔	✔	**Healthcare Finance**			X			?	R							?
✔	✔	✔	**Quality Improvement Methods**							R							
✔	✔	✔	**Law and Compensation**			X	X			R							
				CAHME Domain: Management & leadership (PO 1, 5, 6; SLO 1.1, 1.2, 5.1, 5.2, 6.1, 6.2													

✔	✔	✔	**Business & Management Principles**			X				R		X					
✔	✔	✔	**Leadership Techniques**							R		X					
✔	✔	✔	**Management of Human Resources**	X		X	X			R		X					
✔	✔	✔	**Performance Measurement**				?								?		
✔	✔	✔	**EHR/HIM**			X				X	X			x			
				CAHME Domain: Professionalism & ethics (PO 2; SLO 2.1, 2.2)													
✔	✔	✔	**Healthcare Ethics**			X		X		R							
	✔	✔	***Christian worldview***	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*

R= after revision the course will meet corresponding competency and PO/SLOs

Sources

ON= O*Net Summary Report for Medical and Health Service Managers (KSAs); National Database of occupational information based on data collected by the US Department of Labor/Employment and Training Administration

L = Literature (textbooks, research articles, industry magazines, popular press)

PC = Personal Communications with individuals working in the healthcare industry as managers, directors and physicians; and HCM Program Directors in the Academy (AUPHA, colleagues)

						MBA in HCM											
						PROPOSED	Required for MBA										
COMPETENCY				HC 5223 HC Finance	HC 5223 Legal Environ in HC	HC 5213 HCM	HC 5243 HC IS	Quality Improvement in Health Care	ECON5223 Managerial Econ	FINC 5333 Modern Corporate Finance	MGMT 5233 OB	MGMT 5323 HRM	MGMT 5353 Org Prof Comm	MGMT 5413 Legal Environ	MGMT 5313 Mgmt Sci	MGMT 6423 Bus Strategic Mgmt
Source				CAHME Domain: Communications & Interpersonal Effectiveness (PO 3,4; SLO 3.1,3.2, 4.1, 4.2)													
ON	L	PC															
✔	✔	✔	**Human Resource Development in Healthcare Professions**			X		XX			X	X	X				
✔	✔	✔	**Customer/Patient Satisfaction and Needs Assessment**			X	X	XX			X	X	X				
✔	✔	✔	**Employee Relations**		X	X		XX			X	X	X				
✔	✔	✔	**Negotiation**		X									X			
✔	✔	✔	**Organizational Behavior and Communication**			X					X	X	X				
CAHME Domain: Critical thinking, analysis & problem-solving (PO 1, 4, 6; SLO 1.1, 1.2, 4.1, 4.2, 6.1., 6.2)																	
✔	✔	✔	**Strategic Planning**	X	X	X		XX	X			X		X	X	X	
✔	✔	✔	**Healthcare Finance**	X													
✔	✔	✔	**Quality Improvement Methods**					XX									
✔	✔	✔	**Law and Compensation**		X									X			
CAHME Domain: Management & leadership (PO 1, 5, 6; SLO 1.1, 1.2, 5.1, 5.2, 6.1, 6.2																	

✔	✔	✔	**Business & Management Principles**			X		XX							X	X
✔	✔	✔	**Leadership Techniques**			X		XX			X	X	X			
✔	✔	✔	**Management of Human Resources**			X					X	X	X			
✔	✔	✔	**Performance Measurement**			?		XX								
✔	✔	✔	**EHR/HIM**				X	XX								
CAHME Domain: Professionalism & ethics (PO 2; SLO 2.1, 2.2)																
✔	✔	✔	**Healthcare Ethics**		X			X								
	✔	✔	**Christian worldview**	X	X	X	X	X	X	X	X	X	X	X	X	X

XX= the emphasis of the course

Sources

ON= O*Net Summary Report for Medical and Health Service Managers (KSAs); National Database of occupational information based on data collected by the US Department of Labor/Employment and Training Administration

L = Literature (textbooks, research articles, industry magazines, popular press)

PC = Personal Communications with individuals working in the healthcare industry as managers, directors and physicians; and HCM Program Directors in the Academy (AUPHA, colleagues)

Healthcare Management, Program Review, Section 16

University Senate Documents Related to Program

University Senate: Program Approval Dates

Degrees, Certificates, Concentrations, Emphases, and Tracks

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal to Develop Date	Final Approval Date	Sunset Date
	July 2020			
School of Teacher Education	Curriculum Proposal: Master of Educational Leadership and Administration program	N/A	July 22, 2020	
School of Teacher Education	Curriculum Proposal: Master of Education Curriculum and Instruction program	N/A	July 22, 2020	
	June 2020			
School of Business Leadership	New Program: Final Approval: Digital Marketing Multidisciplinary Option in Undergraduate Programs	Nov 27, 2019	June 24, 2020	
VPAA	School of Music: Music Ministry, and Recording Arts; Elementary/Secondary Vocal Music Education	N/A	N/A	June 24, 2020
	May 2020			
	No Items to Senate			
	April 2020			
School of Ministry	Curriculum Proposal: Move BINT 2103, Basic Principles of Inductive Bible Study to Prior to Major Courses	N/A	Apr 23, 2020	
School of Teacher Education	New Program: Final Approval: Certificate for Paraprofessionals in Early Childhood and Elementary Education	Apr 23, 2020	Apr 23, 2020	
CAS Dean	New Program: Final Approval: B.S. Interdisciplinary Studies	Dec 13, 2019	Apr 23, 2020	

CAS Dean	Pre-Professional Track Offerings - CAS	N/A	Apr 23, 2020	
	March 2020			
School of Mathematics	New Program-Final Approval: B.S. in Data Analytics with Business Administration concentration	Dec 13, 2019	Mar 25, 2020	
Adult School of Arts and Sciences	Criminal Investigations Certificate	N/A	N/A	Mar. 25, 2020
Adult School of Arts and Sciences	Victim Advocacy Certificate	N/A	N/A	Mar. 25, 2020
School of Ministry	New Program: Final Approval: Ministry Leadership-Children's Ministry Concentration	Dec 13, 2019	Mar 25, 2020	
School of Business Leadership	Curriculum Changes: Business Administration and Ethics-Addition of two new internship courses	N/A	Mar 25, 2020	
School of Teacher Education	B.A. Elementary, Secondary Education, Area of Specialization in Instrumental Music Education	Feb 26, 2020	Mar 25, 2020	
School of English	New Program: Final Approval: English Literary and Cultural Studies B.A. with Pre-Law Track	Feb 26, 2020	Mar 25, 2020	
	February 2020			
School of Behavioral Science	Curriculum Proposal: Changes to Admissions Criteria for the Masters of Science in Counseling	N/A	Feb 26, 2020	
School of English	Proposal to Develop: English Literary and Cultural Studies B.A. with Pre-Law Track	Feb 26, 2020	See Mar 2020	
	January 2020			

School of Business Leadership	New Program: Final Approval: Business Administration and Ethics (BBA) Data Analytics Concentration	Nov 27, 2019	Jan 22, 2020	
School of Business Leadership	New Program: Final Approval: Business Administration and Ethics (BBA) Health Care Management and Ethics (HCM) Concentration	Nov 27, 2019	Jan 22, 2020	
	December 2019			
School of Teacher Education	Curriculum Proposal: Change Program and Course Descriptions in MEd Educational Leadership and Administration	N/A	Dec 13, 2019	
CAS Dean	Proposal to Develop: B.S. Interdisciplinary Studies	Dec 13, 2019	See Apr 2020	
School of Mathematics	New Program: Final Approval: MISE and Data Analytics Concentration for B.S. in Mathematics	Oct 23, 2019	Dec 13, 2019	
School of Business Leadership	Proposal to Approve: 4+1 option for MBA and ML Programs	Nov 27, 2019	Dec 13, 2020	
School of Teacher Education	Curriculum Changes: School of Teacher Education Program Sheets	N/A	Dec 13, 2019	
	November 2019			
School of Business Leadership	Proposal to Develop: 4+1 option for MBA and ML Programs	Nov 27, 2019	See Dec 2019	
School of Business Leadership	Curriculum Proposal: Management and Ethics to be offered as a Multidisciplinary Option in Undergraduate Programs, except for the BBA	N/A	Dec 13, 2020	
School of English	Proposal to Change: Requirements for Secondary English Education Major	N/A	Nov 27, 2019	

VPAA	New Program: Final Approval: Communications, Media, and Ethics Multi-Disciplinary Option for Undergraduate Students	Sept 25, 2019	Nov 27, 2019	
	October 2019			
School of Business Leadership	Proposal to Develop: Master of Public Health, MS	Oct 23, 2019	N/A	
VPAA	Proposal to Develop: Communications, Media, and Ethics Multi-Disciplinary Option for Undergraduate Students	Sept 25, 2019	See Nov 2019	
School of Mathematics	Proposal to Develop: MISE and Data Analytics Concentration for B.S. in Mathematics	Oct 23, 2019	See Dec 2019	
School of Business Leadership	New Program: Final Approval: Four Certificate Programs Based on Master of Business Administration (MBA) Emphases Courses	Sept 25, 2019	Oct 23, 2019	
	September 2019			
School of Business Leadership	Proposal to Develop: Four Certificate Programs Based on Master of Business Administration (MBA) Emphases Courses	Sept 25, 2019	See Oct 2019	
	August 2019			
School of Mathematics	New Program: Final Approval: B.S. in Data Analytics	July 24, 2019	Aug 28, 2019	
	July 2019			
School of Mathematics	Proposal to Develop: B.S. in Data Analytics	July 24, 2019	See Aug 2019	
	June 2019			
Adult School of	Proposal to Change: Program	N/A	June 26,	

Arts and Sciences	Outcome Changes: Criminal Justice and Ethics		2019	
School of Behavioral Science	Curriculum Revisions: ASPC Undergraduate Program Outcomes	N/A	June 26, 2019	
	May 2019			
School of Teacher Education	New Program: Final Approval: Graduate Certificate in Curriculum and Instruction	Apr 24, 2019	May 22, 2019	
Master of Arts in Leadership Program	Curriculum Revision: Add ML Courses Econ 5223; MGMT 5113	N/A	May 22, 2019	
School of Behavioral Science	Curriculum Revision: Consolidate Program Outcomes for the Master of Science in Counseling Program	N/A	May 22, 2019	
School of English	Curriculum Revision: Divide ENGL 4313, Life and Teachings of CS Lewis, into two new courses.	N/A	May 22, 2019	
School of Business Leadership	New Program: Final Approval: Financial Core Accounting Certificate	Apr 24, 2019	May 22, 2019	

For questions, please see the Vice-President of Academic Affairs 405.691.3190

Faculty/Senate Checklist – Develop (Step #1)

MACU Faculty/Senate Policy Rev 11-09-2016

Do not change form wording

PURPOSE: Checklist to request approval to Develop a New Program (Step #1) (*new major, emphasis, concentration or certificate)*

Name of the new degree/emphasis/certificate to be developed: __Master of Public Health_____

Submitted by:__Drs. J Hall and Kelly Riesenmy_____ College/School __CAGS_____

Process to request approval "To Develop" a new degree/emphasis/certificate program:

- Fill out the attached Faculty/Senate Proposal form.
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keeping in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Required Signatures

1. **Obtain all signatures IN THE ORDER LISTED for purpose of appropriate collaboration, communication and approval.**
2. **The signature form must always accompany your proposal. You can expect revisions at all levels of review.**
3. **Changes requested at any level below should be made before you receive that reviewer's signature.**
4. **Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of final approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.**

Approved: School Chair/Program Director	Date	*Comments*
	9/24/19	
Approved: College Dean	Date	*Comments*
	9/24/19	
Approved: Vice President for CAGS (CAGS Only)	Date	*Comments*
EMAIL ATTACHED		
Reviewed: Chief Information Officer (Marketing Representative)	Date	*Comments*
	9-24-19	
Reviewed: University Registrar	Date	*Comments*
	9-27-19	
Reviewed: Chief Financial Officer	Date	*Comments*
	9.30.19	
Reviewed: Director of Institutional Effectiveness	Date	*Comments*
	10.1.19	
Approved: Vice President for Academic Affairs	**Date**	***Comments***

Faculty/Senate Checklist – Develop (Step #1)

MACU Faculty/Senate Policy Rev 11-09-2016

Proposed Degree Program Name: Full information including degree	Proposal to Develop: New Master of Public Health program.

Proposal *(explain request)*

This proposal is to develop a Master of Public Health degree in the College of Adult and Graduate Studies.

Rationale *(information supporting proposal – motivation, justification, reasoning; include documentation and sources of expected success of the new program)*

Public Health is a growing area and one with few local options for graduate degrees. Both OU and OSU offer MPH degrees, but neither is 100% online. The large competitors (Phoenix, Capella, Liberty, Grand Canyon, SNHU, Purdue Global) offer online MPH degrees, but at a price point comparable to ours. This allows us to position ourselves in a niche as the local, 100% online option for those pursuing this degree. MACU has the opportunity to carve out areas of specialization to further distinguish our program from competitors.

Our current MBA emphasis in Health Care Management provides some advantages as we work to develop the program. First, Dr. Kelly Riesenmy has a doctorate in Organizational Leadership and has worked and taught in the field for a good deal of her career. Additionally, there are several courses in the HCM emphasis that can be used in the MPH as well, reducing development costs and increasing student count in these courses.

Public Health is also a missional fit for MACU as we have the opportunity to intentionally prepare students to serve and study underserved and vulnerable segments of the populations of Oklahoma, the United States, and the world.

Recruitment Forecasting *(data supporting proposal and estimated student enrollment per semester for the next 3-5 years)*

A master's in public health does not lead to a specific job, so evaluating BLS projection data is more complicated than in some areas. Below are BLS data for some of the fields identified as prospective areas of employment for MPH graduates:

BLS Job	Oklahoma Growth by 2026	US Growth by 2026
Social and Community Service Managers	15.8%	18%
Community Health Workers	10.9%	17.9%
Environmental Scientist, Including Health	7.5%	11.1%
Epidemiologists	0.0%	8.2%
Health Educators	12.9%	14.6%
Healthcare Social Workers	14.7%	20.1%
Medical and Health Services Managers	12.0%	20.5%

NOTE: Compare these numbers to projections of a 7.4% increase for all jobs both in Oklahoma and nationally.

According to InterEd, the large Oklahoma organizations they interviewed indicated a preference for hiring candidates holding MPH degrees and two of these specifically indicated they would welcome additional MPH programs in Oklahoma. Several organizations also mentioned that they have tuition assistance programs to help employees further seek graduate education. InterEd research also confirms that "demand for public health workers is increasing".

Given this, we anticipate an initial group of 15 students to begin the program, with subsequent groups of at least 15 for each start thereafter. Given two starts a year, a 70% retention rate, and a two-year time to graduation, enrollment could be as follows:

Faculty/Senate Checklist – Develop (Step #1)

MACU Faculty/Senate Policy Rev 11-09-2016

- Year one: 26 students (two groups of 15, less 4 retention losses)
- Year two: 48 students (two new groups of 15, less 8 retention losses from year one group two and year two, group one)
- We anticipate enrollment to stabilize at around 50 students, but see potential for growth beyond this.

Correlation to the Strategic Plan, Assessment System and Program Improvement

This program addresses the President's initiative to start 2-3 new programs each year and meets the recommendation for new programs in healthcare management, but with a more flexible degree. The proposed program will have a full assessment system developed to evaluate progress and success on program and student learning outcomes.

Budget and Correlation to Strategic Planning *(include additional equipment, writing or development expenses, adjunct instructors and other expected costs; Note: HLC requires dedicated full time faculty for a new degree program-not required for emphasis or concentration.*

Curriculum cost estimates:

- 14 courses (42 hours)
  - 3 existing courses – no cost
  - 11 new courses
    - 5 created by Dr. Riesenmy over two years – contract (no cost)
    - 6 created by external content specialists over two years – $12,000

Personnel needs

- FT Graduate Program Director ($50,000 annually)
- PT faculty $20,000 annually (8 courses)

SUBMITTED BY: • Name/Title • College/School	Dr. J Hall, Dean, CAGS Dr. Kelly Riesenmy, Program Director Health Care Management, School of Business Leadership
Proposed Effective Date:	July 1, 2020
Program Description *(Proposed brief description to show program concept)*	The Master of Public Health program provides a multidisciplinary view on rapidly changing and growing concerns in public health. The degree program emphasizes both caring for the individual and addressing how to find long-range sustainable solutions to population health concerns. Professionals will gain knowledge about the business of healthcare from a public health perspective by analyzing public health research, policy, and practice. Foundational courses focus on the study of patterns of disease, environmental health factors, and strategies for health promotion. The program provides students with the knowledge to effectively work, manage, and lead in government, public, private, and community health sectors.

MID-AMERICA
CHRISTIAN UNIVERSITY

Jason Hall <j.hall@macu.edu>

proposal for your review and signature

Jody Allen <jody.allen@macu.edu>
To: J Hall <j.hall@macu.edu>

Wed, Sep 25, 2019 at 11:47 PM

Approved.

Jody Allen
Chief Operating Officer
Chief Information Officer
Mid-America Christian University
3500 SW 119th St., Oklahoma City, OK 73170
405.692.3130 | jody.allen@macu.edu

On Sep 25, 2019, at 3:51 PM, J Hall <j.hall@macu.edu> wrote:

> Jody - Attached is a proposal to develop a Master of Public Health program for your review. Please send an email confirmation of your approval to move this forward. If you have any questions, let me know.
> Thanks.
> J
>
> --
> **J Hall, Ph.D.**
> **Dean, College of Adult and Graduate Studies**
> **Chair, Adult School of Arts and Sciences**
> Mid-America Christian University
> 3500 SW 119th Street, Oklahoma City, OK 73170
> (405) 692-3216 | j.hall@macu.edu
>
> <Proposal to Develop Master Public Health 9.24.19.docx>

Do not change form wording

PURPOSE: Checklist to request approval to Develop a New Program (Step #1) (*new major, emphasis, concentration or certificate)*

Name of the new degree/emphasis/certificate to be developed: __Business Administration and Ethics (BBA), Health Care Management and Ethics, B.S.

Submitted by: Steve Clouse_____ College/School _CAS School of Business Administration and Ethics_____

Process to request approval "To Develop" a new degree/emphasis/certificate program:

- Fill out the attached Faculty/Senate Proposal form.
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keeping in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Required Signatures

1. **Obtain all signatures IN THE ORDER LISTED for purpose of appropriate collaboration, communication and approval.**
2. **The signature form must always accompany your proposal. You can expect revisions at all levels of review.**
3. **Changes requested at any level below should be made before you receive that reviewer's signature.**
4. **Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of final approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.**

Approved: School Chair/Program Director	Date	*Comments*
Approved: College Dean	Date	*Comments*
Approved: Vice President for CAGS (CAGS Only)	Date	*Comments*
Reviewed: Chief Information Officer (Marketing Representative)	Date	*Comments*
Reviewed: University Registrar	Date	*Comments*
Reviewed: Chief Financial Officer	Date	*Comments*
Reviewed: Director of Institutional Effectiveness	Date	*Comments*
Approved: Vice President for Academic Affairs	**Date**	***Comments***

Proposed Degree Program Name: Full information including degree.	Proposal to Develop: Business Administration and Ethics (BBA) with a Health Care Management and Ethics (HCM) Concentration

Proposal *(explain request)*

This proposal is for approval of a new Health Care Management and Ethics Concentration with will be a part of the existing BBA degree program. The Concentration will consist of six (6) courses (eighteen hours). These courses will be in lieu of existing electives and will not extend time needed to earn the degree.

Rationale *(information supporting proposal – motivation, justification, reasoning; include documentation and sources of expected success of the new program)*

The need for Health Care Management staffing is one that is projected to grow significantly over the next several years. "Employment of medical and health services managers is projected to grow 18 percent from 2018 to 2028, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, there should be increased demand for healthcare services." (https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm)

Recruitment Forecasting *(data supporting proposal and estimated student enrollment per semester for the next 3-5 years)*

The concentration will allow students to complete their BBA degree and provide students to expand learning opportunities to students. This will be especially valuable to CAS students who do not have access to the HCM degree, but still want to have Health Care classes. As stated above, the demand for positions in the Health Care is higher than many other jobs. I would anticipate by calendar year 2020-2021 having six CAS students in this concentration, and that growing to fifteen students over the next two years.

Correlation to the Strategic Plan, Assessment System and Program Improvement

The existing assessment process will be used for the courses used in the concentration.

Budget and Correlation to Strategic Planning *(include additional equipment, writing or development expenses, adjunct instructors and other expected costs; Note: HLC requires dedicated full time faculty for a new degree program-not required for emphasis or concentration.*

There will be no additional expenses as all courses used in the concentration are already used in the HCM degree. All courses are online, so there will be no additional adjunct expense.

SUBMITTED BY: • Name/Title • College/School	Steve Clouse, Co-Chair Business Administration and Ethics School of Business Administration and Ethics, (BBA)
Proposed Effective Date:	January 1, 2020
Program Description (*Proposed brief description to show program concept)*	The existing BBA program will be kept and the same verbiage currently in the catalog, "*Students may choose to replace the electives with one of the optional concentrations listed below or multidisciplinary option. (See multidisciplinary options in the Academic Program Requirements section).* Required Courses (18 Hours)

	HC 3203 Introduction to Health Care Management HC 3213 fundamentals of Medical Practice Management HC 3313 Health Care Human Resource Management HC 3503 Legal Aspects of Health Care Management HC 4203 Health Care Operations Management HC 4303 Health Care Information Systems

PURPOSE: Request for Approval of Curriculum Revisions

Curriculum proposal for: Health Care Management and Ethics, B.S. Degree program, change one course in the degree plan._____

Submitted by: _Dr. Kelly Riesenmy, Program Director_____ College/School __SBL_____ Date: 1/17/19_____

Process to request approval to revise an existing degree program/concentration/emphasis:

- Fill out the attached Faculty/Senate Proposal form. *Note: this form is not for use to change an existing program into a new degree or emphasis. (approval to develop is not required for any items on this list)*
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keep in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Curriculum components **Requested change for:**	**What is needed (***show changes in strikeout and highlights format, e.g., ~~old~~ and **new** format)* *Use the MACU Catalog for information and format examples*
Admission requirements Course description Degree Program name Program description Program outcomes	Submit your completed proposal form showing all revised or new information.
Course (information changes)	Submit your completed proposal form and revised degree evaluation form *(if applicable)* (A course change includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
Course (new)	Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or (CAGS) length of course use catalog format) and revised degree evaluation form *(if applicable)*
Degree evaluation form *(degree sheet)*	Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes)

Required Signatures

1. **Obtain all signatures IN THE ORDER LISTED for purpose of appropriate collaboration, communication and approval.**
2. **The signature form must always accompany your proposal. You can expect revisions at all levels of review.**
3. **Changes requested at any level below should be made before you receive that reviewer's signature.**
4. **Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.**

_____ _____ _____

Approved: School Chair/Program Director Date *Comments*

_____ _____ _____

Approved: College Dean Date *Comments*

_____ _____ _____

Approved: Vice President for CAGS (CAGS Only) Date *Comments*

_____ _____ _____

Reviewed: University Registrar Date *Comments*

_____ _____ _____

Reviewed: Director of Institutional Effectiveness Date *Comments*

_____ _____ _____

Approved: Vice President for Academic Affairs Date *Comments*

Proposal Request to Make Changes to Existing Curriculum or for new courses: *(state primary area of change – name of revised degree, new or revised course, etc.)*	**Proposal to Change:** The following changes to the Health Care Management and Ethics, B.S. degree: • Remove MGMT 2303 Management Principles from the Major Requirements of the degree plan. • Add MGMT 3213Applied Business Management to the Major Requirements of the degree plan.

Proposal to Change - *explain revisions and actions* being requested *(show changes in strikeout and highlights, e.g., ~~old~~ and **new** format)*

Health Care Management and Ethics, B.S.

Required prior to Major Courses
BUAD 2503 Business and Professional Communications
MGMT 2103 Computer Applications

Major Requirements
BUAD 3403 Business Finance
HC 3203 Introduction to Health Care Management
HC 3213 Fundamentals of Medical Practice Management
HC 3313 Health Care Human Resource Management
HC 3503 Legal Aspects of Health Care Management
HC 4103 Health Care Economics
HC 4203 Health Care Operations Management
HC 4303 Health Care Information Systems
~~MGMT 2303 Management Principles~~
MGMT 3213 Applied Business Management
MGMT 4303 Accounting for Managers

Total University Core	46
Total Orientation	03
Total Required Prior to Major Courses	06
Total Management and Ethics Major	30
Total Electives	37
Total Required Hours	122

Rationale *(information supporting proposal – why you are making changes)*

Replacing MGMT 2303 with the MGMT 3213 course will provides stronger introduction, support, and application of management concepts for students in the Management and Ethics degree. This course will also increase the upper division course work in the required courses for the major.

Other information ***(show new courses, course description changes, etc.)***

The MGMT 3213 Applied Business Management course is currently in the BBA program. This is not a new course, but it will be new to the Management and Ethics program. The course description is:
"This three credit-hour course provides an introduction to the principles of management. The emphasis is on understanding organizational theory, human relations, interpersonal communications, production, business ethics, and the development of management thought.

Correlation to the Assessment System & Program Improvement

The MGMT 3213 course will provide consistent assessment of the Health Care Management and Ethics B.S. program outcomes.

Budget and Correlation to Strategic *Planning* *(include additional adjunct or any other expected costs)*

No anticipated cost associated with these changes.	
Other (Attach all pertinent degree program evaluation forms showing revisions *with strikeout and highlights, e.g., ~~old~~ and **new** format)*	
SUBMITTED BY: • **Name/Title** • **College/School**	Dr. Kelly Riesenmy, Program Director Health Care Management and Ethics B.S. School of Business Leadership, College of Graduate and Adult Studies
Proposed Effective Date:	June 1, 2019

PURPOSE: Request for Approval of Curriculum Revisions

Curriculum proposal for: ___HC3213 course name and description changes_____
Submitted by:___William Scott McMurry___ College/School___CAGS School of Business Leadership_ Date: __7/10/18_

Process to request approval to revise an existing degree program/concentration/emphasis:

- Fill out the attached Faculty/Senate Proposal form. *Note: this form is not for use to change an existing program into a new degree or emphasis. (approval to develop is not required for any items on this list)*
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keep in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Curriculum components **Requested change for:**	**What is needed (***show changes in strikeout and highlights format, e.g., ~~old~~ and **new** format)* *Use the MACU Catalog for information and format examples*
Admission requirements Course description Degree Program name Program description Program outcomes	Submit your completed proposal form showing all revised or new information.
Course (information changes)	Submit your completed proposal form and revised degree evaluation form *(if applicable)* (A course change includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
Course (new)	Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or (CAGS) length of course use catalog format) and revised degree evaluation form *(if applicable)*
Degree evaluation form *(degree sheet)*	Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes)

Required Signatures

1. **Obtain all signatures IN THE ORDER LISTED for purpose of appropriate collaboration, communication and approval.**
2. **The signature form must always accompany your proposal. You can expect revisions at all levels of review.**
3. **Changes requested at any level below should be made before you receive that reviewer's signature.**
4. **Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.**

Approved: School Chair/Program Director	Date	*Comments*
Approved: College Dean	Date	*Comments*
Approved: Vice President for CAGS (CAGS Only)	Date	*Comments*
Reviewed: University Registrar	Date	*Comments*
Reviewed: Director of Institutional Effectiveness	Date	*Comments*
Approved: Vice President for Academic Affairs	**Date**	***Comments***

Proposal Request to Make Changes to Existing Curriculum or for new courses: *(state primary area of change – name of revised degree, new or revised course, etc.)*	**Proposal to Change: Change the name and description of the Current Medical Terminology Course to better reflect expanded content**

Proposal to Change - *explain revisions and actions* being requested *(show changes in strikeout and highlights, e.g., ~~old~~ and **new** format)*

~~HC 3213 Medical Terminology for Managers~~
HC 3213 Fundamentals of Medical Practice Management

Course Description:
~~This course will focus on the medical terminology utilized by health care managers. The course will review the vocabulary of medical terms associated with body systems, medical specialty fields, disease processes, laboratory tests, and clinical procedures utilized in health care settings.~~

This course will introduce students to the terminology, current issues, and changing role of management in the medical practice. Consideration will be given to the legal, ethical, regulatory, technological, practical, and inter-relational aspects of healthcare business management, so that the student may gain a better understanding of the language, planning, and analysis skills necessary to successful organization and administration of the medical practice.

Rationale *(information supporting proposal – why you are making changes)*

The existing Medical Terminology course, which is typically the first course in the sequence for HCM students, concentrates exclusively on medical language in a format that is more appropriate for those seeking to become nurses or medical practitioners. By expanding the course content to include critical evaluation of current issues and a consideration of management requirements beyond terminology, the course is better aligned with the Program Outcomes for the degree.

Other information ***(show new courses, course description changes, etc.)***

Correlation to the Assessment System & Program Improvement

The rewritten course gains some points of assessment, due to the broader and more general approach to health care management. This course will continue to support integrated, instructor led assessment.

Budget and Correlation to Strategic *Planning* *(include additional adjunct or any other expected costs)*

Cost of course revision does not impact SBL budget. Revision of HC 3213 supports strategic objective 3.0 (alignment with certification programs), and the curriculum improvement plan for the HC degree.

Other (Attach all pertinent degree program evaluation forms showing revisions *with* *strikeout and highlights, e.g., ~~old~~ and **new** format)*

SUBMITTED BY: • **Name/Title** • **College/School**	William Scott McMurry, Interim Chair CAGS School of Business Leadership
Proposed Effective Date:	8/15/2018

MACU Master of Public Health

Our Vision [ideas for consideration]

- Our vision is to prepare Christian leaders who will empower and educate their communities for better health and well-being in Oklahoma and beyond.
- Our vision is to prepare Christian leaders who will foster equality and promote health and well-being in their communities for God and His Kingdom.
- Our vision is to prepare Christian public health professionals to create, collaborate, and innovate to improve public health for God and His Kingdom.

Mission [modification of the University's mission statement for MPH]

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve public health problems at the community and global levels for the glory of God through Jesus Christ and the good of society.

Goals [ideas for strategies to consider, can always add more and modify]

- Create an innovative and collaborative environment between students and faculty of different backgrounds, interests, and expertise.
- Create a learning community where students feel supported as they develop a fund of knowledge, competencies, and ethics in public health.
- Develop public health professionals who have a clear identity and realization of professional goals in public health service.
- Prepare students for the public health workforce through applied and integrated learning.
- Prepare public health professionals who will use Christian ethics to educate their communities and empower others to have good health and well-being.
- Prepare public health professionals who solve community health problems through innovative and collaborate interdisciplinary approaches.
- Engage community stakeholders to develop policies to improve urban (or Tribal) health outcomes.
- Develop public health professionalism.

Statement of Values [ideas for consideration]

- Biblical perspective – Students use scripture to shape their character, convictions, and integrity in public health to be worthy ambassadors of Jesus Christ.
- Excellence – Instruction of the highest quality is realized through an emphasis on evidence-based approaches to public health [at some point good to include 'and practical application']
- Equity – Promote the highest level of health for all people, believing that health is a fundamental right.

- Service – Emphasize integrity and stewardship through responsible resource management, professional decision making, and respectful promotion of public health at the highest standards of accountability and transparency who are worthy to be ambassadors for Jesus Christ.
- Continuous Quality Improvement – The MPH Program ensures the meaningful practice of public health through qualitative and quantitative measurements for continuous Program improvement. [I'll need to establish those methods and metrics.]

Public Health (Master's)

Market

A master's in public health does not lead to a specific job, so evaluating BLS projection data is more complicated than in some areas. Below are BLS data for some of the fields identified as prospective areas of employment for MPH graduates:

BLS Job	Oklahoma Growth by 2026	US Growth by 2026
Social and Community Service Managers	15.8%	18%
Community Health Workers	10.9%	17.9%
Environmental Scientist, Including Health	7.5%	11.1%
Epidemiologists	0.0%	8.2%
Health Educators	12.9%	14.6%
Healthcare Social Workers	14.7%	20.1%
Medical and Health Services Managers	12.0%	20.5%

NOTE: Compare these numbers to projections of a 7.4% increase for all jobs both in Oklahoma and nationally.

Competition (link to data)

There are six schools in Oklahoma offering a Bachelor's degree in Public Health (ECU, Langston, OSU, SWOSU, UCO, and OU). At the Master's level, only OU and OSU offer public health degrees. OBU offers a certificate in Global and Public Health for MSN students. Several schools offer Health Care concentrations in their MBA program (similar to our concentration). There are no Oklahoma schools offering an MPH 100% online. Nationally, all of the big players offer MPH degrees online (Phoenix, Capella, Liberty, Grand Canyon, SNHU, Purdue Global), but the cost per credit hour for all of these is comparable to our current graduate rate. Baylor also has an online MPH program, but is priced much higher than our tuition ($1716/hour).

Academic Needs:

Average length for an MPH program is 42-45 hours (14-15 courses). We have several courses in our MBA Healthcare Administration emphasis that could be included in the program, but would need to develop courses in research methods, epidemiology, biostatistics, community health, health communications, etc. Kelly estimates we will need at least 6 new courses, I put that number closer to 10.

Internships seem to be standard in these programs. The OSU program (link) offers the option of a written thesis or practicum experience, demonstrating the possibility of a non-internship degree.
No accreditations are required for this program. There is a CEPH (Council on Education for Public Health) accreditation available, but it is only held by large, top-rated programs. In Oklahoma, only OU holds this accreditation. OSU has applied for its undergrad program, but not graduate. None of the national online players hold CEPH accreditation.
Most MPH programs seem to have specific areas of focus. For example, OSU's program is in Rural and Underserved Communities. OU does not have specific emphases, but their program includes six hours of electives, creating space for specialization.
Given our management and leadership curriculum, we could easily find our niche in areas like:

- Health Services Administration
- Public Health Program Management
- Health Economics / Health Finance
- Management and Health Policy
- Public Health Leadership

I would love to see us branch into more missional areas like community health, urban health, or global health, but those are down the line.

Faculty Needs:
This would require a FT Program Director with a terminal degree in Public Health or a related field. According to Dr. Reisenmy, many of our current Health Care faculty would be qualified to teach in the program.

Pricing:
With few OK competitors (none online) and the large players in the same price range, there is no reason we can't offer this program at our regular graduate tuition rate.

Options

1. Offer an MPH with a specific focus.
2. Create an MPH Core with an initial area of focus that can be expanded to multiple emphases over time.

Is this a good bet for us?
Given the lack of competing degrees in the market, the expected growth in numerous job categories, the variety of directions the degree can be taken, and the variety of jobs possible with the degree, this seems like a viable program for MACU. It fits within the InterEd recommendation for new programs in healthcare management, but with a more flexible degree program. Startup costs would be relatively low, given the ability to use currently existing courses

and utilize Kelly's expertise in the field to help us get started. This is a longer project, given the need for HLC approval.

Academic Degree Program Inquiry Form

Institutions should complete this form for any new degree program to determine if prior HLC approval is required. If the institution is planning a new certificate or diploma program, it should complete HLC's certificate program screening form. Contact changerequests@hlcommission.org with any questions.

First name:**(*)**

Last name:**(*)**

Title:**(*)**

Email address:**(*)**

Institution name:**(*)**

Please Select

Please Select

Are you the Chief Executive Officer or Accreditation Liaison Officer of your institution?**(*)**

- Yes
- No

Details of the Proposed Program

Full program name:**(*)**

Master of Public Health

Six-digit CIP code:**(*)**

51.2201

Degree or nearest instructional level: **(*)**

*(e.g., A.A., B.A., B.S., Ph.D., Master of Social Work, etc.)***(*)**

MBA in Healthcare M

Select all categories that are appropriate:**(*)**

- [x] Major
- [x] Concentration (specialization, track)
- [ ] Other

Does the institution currently offer programs at the same instructional level as the proposed program?**(*)**

- (•) Yes
- ( ) No

Does the institution currently offer a program with the same 4-digit CIP code (XX.XX) as the proposed program?**(*)**

- (•) Yes
- ( ) No

Does the institution currently offer a program with the same 2-digit CIP code (XX.) as the proposed program?**(*)**

- (•) Yes
- ( ) No

Will the proposed program replace a program currently offered with the same CIP code?**(*)**

- (•) Yes
- ( ) No

Total number of credit hours required for the program:**(*)**

45

Please indicate the number of credit hours in each of the following categories. (Note: calculated total must equal the total number of credit hours required for the program.) **(*)**

Category	Number of Credit Hours	Percent of Total
Existing or repackaged curricula: *Courses from existing inventory of courses at the institution*	6	4
Revised or redesigned curricula: *Courses for which content has been revised for the new program*	6	4
New curricula: *Courses developed for the new program that haven't been offered at the institution*	33	24
TOTAL: *Must match the total number of credit hours required for the program*	45	32

Will new faculty expertise or new faculty members be needed to launch this program?**(*)**

- (•) Yes Ultimately, a program director with MPH or higher
- ( ) No

Will the proposed program require a large outlay of additional funds by the institution?**(*)**

Yes My guess is yes, to the least for hiring part-time faculty initially to teach biostatistics and epidemiology.

No

Master of Public Health Degree

MidAmerica Christian University

College of Adult Graduate School

School of Business Leadership

Mission

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve public health problems at the community and global levels for the glory of God through Jesus Christ and the good of society.

Program Description

The Master of Public Health is a 42-credit hour program that prepares students to plan, manage, and evaluate public health care services. Individuals completing this program will develop competencies to function as public health professionals in public and private sectors, at the community level, and in government agencies. Students will acquire leadership skills and abilities with core instruction in epidemiology, biostatistics, health and environmental health sciences, health policy and management, and social and behavioral sciences with cross-cutting competencies in communication, informatics, diversity and culture, program planning, and systems thinking. See Appendix A

Program Outcomes

Knowledge

- Explain public health history, philosophy, and values.
- Identify core functions of public health services.
- Recognize appropriate uses of quantitative and qualitative methods in assessing population health.
- Describe the trends in morbidity and mortality of populations.
- Name major causes and trends of morbidity and mortality at the international, national, and local community levels.
- Explain the science of prevention in population health through health promotion and education.
- Explain the critical importance of data in advancing public health initiatives.
- Describe the biological and genetic factors that affect population health.
- Explain behavioral and psychological factors that affect population health.
- Define the social, political, and economic determinants of health and how each influence population health and health equities/inequities.

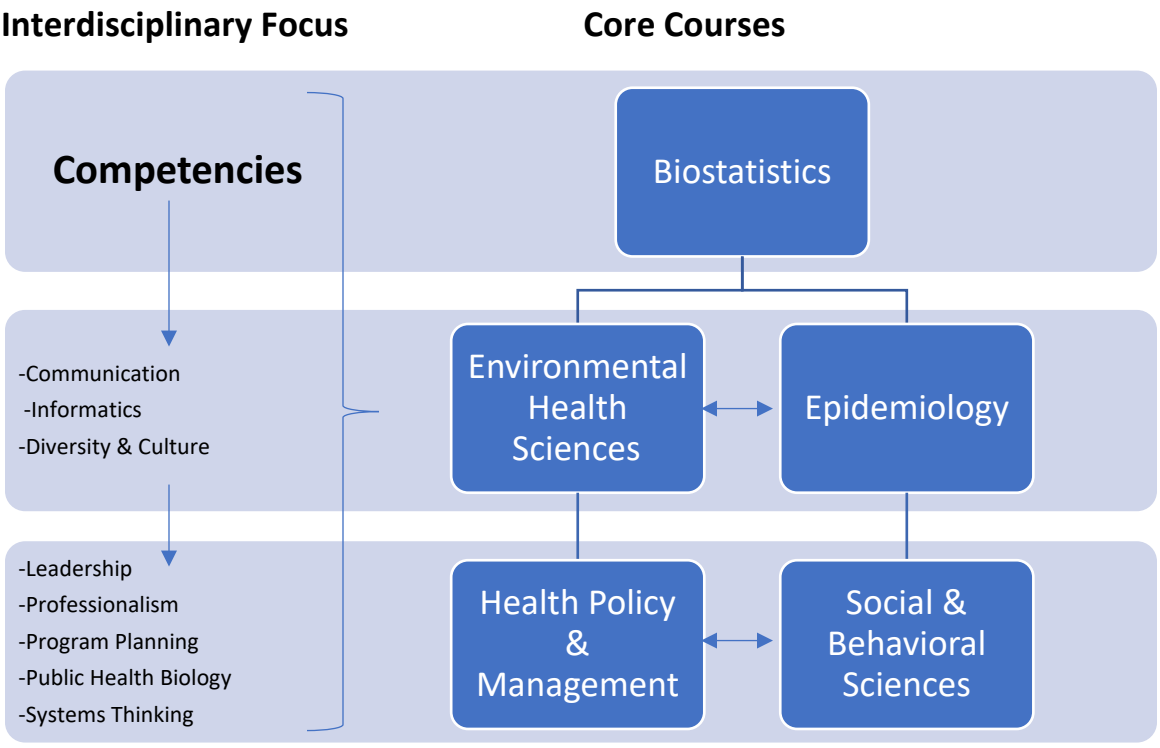
Competencies

- Implement epidemiological methods to public health practice.
- Analyze public health concerns using quantitative and qualitative methods.
- Evaluate data using biostatistics, informatics, and other computer-based methods.
- Interpret research on public health, policy, and practice.
- Distinguish the systems and structures of the organization and functions of public health care in a variety of contexts.
- Evaluate community, societal, and structural factors that lead to bias, social inequities, and the cultural and racial challenges that undermine health equity.
- Assess population health needs, assets, and capacities at the community level.
- Design a population-based policy, program, project, or intervention.
- Apply principles of leadership for empowering others and fostering collaboration and decision-making.
- Demonstrate communication strategies for audience-specific public health content, in written and oral presentations.
- Apply systems thinking tools for policy making and program building in public health.
- Perform effectively on interdisciplinary teams.
- Design culturally competent educational programs for public health.

Core and Program Requirement		**Credits**
Core Courses		
Principles of Epidemiology		3
Fundamental of Biostatistics		3
Health Policy and Management+		3
Environmental Health Factors		3
Public Health Systems (Economics)+		3
Health Communication		3
Leadership in Public Health		3
Research Methods+		3
*Spanish+		3
Emphasis		
Community Focus	**Health Promotion**	
Behavioral and Social Aspects of PH+	Marketing of Public Health Service	3
Cultural Competencies in PH	Community Health Analysis	3
Public Health Education Methods	Health Program Planning	3
Public Health Education Programs/Skills	Health Program Evaluation	3
*Grant Writing	Health Communication and Advocacy	3
	*Health Agency Management	3
Total Credit Hours	Plus two electives	45

*Electives; +revise, rewrite, or use current curricula

Appendix A



Adapted from Association of Schools and Program of Public Health (2014). *A master of public health degree for the 21st century: Key considerations, design features, critical content of the core*. Revised Final Report. https://s3.amazonaws.com/aspph-wp-production/app/uploads/2014/06/MPHPanelReportFINAL_2014-11-03REVISEDfinal1.pdf

and Council on Education for Public Health (2016, October). *Accreditation criteria: Schools of public health and public health programs*. Retrieved from https://media.ceph.org/wp_assets/2016.Criteria.redline.4-26-18.pdf

MPH Program Faculty

*Program Director: TBA

*One FTE Faculty: TBA

Adjunct Faculty Roster

Lamar Brown (PhD Ed & Leadership)

Al Clark (PhD Ed Psych, MS Healthcare Policy & Admin)

Kylie Harrison (PhD, MA Communications)

Adam Krejci (JD, Healthcare Focus)

Robin McMurry (PhD Nursing)

Claret Onukogu (DBA in Project Management, MBA, Public Health Experience)

Kelly Riesenmy (PhD Org Leadership, MA Psych, Healthcare Admin Experience)

Timothy Tardibono (JD, Public Policy)

* Need faculty who are credentialled to teach epidemiology and biostatistics.

HLC Program CIP Codes

Public Health, General. A program that generally prepares individuals to plan, manage, and evaluate **public health** care services; to function as **public health** professionals in **public** agencies, the private sector, and other settings; and to provide leadership in the field of **public health**. Includes instruction in epidemiology, biostatistics, **public health** principles, preventive medicine, **health** policy and regulations, **health** care services and related administrative functions, **public health** law enforcement, **health** economics and budgeting, **public** communications, and professional standards and ethics. Examples: [**Public Health**, General (MPH)], [**Public Health**, General (DPH)] See also: 26.1309 - Epidemiology., 44.0503 - **Health** Policy Analysis.	⊘	51.2201

Courses from HCM that could transfer to HCM

A major with 36-42 credit hours (could make one of these a capstone @ 6 hours or eventually an internship@ 6 hours). Three existing courses could overlap from HCM with MPH, a fourth could be adapted to fit into the MPH domain.

Core Courses Required (21 hours) for Public Health Management (MBA)

- Epidemiology
- Biostatistics
- Environmental Health Factors
- Public Health System (HC4103 Essentials of Health Economics – may need tweaking for master level standards. I also have a hot off the press book on Health Policy Issues that looks good.)
- Health Policy and Management (HC5223 Legal Aspects of Healthcare Administration Robin McMurry just finished a rewrite on HC5223 and it is awesome! Should not need tweaking.)
- Management of Health Services Organizations (HC5213 Management Principles for Health Professionals – very adaptable this should not need tweaking)
- Research Methods (what about ED5113 or POLS3213?(it is undergrad))

Electives or Emphasis [consider two separate emphasis could be a possibility]

Primary [Community Focus] (15 hours)

- Behavioral and Social Aspects of Public Health
- Cultural Content of Health Care in the US
- Public Health Education Methods
- Public Health Education Programs and Skills
- Grant Writing*

Secondary [Health Promotion Focus] (18 hours)

- Marketing of Public Health Service
- Community Health Analysis*
- Health Program Planning
- Health Program Evaluation
- Health Communication and Advocacy*
- Health Agency Management (HC4203 Health care operations management: A systems perspective)

***Could be in either emphasis or category of electives**

Master of Public Health

Statement about the program

- Requires HLC New Program Application
- Plan for Community Health Education and/or Urban Health
- Online meeting not just Oklahoma but a broader reach

Program Description

Outcomes

Courses (with descriptions)

Faculty

- Credentials required
- PhD faculty already at MACU
- Develop roster with faculty

Healthcare Management, Program Review, Section 17

External Review Documents (advisory boards, accrediting bodies, etc.) or

Other Substantive Evidence (i.e., student test scores on nationally-normed exam)

The Power of Certification

- Demonstrates Mastery of Competencies
- Attests to Discreet Skill Sets
- Forty Percent Higher Wages

Prebil, M., & McCarthy, M.A. (2018, September). Building better degrees using industry certifications. *New America. Retrieved from https://www.newamerica.org/education-policy/reports/building-better-degrees-using-industry-certifications/key-findings-from-lumina-foundations-survey/.*

Degree + Embedded Certificates Add Value

Earn degree while acquiring nationally recognized credential

Better align curricula with industry standards

Strengthens MACU partnerships in the industry by preparing practitioners

National Healthcareer Association®

nha

Elise Gyabeng

has successfully completed the requirements set forth
by the NHA as a Certified Billing and Coding Specialist

NATIONAL HEALTHCAREER ASSOCIATION

Douglas Vieland

Douglas Vieland, CAE
Executive Director-Certifications

Certification #G7T4Y4B2

Eff. Date 11/12/2016
Exp. Date 11/12/2018

Please Note: All certifications are required to maintain CE Credits
This certificate should only be used in conjunction with a validated NHA ID Card when used as proof of Certification

Frequently Asked Question

- Enrollment & Advising FAQ: ***Do you offer a certificate in Coding & Billing***
- Student email:

  "Hi. I don't know how possible it would be... but I thought that it would be extremely helpful for those who have completed the Medical Terminology for Managers training course to have ***some sort of certification so that we could put it on a resume or application****. I realize that it is not the same as a regular medical terminology course... but I lost my job back in February and have had an extremely difficult time finding steady work that I could do while I am in school. I feel like it would be a nice addition to be able to put on my resume that I send out to employers. Do you know if there is any way this would be possible?"*

Certificates Embedded into Courses

Fundamental of Medical Practice Management (HC3213)

- Certified Medical Administrative Assistant

Health Information Management Systems (HC4303)

- Certified Electronic Health Records Specialist

National Healthcareers Association (NHA)

Advantages to using a certification program:

- It is nationally recognized.
- The HCM curriculum prepares students with the KSAs to successfully set for the exam. NHA provides study materials that can be embedded into D2L for students to study for the exam.
- NHA will train proctors to administer the exam on site at MACU as part of the partnership (no additional charge). However, NHA has 500 testing sites around the country for student outside of Oklahoma City.

NHA Costs and Implementation

- Test prep package per certificate **$69.00/students**

  Package includes: study guide, practice exam, and remediation
- Exam package per student/per exam **$117.00**
- Total package **$186.00/student**
- Total package price for 2 certificates (e.g., CMAA & CEHRS) **$372.00**

Healthcare Management Certificates

The New Big Thing!!

Why are Certificates Important?

Employers often prefer certification for specific roles in HCM… a certificate may provide an employment advantage for students.

NHA certification demonstrates a nationally-recognized measure of competency in the area of interest.

A certificate in an HCM-associated field demonstrates a personal commitment to the profession of HCM.

Certificate in Medical Administrative Assistant (CMAA)

Medical Practice Management

- Frontline person in a clinic or practice
- Patient Experience
- Patient Scheduling
- Maintain Records
- Coordination of Practice Operations

Certificate in Electronic Health Records Specialist (CEHRS)

Health Information Systems

- Secures patient information
- Assures completeness and accuracy of patient data
- Verifies compliance with legal and regulatory requirements
- Compiles reports from data for insurance, physician, other…
- Performs basic coding for reimbursement
- Processes release of patient information

Week 5 access to materials

- Study for exam

Successful completion of prep tests

- Students qualify for the exam

The exam keycode is given to students

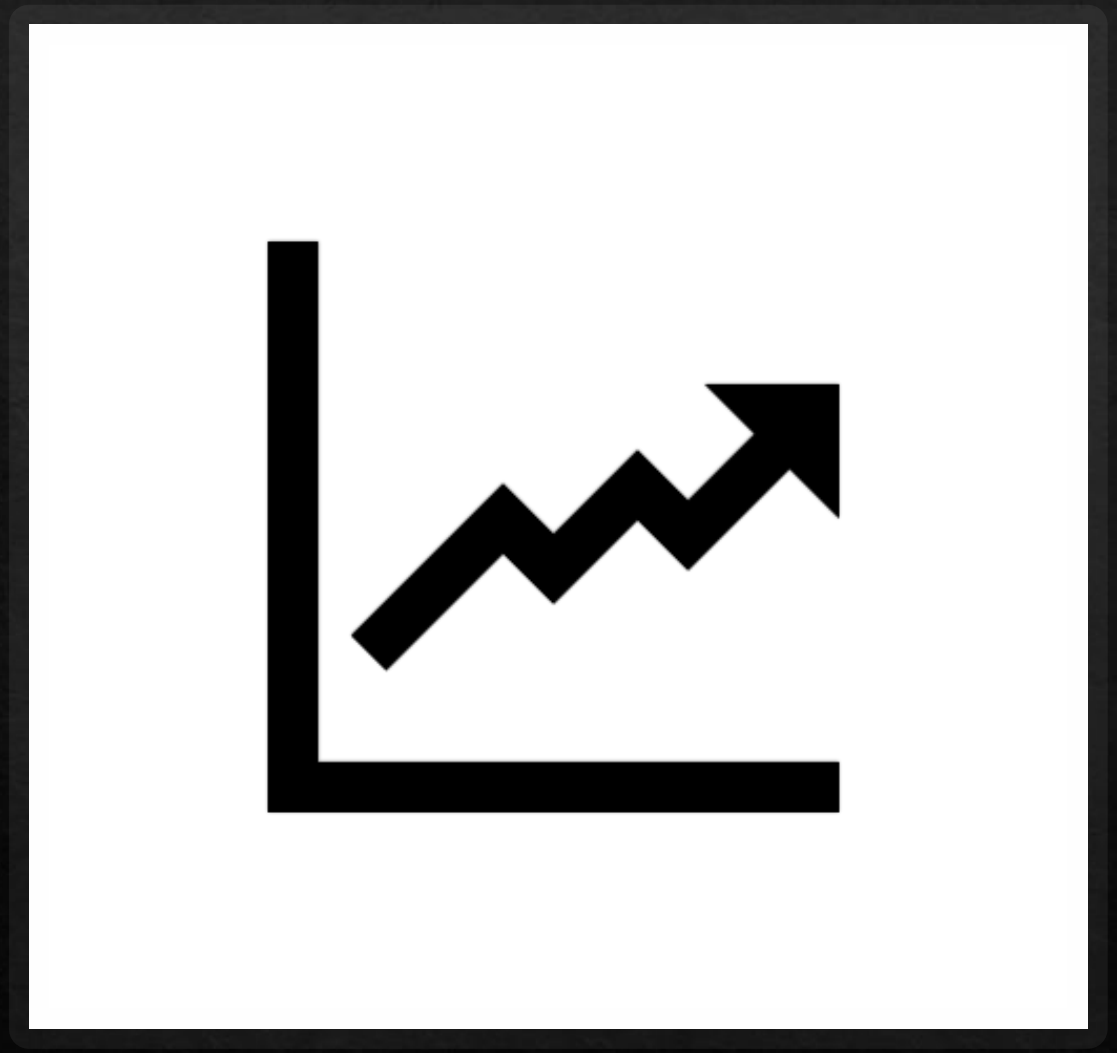
- Students have 6 months to 2 years to take the exam

The Process…

Important Policy Information

Tuition Credit

- A candidate must provide evidence of a current certification in an equivalent or greater competency.
- All requests for course fee credit must be approved by the Program Director or Department Chair based on sufficient evidence supporting the request.
- No request will be granted after the end of the 2nd week of the course, or if the student has already registered with NHA and used the registration key to access certification activities.



The Future

College of Adult Graduate Studies

School of Business Leadership

Bachelor of Business Science

Healthcare Management (HCM) Certificate Program

Students will be eligible for two certification exams after completing the following required courses in the ASBL, BBS HCM emphasis. The certificates are awarded by the National Healthcareer Association (NHA). NHA is accredited by the National Commission for Certifying Agencies (NCCA) ensuring that all exams include job relevant knowledge and skills. Once the students' NHA account is activated, students will have access to the preparation materials, practice exams and to take the exam for two years. The preparation study will provide students with an indication of when they are ready to take the exam. Testing sites to take a proctored exam are located throughout the country. Certificates can be stacked.

Students must complete the following course of study to be eligible for certificate preparation study and exams:

- **University Core (46 Hrs)** Bible/Theology (12 hrs) Communication (9 hrs) U.S. History and Government (6 hrs) Science (6 hrs plus 1 hr of lab) Math (3 hrs) Social Sciences (3 hrs) Humanities (6 hrs – 3 hrs must be literature) See the Academic Program Requirements section of this Catalog for additional requirements.
- **Orientation Requirement Orientation (3 Hrs)** UNIV 1123 Success at MACU
- **Required prior to Major Courses Health Care Management Required Courses (6 Hrs)** BUAD 2503 Business and Professional Communications; MGMT 3213 Applied Business Management

Plus a "B" or better in the following HCM courses specific to the corresponding certificate:

Certificate in Medical Administrative Assistant (CMAA): *Certified Medical Administrative Assistant is a recognized credential for healthcare medical practice office skills and abilities. CMAA is the frontline person in the medical milieu who sets the stage for the patient's experience. Important competencies include medical practice correspondence, use of computer systems for office tasks, patient scheduling, maintains files, updates patient and practice information, and coordinates practice operations.*

The student may begin preparing for the exam for the CMAA certificate after completing these courses.

- **HC 3213 Fundamentals of Medical Practice Management**
- **HC 4203 Health Care Operations Management**

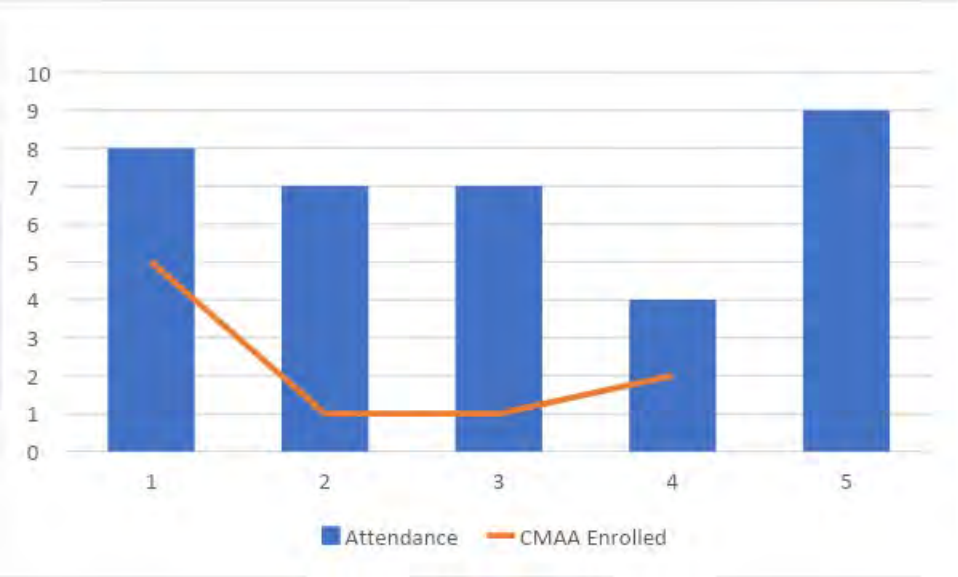
Certificate in Electronic Health Records Specialist (CEHRS) *Certified Electronic Health Records Specialists play a significant role in the security, completeness, and accuracy of patient data. Most employers require a certification to work with patient information. CEHRS may work to assure compliance for patient record audits, pull clinical information for reports, perform basic coding for reimbursement claims, process release of information, review patient records, collect patient data for insurance information, and discuss patient information with physicians and insurance professionals.*

The student may begin preparing for the exam for the CEHRS certificate after completing this course:

- **HC 4303 Health Care Information Systems**

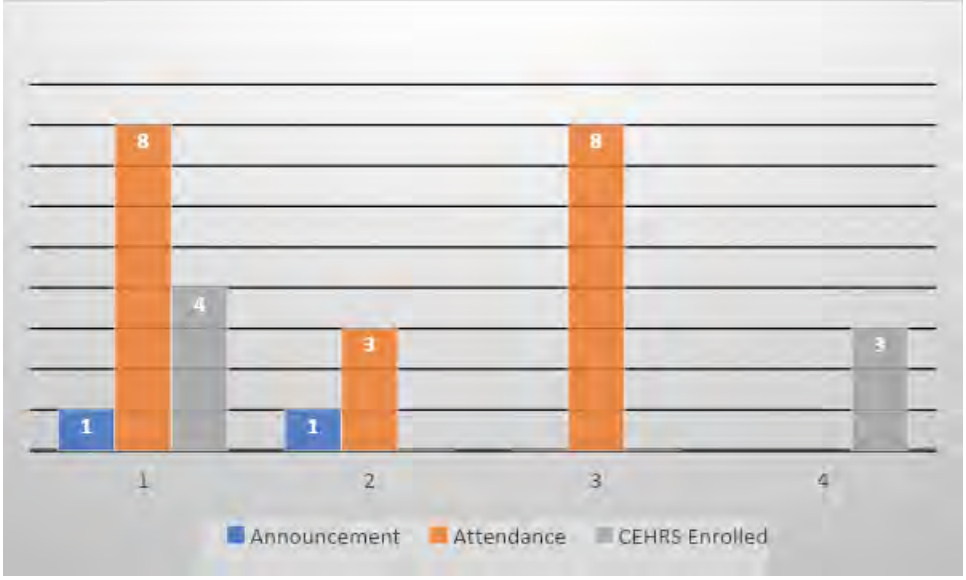
Progress Report

Certificated Medical Administrative Assistant (CMAA)



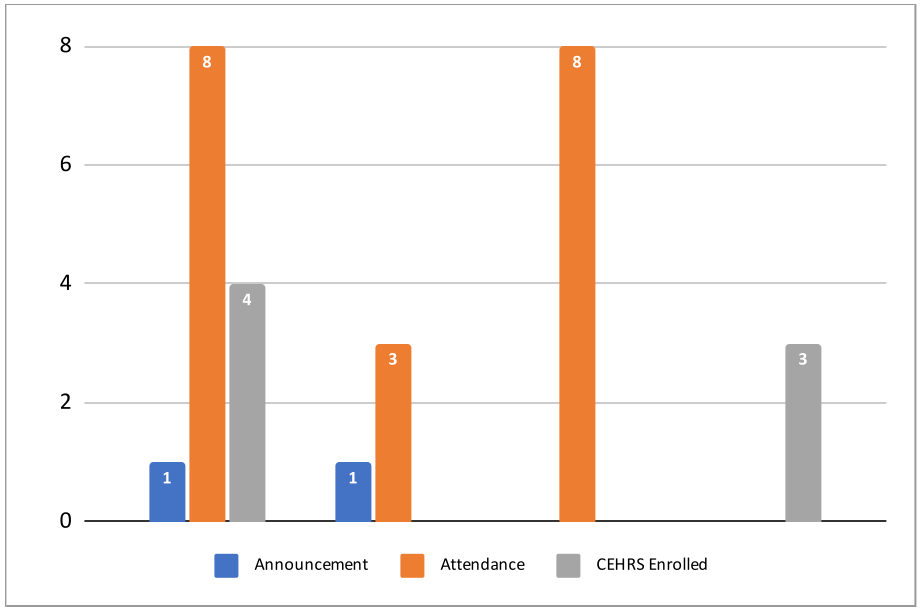
In the first year of the HCM – CMAA program, four sections qualify to begin the study preparation for the certification exam. Based on this data, new strategies should be employed to enhance enrollment into the CMAA certification process.

Certificated Electronic Health Records Specialist (CEHRS)



In the first year of the HCM-CEHRS program, three sections qualify to begin the study preparation for the certification exam. The last three students enrolled spontaneously before taking HC4303. New strategies will be employed to improve enrollment in CEHRS exam preparation process.

HC4303	Section	Assigned	Announce	Attendance	CEHRS Enrolled
2019	10W119F	Lawter	1	8	4
2020	02W120S	Riesenmy	1	3	0
2020	06W120S	Seal	0	8	0
2020	self	Spontaneous			3



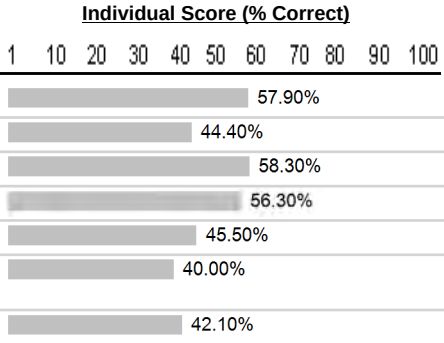
Individual Performance Profile

Certified Medical Administrative Assistant (CMAA) Practice Test 2.0 A

Individual Name:	**SMITH-OSUBU ALYSSA**	**Individual Score:**	**49.1%**
Student Number:	**9846785**	Practice Time:	**1 hr 21 min**
Institution:	**Mid America Christian University**		
Test Date:	**6/4/2020**		
# of Questions:	**110**		

Individual Performance in the Major Content Areas

Sub-Scale	# Items	Individual Score
Scheduling	19	57.90%
Patient Intake	18	44.40%
Office Logistics	12	58.30%
Compliance	16	56.30%
Patient Education	11	45.50%
General Office Policies and Procedures	15	40.00%
Basic Medical Terminology	19	42.10%



Please see page 3 for an explanation of the Scores and Topics to Review sections

Topics To Review

Scheduling

Evaluate different types of patient scheduling.

Determine scheduling needs of the facility, as well as new and established patients.

Follow protocol for no-show, missed, cancelled, or follow-up appointments.

Arrange for diagnostic testing and procedures.

Confirm future appointments.

Patient Intake

Verify insurance information.

Ensure forms are updated or completed.

Prepare encounter form.

Prepare daily charts.

Office Logistics

File medical records.

Perform financial procedures.

Evaluate mail deliveries.

Compliance

Follow HIPAA guidelines.

Follow OSHA guidelines.

Follow the Center for Medicare/Medicaid Services (CMS) guidelines. (1 item)

Follow the Center for Medicare/Medicaid Services (CMS) guidelines (CMAA 2014 Task 4C)

Patient Education

Explain the Patients' Bill of Rights.

Explain the patients' insurance responsibilities.

Explain pre- and post-instructions for testing and procedures.

General Office Policies and Procedures

Perform office opening and closing procedures.

Greet patients upon arrival.

Apply telephone etiquette.

Create correspondences.

Demonstrate basic computer skills.

Basic Medical Terminology

Use medical terminology to communicate with patients and physicians.

Recognize abbreviations and acronyms used to complete administrative duties.

Use word parts (i.e., prefixes, roots, suffixes) to define medical terminology.

Please see page 3 for an explanation of the Scores and Topics to Review sections

Score Explanation and Interpretation
Individual Performance Profile

INDIVIDUAL SCORE

The individual score is the number of questions answered correctly divided by the number of questions on the assessment. It is on a scale of 0% to 100%.

TOPICS TO REVIEW

Based on the questions missed on this assessment, a listing of content areas and topics to review is provided.

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Group Performance Profile

Certified Medical Administrative Assistant (CMAA) Practice Test 2.0 A

Assessment #:	**10093842**	**Group Score:**	**49.1%**
Institution:	**Mid America Christian University**	**KR-20:**	**N/A**
Program Type:	**Allied Health - General**		
Group Size:	**1**		
Date Test:	**6/4/2020**		
# of Questions:	**110**		

PRELIMINARY

Group Performance in the Major Content Areas

Sub-Scale	# Items	Group Score
Scheduling	19	57.9%
Patient Intake	18	44.4%
Office Logistics	12	58.3%
Compliance	16	56.3%
Patient Education	11	45.5%
General Office Policies and Procedures	15	40.0%
Basic Medical Terminology	19	42.1%

Please see page 5 for an explanation of the Scores and Topics to Review sections

PRELIMINARY

Please see page 5 for an explanation of the Scores and Topics to Review sections

Topics To Review

	% of students answering the Item Correctly
Follow HIPAA guidelines.	66.7%
Follow OSHA guidelines. (5 items)	
Follow OSHA guidelines.	80.0%
Follow the Center for Medicare/Medicaid Services (CMS) guidelines. (5 items)	
Follow the Center for Medicare/Medicaid Services (CMS) guidelines.	25.0%
Follow the Center for Medicare/Medicaid Services (CMS) guidelines.	0.0%
Patient Education (11 items)	
Explain the Patients' Bill of Rights. (4 items)	
Explain the Patients' Bill of Rights.	0.0%
Explain the Patients' Bill of Rights.	33.3%
Explain the patients' insurance responsibilities. (4 items)	
Explain the patients' insurance responsibilities.	50.0%
Explain pre- and post-instructions for testing and procedures. (3 items)	
Explain pre- and post-instructions for testing and procedures.	66.7%
General Office Policies and Procedures (15 items)	
Perform office opening and closing procedures. (3 items)	
Perform office opening and closing procedures.	66.7%
Greet patients upon arrival. (3 items)	
Greet patients upon arrival.	33.3%
Apply telephone etiquette. (3 items)	
Apply telephone etiquette.	66.7%
Create correspondences. (3 items)	
Create correspondences.	0.0%
Demonstrate basic computer skills. (3 items)	
Demonstrate basic computer skills.	33.3%
Basic Medical Terminology (19 items)	
Use medical terminology to communicate with patients and physicians. (7 items)	
Use medical terminology to communicate with patients and physicians.	50.0%
Use medical terminology to communicate with patients and physicians.	100.0%
Recognize abbreviations and acronyms used to complete administrative duties. (6 items)	
Recognize abbreviations and acronyms used to complete administrative duties.	50.0%
Recognize abbreviations and acronyms used to complete administrative duties.	50.0%
Use word parts (i.e., prefixes, roots, suffixes) to define medical terminology. (6 items)	
Use word parts (i.e., prefixes, roots, suffixes) to define medical terminology.	20.0%
Use word parts (i.e., prefixes, roots, suffixes) to define medical terminology.	0.0%
Scheduling (19 items)	
Evaluate different types of patient scheduling. (4 items)	
Evaluate different types of patient scheduling.	75.0%
Determine scheduling needs of the facility, as well as new and established patients. (4 items)	
Determine scheduling needs of the facility, as well as new and established patients.	75.0%
Follow protocol for no-show, missed, cancelled, or follow-up appointments. (4 items)	
Follow protocol for no-show, missed, cancelled, or follow-up appointments.	25.0%

Please see page 5 for an explanation of the Scores and Topics to Review sections

Topics To Review

	% of students answering the Item Correctly
Arrange for diagnostic testing and procedures. (4 items)	
Arrange for diagnostic testing and procedures.	50.0%
Confirm future appointments. (3 items)	
Confirm future appointments.	66.7%
Patient Intake (18 items)	
Confirm demographic information with patient. (4 items)	
Confirm demographic information with patient.	100.0%
Verify insurance information. (4 items)	
Verify insurance information.	50.0%
Ensure forms are updated or completed. (3 items)	
Ensure forms are updated or completed.	33.3%
Prepare encounter form. (3 items)	
Prepare encounter form.	33.3%
Prepare daily charts. (4 items)	
Prepare daily charts.	0.0%
Office Logistics (12 items)	
File medical records. (4 items)	
File medical records.	50.0%
Perform financial procedures. (5 items)	
Perform financial procedures.	80.0%
Evaluate mail deliveries. (3 items)	
Evaluate mail deliveries.	33.3%
Compliance (16 items)	
Follow HIPAA guidelines. (6 items)	

Individual Scores

Name	Student Number	Booklet ID	Institution Benchmark Met	Individual Score	Individual Score (% correct) 1 10 20 30 40 50 60 70 80 90 100
SMITH-OSUBU, ALYSSA	9846785	85163028	N/A	49.1%	▲

Please see page 5 for an explanation of the Scores and Topics to Review sections

PRELIMINARY

Score Explanation and Interpretation
Group Performance Profile

GROUP SCORE

The individual score is the number of questions answered correctly divided by the number of questions on the assessment. The group score is the average of the individual scores for this group of students. The group score is on a scale of 0% to 100%.

TOPICS TO REVIEW

Based on the questions missed on this assessment, a listing of content areas and topics to review is provided.

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Group Module Report

Name: **Certified Medical Administrative Assistant (CMAA) Study Guide 2.0**

Module: **Certified Medical Administrative Assistant (CMAA) Study Guide 2.0**

Institution: **Mid America Christian University**

Group Size: **5**

Module Overview

	Logins/ Attempts	Time Use (hh:mm:ss)	Avg Score
LESSON	52	21:07:35	N/A

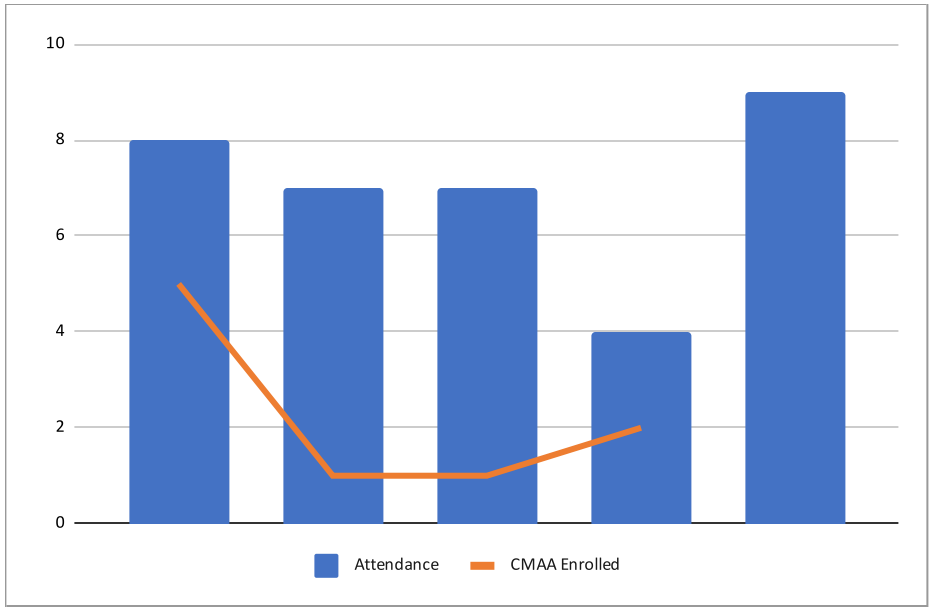
Lesson History

History by Student and Week	No. of Sessions	Time Spent (hh:mm:ss)
Rosales,Ashley		
10/14/2019 - 10/20/2019	1	0:37:44
05/25/2020 - 05/31/2020	2	0:35:47
Smith-Osubu,Alyssa		
10/21/2019 - 10/27/2019	2	2:06:02
10/28/2019 - 11/03/2019	1	0:19:01
11/04/2019 - 11/10/2019	2	0:24:02
12/23/2019 - 12/29/2019	1	1:23:32
12/30/2019 - 01/05/2020	3	1:28:12
01/20/2020 - 01/26/2020	1	0:14:03
01/27/2020 - 02/02/2020	1	0:19:44
02/10/2020 - 02/16/2020	5	1:07:02
02/17/2020 - 02/23/2020	1	0:12:35
02/24/2020 - 03/01/2020	2	0:24:09
03/23/2020 - 03/29/2020	3	1:31:20
04/20/2020 - 04/26/2020	3	1:46:19
05/04/2020 - 05/10/2020	9	1:40:06

Lesson History

History by Student and Week	No. of Sessions	Time Spent (hh:mm:ss)
05/11/2020 - 05/17/2020	1	0:12:01
05/18/2020 - 05/24/2020	2	0:18:30
05/25/2020 - 05/31/2020	4	2:04:46
06/01/2020 - 06/07/2020	5	3:56:45
Walker,Sara		
03/23/2020 - 03/29/2020	1	0:23:35
Wansick,Ashley		
09/14/2020 - 09/20/2020	1	0:01:04
Worcester,Matthew		
10/21/2019 - 10/27/2019	1	0:01:16

HC3203	Section	Assigned	Attendance	CMAA Enrolled
2019	09W119F	Rohn	8	5
2019	09M119F	Seal	7	1
2020	02W120S	Rohn	7	1
2020	06W120S	Rohn	4	2
2020	09W120F	Rohn	9	



Course	Course Title	Competency/Skills >95%	Digit Badge
HC3313	Healthcare Human Resources	Under Construction – will keep badges in mind	TBA
HC4203	Healthcare Operations Management	• Identify Process Problem • Set Goals and Measurable Objectives for Improving the Problem • Calculate the ROI for Process Improvement • Evaluate Process Improvement Effectiveness • Methods for Continuous Process Improvement	Process Improvement
HC4303	Healthcare Information Management	• Prepare Patient Records, Registries, Health Data including Manual and EHR • Calculate Delinquent Records • Assess Numbering and Circulation Methods in Patient Records • Develop Security Policy per HIPAA • Identify Code Classifications, Taxonomies, Nomenclatures, Terminologies • Methods in Reimbursement	Health Information Management
HC5213	Management Principles for Health Professionals	• Identify Quality Indicators • Develop a Model for Quality • Set Goals and Measure Objectives for Improvement • Implement Improvement (Intervention) • Study Intervention • Measure Effectiveness of Change • Create Sustainability	Continuous Quality Improvement
HC5233	Essential of Healthcare Finance	• Create budget on excel spreadsheet • Vertical Analysis • Horizontal Analysis • + 2 out of 12 possible types of Analyses	Healthcare Organization Fiscal Analysis
HC5243	Health Information Systems	• Create Organizational Culture Change	Change Management

		• Identify and Measure Readiness for change • Diffusion of Innovations • Measure Change Effectiveness	

Healthcare Management Program

FACULTY NEWSLETTER

Course Under Revision: HCA5233

Healthcare Finance will be the first official course revision. A new textbook will be ordered this month. A preliminary revision was done that includes an upload of current resources, a group project, and other interactive assignments.

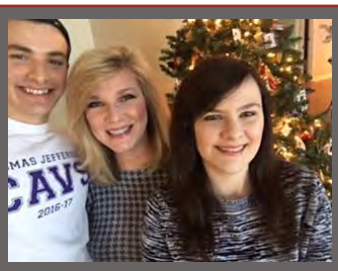
Course Under Revision: HCA5223

The second full revision will be Healthcare Legal Environment. We also made a provisionary revision on this course. It will be the next course to get a new textbook and will soon be on the course designer's schedule.

I am so blessed to be a member of the SBL Team! A little about my background: I have worked in the healthcare field as a teacher,consultant, researcher, and clinician for 20+ years. At the University of Georgia, Center for Behavioral Research we studied the factors that influenced organizational outcomes in healthcare. As a consultant I helped kick-start EMR implementation for a local healthcare system. I worked at the VA Medical Center as the HIV/AIDS Coordinator and VA Regional Faculty for Patient Education.

Dr. Kelly Riesenmy

My family is a priority. I have 2 wonderful children in college at the University of Kansas. My office buddies are my little 16 y/o Shih Tzu, Angel & 17 y/o cat, Miss Kitty.



Online Teaching Tip

Teaching online requires building a community with your students. One strategy is to employ free Web 2.0 tools to better engage students. I recommend looking at Jing (Multimedia video tool) and Ted Ed (create an interactive lesson with a Ted Talk). Jing is great to use for grading feedback. Ted Ed brings elements of a topic to life! Let me know if you have any questions about either of these. Check out other resources at the link below.

Website (click link for resources): Web 2.0 Guru

Kelly Riesenmy

What is your tip?

BE THE NEXT FACULTY FEATURE TIP

Please let me know if you would like to share a valuable tip in the next Faculty Newsletter. We need your contributions!!

Consider a free membership to the Institute of Healthcare Improvement (IHI). IHI has free resources that you can share with students.

Website (click link): *Institute for Healthcare Improvement*

A Message From Our Chair

I'm very excited about the potential Dr. Riesenmy brings to the Healthcare Management program. We are fortunate to have found a Program Director with her experience and qualifications, who shares our vision of a best-in-class HCM program characterized by professional relevancy, pedagogical innovation, adult-student friendliness and Christian values. She has ambitious plans for change, but I have no doubt in the ability of our HCM faculty to implement and expand on those changes, constantly enhancing the student learning experience as we go. Kelly is anxious to hear your ideas about the classes you teach! I encourage you to contact either or both of us with your insights, as we begin the long process of bringing the HCM degree to the forefront of our offerings in the School of Business Leadership. – Scott McMurry

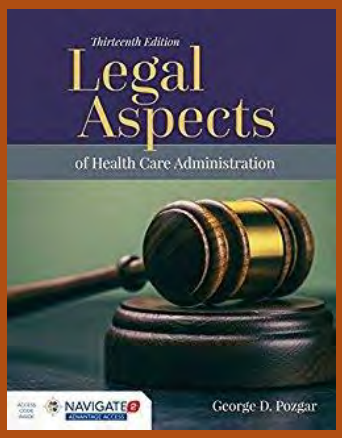
"If God has called you to a divine mission, God will provide the leadership resources to complete that mission." C.G. Wilkes (1998) *Jesus on Leadership*.

HEALTHCARE MANAGEMENT PROGRAM

MID-AMERICA CHRISTIAN UNIVERSITY

May 2018 Faculty Newsletter

NEW TEXTBOOK UPDATES



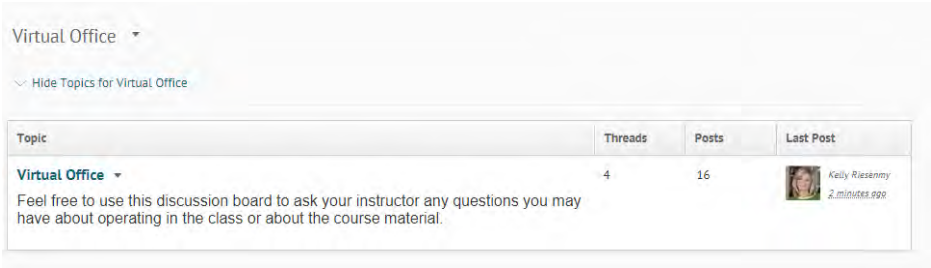
HCA 5223

Textbooks have been ordered!! **Next to be ordered are Healthcare Information Systems text for HCA5243.**

Let us know about your accomplishments, publications, career progress at kelly.riesenmy@macu.edu

D2L BEST PRACTICES

The Discussion Board has an often-overlooked area that is vitally important to your best practices as an instructor, the **Virtual Office**. This is a place where students can leave questions for you and you can answer for all students to see.



I copy and paste the same message for each course 2 weeks prior to the start of class when I set-up the course shell. Here is an example:

Hi! I am here to serve you! I want you to be successful in this course so please do not hesitate to reach out to me with questions.

My office hours are M-S 10am-6pm CST

You may call or text me at 417-319-4733 or email me

I check my virtual office daily. You may leave your questions here. I am also happy to meet with you via google video chat. I am happy to answer questions, share the computer screen to explain something to you, or visit with you about the course.

I look forward to meeting you!

"Rank does not confer privilege or give power. It imposes responsibility." Peter Drucker

WELCOME NEW FACULTY

Betty Glover, MS, SPHR, SHRM-SCP. Betty is a certified professional coach. She has an extensive career in the field HR but recently opened a boutique Learning & Development firm.

Adam Krejci, JD. Adam brings his expertise regarding the legal and regulatory aspects of HCM to our program.

"...let not many of you become teachers, knowing that we shall receive a stricter judgment." James 3:1 (NKJV) What an incredible responsibility we have as teachers!

FACULTY FEATURE by *MICHELLE MENDENHALL, MA*

Ms. Michelle Mendenhall has a Master's degree in Organizational Leadership, Bachelor in Sociology, and is credentialed in Health Science Teaching. She has extensive experience teaching and leading in the field of healthcare. We are thankful for Michelle's service and this valuable professional development article.

Reaching Out Through the Lines in Online Teaching

"When you study great teachers... you will learn much more from their caring and hard work than from their style." — **William Glasser**

Hello HCM Colleagues!

This is Michelle Mendenhall, Adjunct Faculty for MACU since 2013. Prior to that, I had been a K-12 classroom teacher. I was not an "online learner." Before MACU, the only "online" educational experience was in my Master's program where we had to post responses on the Discussion Board. But I knew who I was talking to and what they looked like from being in class with them! From the research read and a workshop I attended on online teaching, the main focus is creating "presence". Ever had a conversation with someone –yes, the face-to-face kind—and felt like the person isn't really there or "tuned in" to what you're saying? I can hear the resounding, "Of course!" Online students, although online not necessarily being their first choice for continuing education but doable for their current lifestyle, still would like their instructors to "be present" and "to care." "Instructors will have an active presence in the online environment and express "caring" through accessibility and time invested in the course" (*What are Student and Faculty Expectations for Online Courses?* 2013). Though not a techy—I've never tweeted, Snapchatted or Instagram-ed anything yet—I do get back to my students as quickly as possible, even it's a short reply of "thanks for the email/text. I'll get back to you as soon as I can."

The other appreciation from students is applicable feedback on assignments and ways to improve, specifically in their writing. Having worked in the medical field for two decades and teaching fifth graders to construct sentences, I am a stickler on spelling and grammar, which includes the DQ posts. I remind them to hit the "abc" icon, but more importantly, the necessity of correct spelling and terminology within the health care field as it CAN be a matter of life and death, unlike in one's Twitter feed… I have found that if I set the bar the first week as to expectations of one's writing proficiency, plus the option to "maximize the points available", the majority will step up and include those in-text citations, references at the end and less spelling errors. I will admit that I have received some "animated" emails when awarding less than the 15/20 DQ points. Hey—an "A" grade is a "WOW!" earning between 90-100% above and beyond the minimum. A "C" is a "Met the Requirements" the *minimum* of the assignment, earning between a 70-75%. If the expectations are made clear, the choice is up to the student as to the effort put forth.

On a final note, if you would like to "zing" up your bulletin announcements to boost readership, upload a personal video message via YouTube or the easy–to-use, free screen recorder called

Screencast-o-matic @ https://screencast-o-matic.com.

Here is a fun, just under five minute video called "Banning Boring Announcements!" Click here: Banning Boring Announcements!

"Therefore encourage one another and build each other up, just as in fact you are doing…" ~1 Thessalonians 5:11 (NIV)

Shalom!

Michelle Mendenhall

Bork, R. H., & Rucks-Ahidiana, Z. (2013). Virtual courses and tangible expectations: An analysis of students' and instructors' opinions of online courses. *What are Student and Faculty Expectations for Online Courses?* Manuscript in preparation.

SUBMIT YOUR FEATURE

Please share your teaching tips and expertise with us! Submit your feature article to kelly.riesenmy@macu.edu. Your voice is needed!

2018 MACU COMMENCEMENT

MACU's 67th commencement ceremony will be held at 10 a.m. on May 12 at Crossings Community Church in Oklahoma City. We hope you'll join us as we celebrate the graduating class of 2018!

We have a high privilege as Christians in Higher Ed to share Christ with our students.

Don't forget to include scripture in the course week discussion board or as an inspirational announcement. Integrate your faith in your course work with students. Pray with them and for them.

"The Spirit of prayer makes us so intimate with God that we scarcely pass through an experience before we speak to Him about it, either in supplication, in sighing, in pouring out our woes before Him, in fervent requests, or in thanksgiving and adoration." Hallesby, O. (1975). *Prayer,* Augsburg Fortress Publishing.

FACULTY UPDATE

HEALTHCARE MANAGEMENT

CHRONIC PROBLEMS IN ACADEME

Plagiarism

MACU Academic Honesty and Integrity Policy is very clear. Yet, students continue to struggle with high similarity reports on Turnitin (TII). We need to be consistent about enforcing the MACU policy and help students overcome this tendency. Ways to reduce plagiarism include:

Awareness. Post a reminder at the beginning of every course to remind students of the MACU Academic Honesty and Integrity Policy. Reinforce that consequences will occur for violations. Provide a brief overview of the consequences.

Education. Many students do not understand the concept of plagiarism. Evaluate the student's first offense. Does the student over quote? Does the student struggle with articulating the material? Feel free to send the TII report to me for a recommendation. Often, simply remediation of the issue begins with teaching students how to avoid paraphrasing and duplicating material. Teach them to read, consider, write, cite.

Faculty News

FACULTY SPOTLIGHT

Our part-time faculty are the most important aspect of the MACU experience for students. Here are a few comments from Student End of Course surveys. You make a difference in their lives!

"Dr. Roddy is an amazing professor. She takes extra care to make sure we are learning and concerned with our opinions on how the class is going."

"Dr. Clark was great! This was the hardest, but most rewarding class to date!"

"Professor Shockey was very effective at the highest level."

New Part-Faculty

We are happy to introduce Jenna Lawter, MHA. She lives in Oklahoma City. She has extensive experience in practice and operations management. Welcome Jenna!

Student Early Alert System

If you have a student who requires additional help, or you need help with a student use the Early Alert System to notify the Success Coach. The form is at this link STUDENT EARLY ALERT.

PROCESS FOR PLAGIARISM VIOLATIONS

- **First Offense**: Work with the student. Instruct the student on ways to avoid plagiarism. Many of our CAGS students need a refresher course on writing. Give students the option of a zero on the assignment or a revise and resubmit. Submit a Helpdesk Ticket within 10 days of notifying the student in writing.
- **Second Offense**: Clearly communicate with the student about the next consequence, a grade F for the course. Students are most often assigned to an online tutorial. Action at the level of the Dean is taken.

See details about the Academic Honesty and Integrity Policy in the MACU Policy and Resource Information Manual (see accompanying file).

"The task of the modern educator is not to cut down jungles but to irrigate deserts."

C.S. Lewis (The Abolition of Man)

MID-AMERICA CHRISTIAN UNIVERSITY

Health Care Management Program

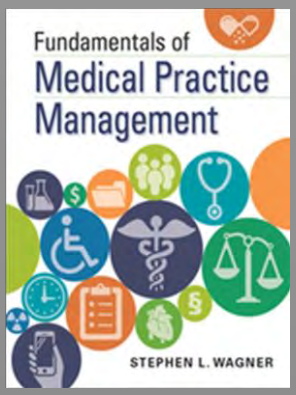
FACULTY UPDATE JULY 2018

Online Teaching Best Practices

Even though your performance expectations are listed on your contract with MACU, we encourage using online teaching best practices to create an engaging online environment for students. The following are a few best practices that will enhance your online classroom and motivate your students to be fully committed to the course. This month we will focus on using the *News Announcement* section of D2L.

1. Create a **Welcome Announcement**. Use graphics or a personal photo to personalize the message. Tell students about your professional background and something fun you want student to know about you (e.g., I like to snow ski on spring break).
2. Post a **Weekly News Announcement**. Simply copy and paste the week overview located in the course content in D2L, into the News Announcement. Consider adding a graphic or use colorful font to highlight assignments. Or, create your own weekly overview. Offer tips on how performance could be improved in that week. Provide a resource on the topic that will enhance student learning.
3. Add an **announcement when you have finished grading** their work.

Two Course Revisions Go Live in August



HC3213 will be retitled and focus on Fundamentals of Medical Practice Management

HC4203

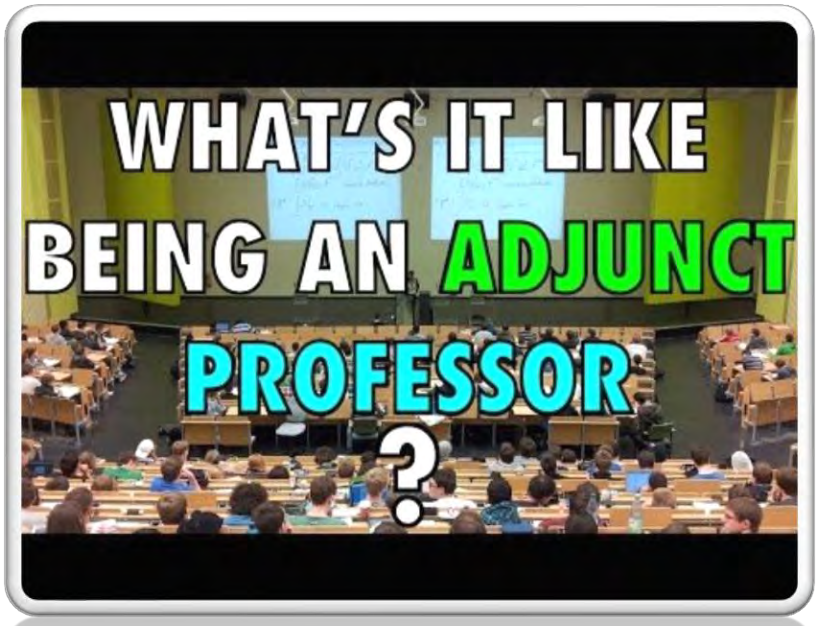
4. Add a **devotional**. We all need a spiritual boost. Provide students with encouragement from God's Word to strengthen their commitment and resolve to complete the course.

The News Announcement area of D2L is an excellent resource you can leverage to engage students. Each News Announcement is automatically emailed to students. You can schedule when you want your announcement to be visible to students.

Let me know if you need help with some of the functions in D2L.

Best Practices Using News Announcement

- Michelle Mendenhall posts weekly announcements using graphics and colorful fonts
- Kyle Morton adds video resources and colorful graphics
- Stephaney Finnie uses the News Announcements to integrate Biblical concepts into the course contents
- Shirley Roddy uses the News Announcements to give tips on how to perform well in the class



New Faculty!

Robin McMurry, PhD, RNC

Robin has a PhD in Nursing Philosophy and MS in Nursing. She brings a wealth of experience in healthcare management including serving as interim CEO, COO and CNO at Moore Medical Center. She is active faculty at Universities within the Oklahoma City area. She is a legal nurse consultant. We are blessed to have her on our faculty!

"Be good friends who love deeply; practice playing second fiddle." Romans 12:10 (The Message Bible)

MID-AMERICA CHRISTIAN UNIVERSITY

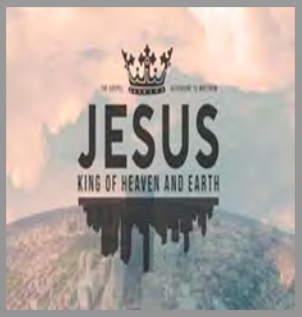
Health Care Management Program

Grading Papers

Timing is everything; especially in grading papers. Students depend on instructor's comments and feedback on their assignments. For online instructors, grading feedback is perhaps one of the most valuable methods to teach and enhance student success. *Timely grading feedback is critically for improvement; students learn and grow from your comments*. Here are a few best practices to remember when grading papers:

- Use the grading rubrics. Copy the rubrics with feedback describing areas where points were deducted.
- Use track changes (blue or green; not red) to make corrections.
- Make comments on the paper.
- Personalize grading feedback by including the student's name.
- Be supportive and positive while encouraging your students by using the "sandwich technique" – offer comments about areas the student did well, describe ways they can improve, and end with supportive and encouraging comments.
- Work with students on improving content. Avoid the tendency of correcting every misspelled word. Do not do disheartened students.
- Correct APA format errors to illustrate accurate format. Include a link to Purdue OWL for APA instruction details.
- Upload student papers with your track changes and comments as an attached file with feedback.

FACULTY UPDATE August 2018



"The truth of the faith can be preserved only by doing a theology of Jesus Christ, and by redoing it over and over again." Rahner (1978, p. 213)

Rahner, K. (1978). *Foundations of Christian faith: An introduction to the idea of Christianity*. New York, NY: Seabury.

New instructor agreement to debut in Sept. will include revised expectations on grading feedback. The revised contractual expectations for grading feedback are as follows:

Feedback

a. Feedback on all student work must be completed, with comments, within 5 days of the due date.
b. When available, rubrics must be used for grading and specific rubric scores explained in student feedback
c. Feedback should be:
   i. Personalized to the student
   ii. Encouraging
   iii. Instructive, explaining both strengths and areas for improvement
d. As appropriate, feedback should point students to tutorial resources

This is why we teach…

Meet Jillian Herndon

Hello, my name is Jillian Herndon and I am the Practice Manager and Compliance Officer for the largest Long-Term Care practice in Oklahoma. I am also a freshman in the Health Care Management adult program at MACU. I have worked in the medical field since I was 18 years old. A lot of people ask me why I chose to get my degree in Health Care Management when I am already a Practice Manager. I chose this path not only because I want to better myself, but also because I own a medical credentialing and billing business. I felt that simply having experience was not enough to grow my business and that I needed a degree to grow successfully.

Jillian is counting on us to teach her how to excel in HCM!

Library Link Not Working? Let us know!! MACU library is updating the databases to better serve our students. Please let us know so that it can be addressed. Soon, we will enjoy databases specific to HCM and other management related sources.

D2L had a makeover!

On July 31st, the appearance of D2L changed but the functionality is the same. Even though the site has a new look, it operates the same. Review the video below at the link below.

https://vimeo.com/279687397

MID-AMERICA CHRISTIAN UNIVERSITY

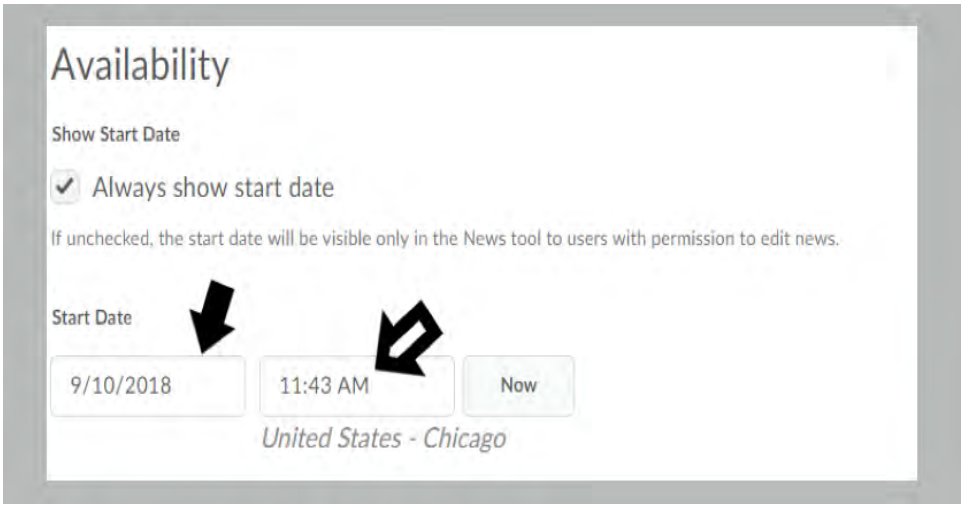
Health Care Management Program

FACULTY UPDATE September 2018

A Tip for Success on the Revised Instructor Agreement

Schedule your weekly News Announcements

As part of the revised Instructor Agreement, you are required to post weekly news announcements to demonstrate presence in the online environment. You can accomplish this easily by *scheduling* news announcements. Create a news announcement with the overview for the week (copy and paste from the course content or create your own based on the course content). When creating the News Announcement, under "Availability" you can designate a start date and the time. This can be a time saver during a busy course week.



WISDOM FROM OSWALD CHAMBERS

"God does not further our spiritual life in spite of our circumstances, but in and by our circumstances." From *Not Knowing Whither: The steps of Abraham's faith (1934)*

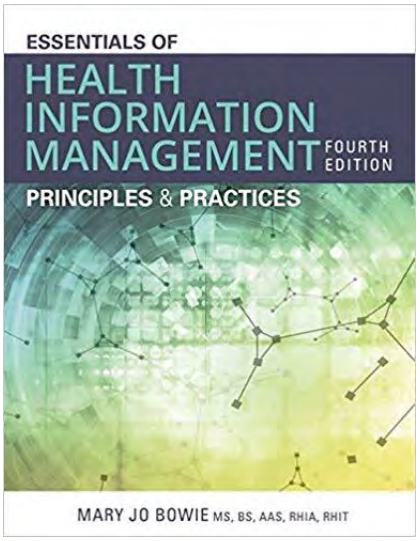
In addition to posting a News Announcement with the week overview, consider posting a devotional, word of encouragement, or a teaching resource. You may schedule these in advance as well.

APA Format

Yes, we all know how this feels! Consistency in APA format can be a challenge. Our consistency in correcting errors is important. Our Chair, Scott McMurry has developed an APA Format template to help students learn and better adhere to the APA editorial style. Even though we don't want to over-focus on APA format, it does account for a small portion of their grade. All faculty working together to be consistent in grading and modeling APA format is key to our students' success.

The template is coming soon!

New Course Roll-out



HC4303 Health Information Management Systems

New course contents includes Cengage's Mindtap. Mindtap uses simulation exercises in HIMS practices and electronic medical records so that students experience practical application of the content area. We are excited that students will engage in activities to enhance knowledge and skills needed for certification in HIM-related credentialing.

The new course will go live 10/23/2018

New faculty – Cindy Milam, MSN, RN Cindy is the Health Professions Simulations and Lab Director at Oklahoma City Community College. She has extensive experience as a clinical and administrative nurse. We are blessed to have her on our HCM faculty. Welcome to the team, Cindy!

Our Goal: Student Success

October 2018

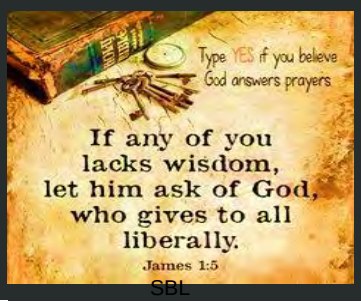
In this issue

Our Goal: Student Success Pp 1&2

Student Spotlight P 2

Meet Niccole Rodenberger-Dickey

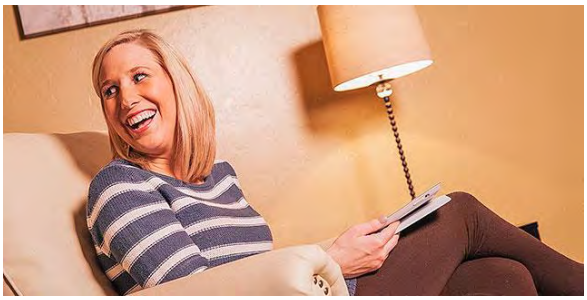
New Course in HIMS P 2



HCM Faculty Update

Our Goal: Student Success!!

Our goal is for every student to successfully graduate with his/her degree from MACU. Student retention and student success are synonymous. To reach this goal, we have to actively help students through their process of matriculation to graduation. Faculty objectives are student engagement, instruction, and encouragement.



Online students need instructors who are fully engaged in the online environment.

Online

On Campus

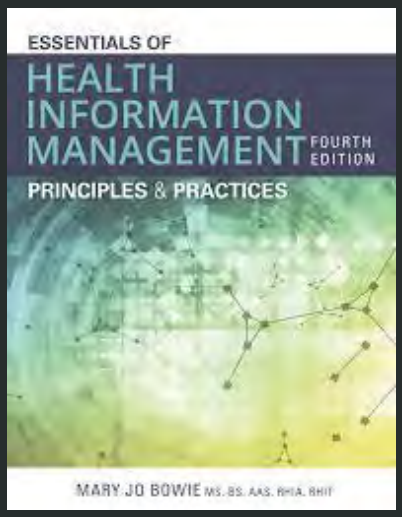
Our objectives:

- Engagement
  - Use the News Announcements in D2L weekly
  - Use the Early Alert System (you can access through this link) for struggling students. Our academic success coaches are incredible! They do fantastic work in retaining our students who need help.
- Instruction
  - Use every discussion board post as an opportunity to teach
  - Give grading feedback that is rich in content; use track changes (e.g., show students a better sentence structure).
- Encouragement
  - Send an email to check-in on students who go missing during the discussion board week.

Revised HC4303 Goes Live in November 2018!

Healthcare Information Management Systems

In this revised course, students will have access to Mindtap – a Cengage learning tool. The course uses Mindtap simulation projects so that students gain hands on experience with EHR. Many of the assignments are experiential with a video-based case study exploring issues faced by the director of HIM in a healthcare organization. Students will enjoy the learning process in the updated course! I have already received encouraging feedback from students who are looking forward to taking this course!



- Take extra time in grading a student paper who is struggling with the subject content or in writing and offer empowering suggestions with a positive tone.

Student Spotlight

Niccole is an account manager for a Pharmacy Providers of Oklahoma (PPOk). In her role, she creates plans that provide fiscally sound choices for prescription medications for her customers. She is nationally certified as a pharmacy technician. She is currently working on her Bachelor of Science in HCM at MACU.

Niccole Rodenberger-Dickey

I am motivated by helping people perform better work and building the most functional processes to accomplish that goal. I have a passion for uncovering ways to obtain the utmost quality work without sacrificing the metrics needed to drive business forward.

I am 31 years old, grew up in the southeastern corner of Oklahoma, but currently live in Oklahoma City with my husband, two year old daughter, and two puppies.

I accidentally fell into working in the managed care field of health care, specifically in pharmacy benefit management ten years ago as a temp and ended up loving the work. I have held many positions throughout my career, from frontline pharmacy technician to a vendor manager. My passion, specifically, within the PBM environment is finding ways to improve processes without sacrificing quality. I have thoroughly enjoyed my time at MACU and have used many of the things I learned in class toward real-life business goals.

It is exciting to consider how our work can shape the success our of student's lives. My prayer is that each of us will give our best to teach Niccole and her cohort the theories and principles in healthcare management so that they can improve the quality of healthcare in their communities.

April

2018

MID-AMERICA CHRISTIAN UNIVERSITY

Health Care Management BBS, MBA

Mid-America Christian University is "Preparing people to do Greater Things for God and His Kingdom."

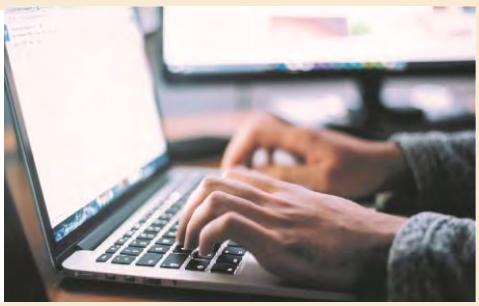
Health Care Management Program

Transforming the Program: Matching program objectives to the field of healthcare

The School of Business Leadership, Health Care Management (HC) emphasis is transforming to match the knowledge, skills, and abilities (KSAs) necessary to work in health care management. The first phase of the transformation is to revise and update course textbooks and content. ***Health Care Legal Environment*** and ***Health Care Information Systems*** will be the first courses to be revised. We have made preliminary changes to both courses, but greater revision is scheduled to take place this summer.

Your success is our goal! Expect to see changes as we practice what we teach by implementing quality improvement processes for the Health Care Management Program.

Cutting-edge Courses



Enhanced Interactions and Community Learning

Contact Us

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Program Director, HCM
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Kelly.riesenmy@macu.edu

Scott McMurry
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Lisa Bell
CAGS Program Coordinator
Lisa.bell@macu.edu
405-692-3194

Fund of Knowledge Necessary in Health Care Management

- **Business and management principles**
- **Strategic planning**
- **Resource allocation**
- **Human resource modeling**
- **Leadership techniques**
- **Production methods**
- **Coordination of people and resources**
- **Customer/patient satisfaction, customer/patient needs assessment**
- **Quality improvement methods**
- **Personnel selection, training, and evaluation**
- **Labor laws, employee relations and negotiation**
- **Compensation and benefits**
- **Electronic health records and information management**
- **Technology systems management including excel and corporate platforms**

*Source link: O*Net*

Student Spotlight

We would like to feature you in our next newsletter. Submit your thoughts about health care management, study habits, a devotional, or work opportunity. We want student participation. You might consider submitting a brief piece as a cohort to encourage the upcoming cohort. This will be your spot to shine!

Why is APA Style Important?

Accuracy with APA format amid posting to discussion boards, writing essays, and developing presentations and proposals seems like an unnecessary inconvenience. However, the value of using an editorial style is very important! Here are a few reasons why:

- Promotes professionalism
- Removes questions about correct punctuation for a reference or proper form for numbers in a text
- Codifies rules for clear communication and presentation of written material (e.g., tables, graphics, headings, citations)
- Eliminates inconsistencies within a manuscript

Free APA Style resources on the web: APA Style by the APA and Purdue OWL

"Faith is the basis of any genuine relationship; the more sensitive and dynamic a relationship is, the greater the faith that must enter into it." -TW Hunt (1986, p. 95).

Hunt, T.W. (1986) *The doctrine of prayer*. Nashville, TN: Convention Press.

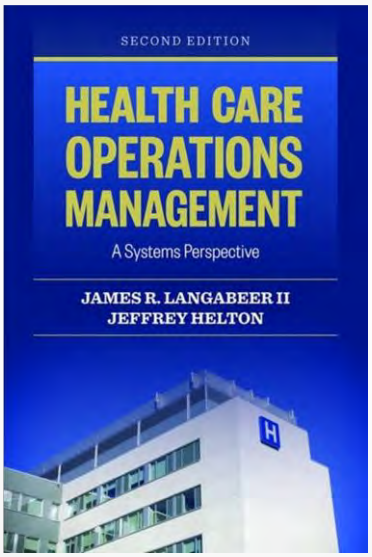
July 2018

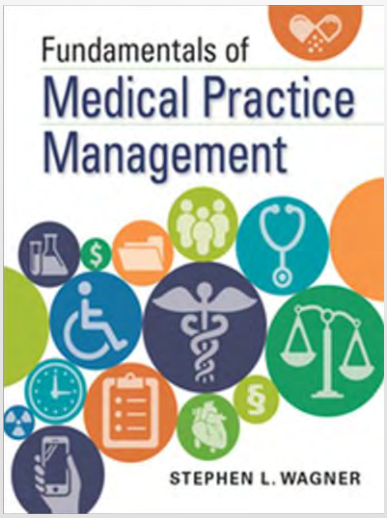
Student Quarterly News

Healthcare Management

Student Success is our Goal!!

Let us know your needs!





New and Improved HCM Courses!!

Two Courses Go Live in August!!

By Dr. Kelly Riesenmy

One of my priorities as program director was to provide a curriculum that prepared students for a career in healthcare management.

I am happy to announce that two courses go live in August. **HC 3213** previously known as "Medical Terminology for Healthcare Managers" has been revised as "Fundamentals of Medical Practice Management." Topics covered in this course include practice models, information technology and management, strategic planning, third party payers, revenue cycles in medical practice, and leading a medical practice.

The second course to go live in August is **HC 4203** "Healthcare Operations Management." Students will learn about supply chain management, trend in healthcare operations such as applications for articial intelligence, and quality improvement methods. Students will work in groups to analyze and solve a case for process improvement. As a course capstone, students will prepare a "resume ready" major project - a business plan for an operation management project.

We are excited to offer new and improved courses that are competency based and prepare students for a career in healthcare management and leadership.

Jillian Herndon

Student Spotlight

Hello, my name is Jillian Herndon and I am the Practice Manager and Compliance Officer for the largest Long-Term Care practice in Oklahoma. I am also a freshman in the Health Care Management adult program at MACU. I have worked in the medical field since I was 18 years old. A lot of people ask me why I chose to get my degree in Health Care Management when I am already a Practice Manager. I chose this path not only because I want to better myself, but also because I own a medical credentialing and billing business. I felt that simply having experience was not enough to grow my business and that I needed a degree to grow successfully.

Holding a position as a Practice Manager is very rewarding. I not only supervise, but I teach daily. I have developed and trained each position in my office. Currently, I oversee 5 employees as the Practice Manager and 24 employees as the Compliance Officer. I work alongside our Chief Operating Officer when situations arise and together we develop solutions. I perform HR duties and provide staff with leave balances, send payroll to our accountant, and assist employees during open enrollment. I assist my staff during times of heavy workloads.

You are never too old to set another goal or to dream a new dream. ~ CS Lewis

"So, speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind. I know you're already doing this; just keep on doing it." 1 Thessalonians 5:11 (The Message Bible)

STUDENT CONTRIBUTIONS

We are thankful for students like Jillian who bring value to the program through experiences and knowledge. Interacting and networking with other students in the program is an important part of your academic development.

You will have colleagues for life!

Please send me your contribution!

We want to meet you!

Share something about yourself, your work, or a devotional.

Please email me at kelly.riesenmy@my.macu.edu

ASBL Health Care Management Program October 2018

ADULT SCHOOL OF BUSINESS LEADERSHIP (ASBL)

IN THIS ISSUE

Student Success

by Dr. Kelly Riesenmy

We want our students to be successful, healthy, and happy at MACU. However, the path to student success has many roadblocks. Adult learners have full-time jobs, families, and activities which make it difficult to find time to effectively study and write. Here are a few tips that may help set guardrails as you drive the freeway to your success:

#1 Plan

The most important factor is to plan!

- Recruit a support team. Your support team may be your spouse, family member, or friend. These are your people who understand your drive and need for your degree. Ask them if they will help you keep timelines, provide encouragement, and help with your schedule.
- Arrange for time each day to work on your degree. Plan a minimum of 1-2 hours each day to stay on top of your assignments and discussion boards. Use the weekend for extended time to write. Most writing projects require 4 hours of uninterrupted focus.

#2 Take Breaks

It is critical to have time to refresh and re-energize.

- Schedule time for dinner with family or friends, your kids' activities, and a date with your spouse.
- Downtime replenishes the brain's stores of attention and memory at the neuronal level (Scientific American). Click link

#3 Live in the Moment

- When it is time to study, let your support team know you have to study. Ask them to step-in or be a buffer for distractions. Raise up your guardrails for quiet-time. Enjoy the learning process. This is your time and money – make the most of it!
- When it is time to relax, enjoy relaxing. Dance, play, have fun!

Student Spotlight

Read about your colleague, Niccole Rodenberger-Dickey and her work in healthcare.

Page 2

Careers in Healthcare HIMS

Could a career in Health Information Management be for you? Read more to find out.

Page 2

Student Spotlight

NICCOLE RODENBERGER-DICKEY

I am motivated by helping people perform better work and building the most functional processes to accomplish that goal. I have a passion for uncovering ways to obtain the utmost quality work without sacrificing the metrics needed to drive business forward.

Niccole is an account manager for a Pharmacy Providers of Oklahoma (PPOk). In her role, she creates plans that provide fiscally sound choices for prescription medications for her customers. She is nationally certified as a pharmacy technician. She is currently working on her Bachelor of Science in HCM at MACU.

I am 31 years old, grew up in the southeastern corner of Oklahoma, but currently live in Oklahoma City with my husband, two year old daughter, and two puppies.

I accidentally fell into working in the managed care field of health care, specifically in pharmacy benefit management ten years ago as a temp and ended up loving the work. I have held many positions throughout my career, from frontline pharmacy technician to a vendor manager. My passion, specifically, within the PBM environment is finding ways to improve processes without sacrificing quality. I have thoroughly enjoyed my time at MACU and have used many of the things I learned in class toward real-life business goals.

Get started in your career…

Source information at: US Department of Labor - Bureau of Labor Statistics (click link to learn more)

Do you love technology? Are you meticulous in your work? Consider working in HIMS!

Technicians in HIMS organize and manage health information. They ensure that all the data entered into the electronic health record is accurate and secure. Positions in this field require an understanding of medical classification codes and categorizing patient information for insurance databases and registries. HIMS plays a crucial role in the quality of the patient record. Entry level median pay is $39,180/year and is a fast growing field.

Excel in your work toward management positions to earn upward to $98,350.00 annually. Your degree is a competitive advantage for these positions.

HC4303 Goes Live in November 2018!

Healthcare Information Management Systems

In this revised course, you will have access to Mindtap – a Cengage learning tool. The course uses Mindtap simulation projects so that students gain hands on experience with EHR. Many of the assignments are experiential with a video-based case study exploring issues faced by the director of HIM in a healthcare organization. We hope you enjoy the learning process in the updated course!

…From the Adult School of Business Leadership
Health Care Management Program

Holiday Schedule

No Classes December 25, 2018 through January 7, 2019

*"Behold, the virgin shall be with child, and bear a Son, and they shall call His name Immanuel," which is translated, "God with us." —*Matthew 1:23

His Birth in Me. "My little children, for whom I labor in birth again until Christ is formed in you…" (Galatians 4:19). Just as our Lord came into human history from outside it, He must also come into me from outside. Have I allowed my personal human life to become a "Bethlehem" for the Son of God? I cannot enter the realm of the kingdom of God unless I am born again from above by a birth totally unlike physical birth. "You must be born again" (John 3:7). This is not a command, but a fact based on the authority of God. The evidence of the new birth is that I yield myself so completely to God that "Christ is formed" in me. And once "Christ is formed" in me, His nature immediately begins to work through me.

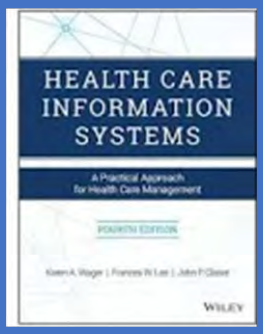
IN THIS ISSUE

CHRISTMAS 2018 EDITION

Student Spotlight

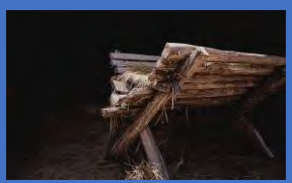
Read about your colleague, Matt Worcester, CAHIMS

page 2



MBA in Health Care Management
New Course to go live in February 2019

page 2



Oswald Chambers Christmas Devotional adapted from "My Utmost for His Highest"

page 1

Student Spotlight

We are blessed to have Matt Worcester leading the way in HIMS in our MACU HCM Program! Read his story

God is Good!!!! I have been amazed by my whole introduction with MACU. Everything has been God centered and I have been, not only blessed, but in utter amazement with the college.

My name is Matt Worcester and I am full of energy as you can tell. I am fifty years young and am married to the love of my life going on thirty years. God has blessed me with 3 beautiful daughters. My oldest, Britani, went to be with Jesus on October 5, 2012. She was born totally disabled and lived to be 21 years. She was the center of our family and we were blessed every moment that she was with us. My daughter Ashli is 23 and Graduated this year in Social work and will begin work on her Masters. My youngest Mati is 19 and is a sophomore in college with a full softball scholarship. Needless to say, they keep us busy. My wife and I decided that since we now had an empty nest, that it was time that I finish what I started with college.

Worcester cont'd…

I currently work in a hospital as a Health Informatics Coordinator. I am pursuing my degree in Health Care Administration/Management with an end goal of an MBA in Health Care Administration/Management. I love life to the fullest and like to do my best to inspire everyone with the same inspiration that God has put into me.

My life has kind of been a roller coaster over the past 25 years. I started out very career driven and knowing which direction I was going. Then we had our first child and she was born with severe disabilities. My wife and I found ourselves having to put our careers on hold to focus on her and her needs. She passed away in 2012. I then had to regroup and decide what I was going to do.

Being a Chickasaw citizen, I decided that I wanted to go to work for the Chickasaw Nation. I started out working in Social Services helping the citizens with tribal needs. Shortly after, I took a job at the Chickasaw Nation Hospital as a Project Manager in the Business/Revenue part of the hospital. A year later I was offered the job as a Clinical Informatics Coordinator on the clinical side of the hospital. After working throughout the hospital, I decided that this is what I wanted to do in life.

I decided to go to college to finish my bachelor's degree. I scouted the colleges and found that MACU offered the HCM degree that I wanted. They also offered the master's degree in HCM. My goals are to obtain these two degrees. I have recently received my CAHIMS (certified associate in healthcare information and management systems) certification. This was a tough course but well worth the effort.

I have really found my passion working in the hospital. I have a strong desire to help create patient safety and provide a wonderful experience for every patient. My plans are to get the credentials that I need to be able to work in upper management in the administration at the hospital. I feel like that I can make an impact with my desires and passions towards patient concerns.

Revised HC5243 Health Information Management Systems Goes Live in February 2019

The new textbook is written for graduate students in HIM and health care administration executives. In the course, students will:

- **Craft strategies for implementing HIM**
- **Develop a business report for selecting an electronic health records (EHR) platform**
- **Write a change management proposal to implement EHR**

CAGS ASBL-HCM Student Update

Summer

2019

In this issue:

- Career Development (pp. 1,3)
- Spiritual Formation in Assignments (p.3)
- Alumni Spotlight (p. 2)

Welcome to Summer!

"When a man's heart is right with God the mysterious utterances of the Bible are spirit and life to him. Spirit truth is discernible only to a pure heart, not to a keen intellect. It is not a question of profundity of intellect, but of purity of heart."

by *Oswald Chambers, Bringing Sons Unto Glory*

MID-AMERICA CHRISTIAN UNIVERSITY

School of Adult Business Leadership
Health Care Management Program

Career Development

Dr. Riesenmy

Education. Deciding on a career path can be one of the most challenging experiences in life. Making the decision to get a college degree is the first important step in meeting that challenge. According to the US Department of Labor Statistics (2018), individuals earning a bachelor's degree will make on average 60% more than an individual with a high school diploma. Weekly earnings increase to 84% higher with a master's degree (Torpey, 2018). Education is a great advantage in the career trajectory.

The choice to have an education with an emphasis in health care management and administration provides a strong foundation to launch a career. Several fields within health care management are considered Bright Outlook careers due to the demand and need (cont'd p. 3).

Important Contact People

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Alumni Spotlight

April Adkisson, MBA, CIC, CISR

MBA with a Healthcare Administration emphasis in November 2018

Just after earning my degree, using the advice and guidance of Kelly Riesenmy, PhD, I was able to use my work experience combined with my education to set me on my chosen career path. I am so thankful to Dr. Riesenmy! When I went back to school for my MBA, I was a single mom with a young child, and engaged to be married.

While earning my MBA the following life events occurred:

- **I got married.**
- **Gained 4 wonderful stepchildren in the process!**
- **Sold my house.**
- **Went to Texas for a week to assist victims of Hurricane Harvey.**
  - **All of these events happened within three weeks.**
- **Then the last day of my second to last class, my grandmother unexpectedly passed away.**

Without the support of MACU, and especially Dr. Riesenmy, I would not have finished as strong as I did! Without my education, I would not be working at the level I am now.

Life happened, good and bad, but sometimes you must dig deep in your soul to remember why you are fighting to achieve more and be more. Then you become more and run the race you were meant to run. ~April Adkisson

Career Development (*cont'd from p.1)*

Goals and Vision. The next piece in career development is your career goal. In health care there are so many options! Entry level positions include pharmacy technician, health information technician, administrative assistant, and medical insurance claim examiner. Other less known career opportunities include community health education, insurance underwriter, operations, and finance. Getting your foot in the door is important, then as you find your niche and finish your education, the quality of your work will promote you within your area. Do you want to be the Chief Financial Officer at a hospital? Or, do you want to be the President of Human Resources within a large Health Care System. It is possible! MACU is preparing you to ***"Dream Bigger, Do Greater."***

Skills and Interests. You have an advantage if you are currently working in the field of health care. Your current skills and network are valuable resources to use to take you to the next level. If you are not in a position where you can gain the skills you need to work in your dream job, set out to obtain those skills. This can be accomplished through job shadowing or doing an externship through an agency in your area.

If your vision is not clear and you do not have a specific goal in mind, do not worry! God has given you interests and talents for a specific purpose. Ephesians 2:10 tells us that God created us for a special work and that He has prepared good things for us to do. His heart is that we do good things to show our love and faith in Jesus. When your interests align with God's Word, you can use them to guide you toward this special work He has for you to do. Ask Him to lead you, follow your interests and what you are good at doing, then trust God to open doors you never knew were possible!

Developing Christian Ethics: Spiritual formation in course assignment

Dr. Riesenmy

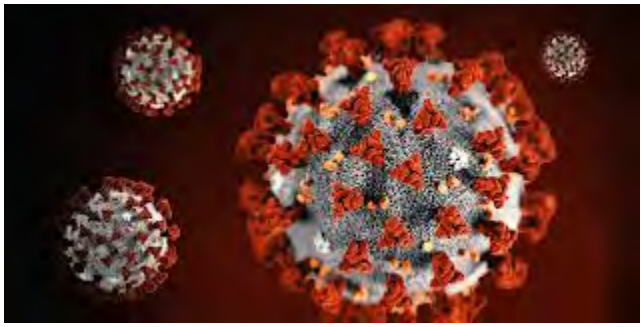
If you look deep underneath the highest values and ethics in business and health care you will find underlying principles from God's Word. Jesus provides the most valuable virtue in Matthew 7:12 "…whatever you wish that others would do to you, do also to them…" This virtue comes through love. Love is uncommon in the secular world. However, as a Christian we are to develop a worldview which brings love, mercy, integrity, and peace into our workplace. Keeping in mind we are human beings; we ask the Holy Spirit to help us in this exercise. Then, we must use God's Word to shape our lens of the workplace, our relationships, and in all areas of our lives. This is what we refer to in the academy as Spiritual Formation.

In your assignments, look for how God's Word can provide a perspective on the work, the case, the task for which you have been assigned in the course. For example, 2 Peter 1: 4-7 provides an outline for the progression in forming Christian ethics. Examine these scriptures. How could each aspect of the divine nature relate to designing a quality improvement in healthcare? Or, use these verses to provide a framework to analyze a case for a report. God's Word provides the right response to difficult dilemmas in life and work. Use His Word and Holy Spirit to shape your Christian ethics.

His Word is a Light for your path. Psalm 119:105

Healthcare Management Program

COVID 19 Check-in



We are concerned about you! As part of the MACU family, your needs and concerns are important to us. Please complete the 15-item survey to let us know how you are doing during this crisis. It should take less 3- 5 minutes to complete the survey:

COVID19 HCM Student Check-in

The survey is anonymous unless you include your name in the first response. See the survey for details.

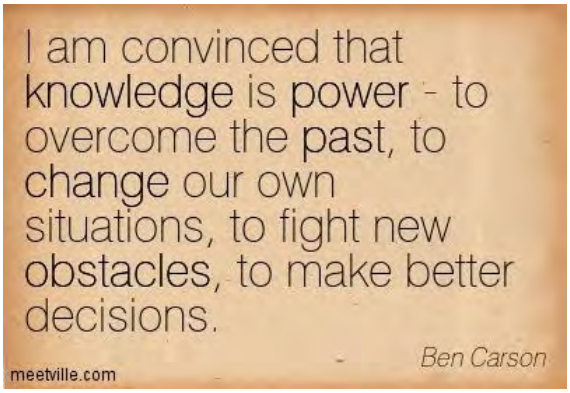
Chat Cafe

We will start a new forum to connect with each other as the Healthcare Management Program through Chat Café.

Chat Café will begin as a weekly Google Video Chat to connect as a community of learning and provide students with the opportunity to interact with each other,

Dr. Riesenmy, and other faculty in the HCM Program. Please keep your eyes open for an invitation for these events.

Be Empowered! Tools for the Work…



As students of healthcare management and/or working in the field of healthcare, having the right tools to do the work is critical. Here are important tools to empower you in your work or to give you a better understanding of the occurrences of COVID19 in your area.

Institute for Health Metrics and Evaluation COVID19 projects for resources by state.

Johns Hopkins University COVID19 Map Used by the WHO to track COVID19 worldwide, includes GPS maps by county/region for cases.

Protect Yourself

Tips for social distancing

- Follow guidance from authorities where you live.
- If you need to shop for food or medicine at the grocery store or pharmacy, stay at least 6 feet away from others.
    - Use mail-order for medications, if possible.
    - Consider a grocery delivery service.
    - Cover your mouth and nose with a cloth face cover when around others, including when you have to go out in public, for example to the grocery store.

        - Stay at least 6 feet between yourself and others, even when you wear a face covering.

- Avoid large and small gatherings in private places and public spaces, such a friend's house, parks, restaurants, shops, or any other place. This advice applies to people of any age, including teens and younger adults. Children should not have in-person playdates while school is out. To help maintain social connections while social distancing, learn tips to keep children healthy while school's out.
- Work from home when possible.
- If possible, avoid using any kind of public transportation, ridesharing, or taxis.
- If you are a student or parent, talk to your school about options for digital/distance learning.

Stay connected while staying away. It is very important to stay in touch with friends and family that don't live in your home. Call, video chat, or stay connected using social media. Everyone reacts differently to stressful situations and having to socially distance yourself from someone you love can be difficult. Read tips for stress and coping.

How Germs Spread

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- **Before, during,** and **after** preparing food
- **Before** eating food
- **Before** and **after** caring for someone at home who is sick with vomiting or diarrhea
- **Before** and **after** treating a cut or wound
- **After** using the toilet
- **After** changing diapers or cleaning up a child who has used the toilet
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** handling pet food or pet treats
- **After** touching garbage

During the COVID-19 pandemic, you should also clean hands:

- After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, or electronic cashier registers/screens, etc.
- Before touching your eyes, nose, or mouth because that's how germs enter our bodies.

MACU UPDATES - CAMPUS EVENTS

ADD CONTENT, PHOTOS ETC HERE

I want to pray for you. I understand that you and your family are under stress from health concerns, work delays, and perhaps financial difficulties. Prayer is always the most powerful response to any life situation, especially in times of crisis. Please come to one or both prayer times listed below, and we will go together to the Lord in prayer. You can share specific concerns or make an unspoken request. We will also pray together for our nation, those with the virus, and healthcare workers around the world. "Again I say to you, if two of you agree on earth about anything they ask, it will be done for them by my Father in heaven. For where two or three are gathered in my name, there am I among them." Matt. 18:19-20 (ESV)

What does prayer accomplish?

- **Peace** "Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus." Phil. 4:6-7 (ESV)
- **Answers to Requests "**If you abide in me, and my words abide in you, ask whatever you wish, and it will be done for you." John 15:7 (ESV)
- **Strength** "Likewise the Spirit helps us in our weakness. For we do not know what to pray for as we ought, but the Spirit himself intercedes for us with groanings too deep for words." Romans 8:26 (ESV)
- **Hope "**Rejoice in hope, be patient in tribulation, be constant in prayer." Romans 12:12 (ESV).

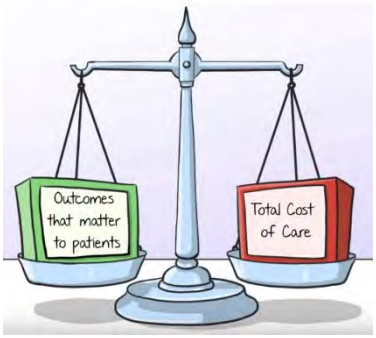
Prayer Times

Wednesday April 1st at 6pm join via Google Hangout on Laptop/PC webcam or smartphone at: Wednesday Evening Prayer

Thursday April 2nd at 10am join via Google Hangout on Laptop/PC webcam or smartphone at: Thursday Morning Prayer

NEWSLETTER CONTENT TEMPLATE

Healthcare Management: The value proposition



By Dr. Kelly Riesenmy

The business of healthcare is a critical part of delivering quality care efficiently and at lower costs. The value proposition in healthcare is an equation: quality divided by total costs of care. Each course at MACU-HCM Program is designed to inform you about elements of this equation. We hope to shape your perspective on your role in the value proposition as a healthcare manager.

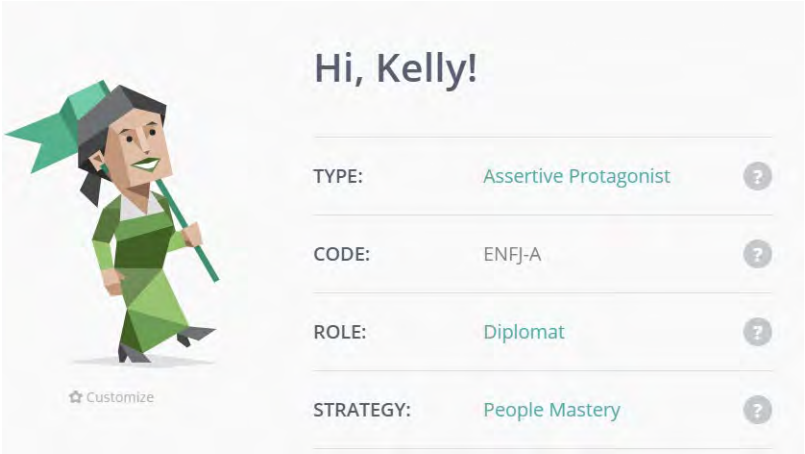
In the MACU's HCM Program, you are learning how to add value to healthcare by improving outcomes for a variety of different healthcare stakeholders – patients, providers, payers, and policy makers. Value is defined as design (frameworks for helping the patient find the right treatment at the right time), its execution (reliably doing it right every time to improve outcomes), and its costs over time (Johnson & Sollecito, 2020). Whether you are working in admissions, medical records, a private practice, or in billing your work is part of the value proposition equation. Consider how you add value to your organization's stakeholders. Then, think about where you would like for your career to be in ten years. During this journey, you need to ponder your purposes now as well as your future in HCM to live to the fullest God's plan to use you to add value in healthcare!

Ephesians 2:10 (AMP) says "For we are His workmanship [His own master work, a work of art], created in Christ Jesus [reborn from above—spiritually transformed, renewed, ready to be used] for good works, which God prepared [for us] beforehand [taking paths which He set], so that we would walk in them [living the good life which He prearranged and made ready for us]." Your work in HCM is a path that God designed for you. He has the good life already arranged for you to live. His plan is that you follow the paths that He planned for you to help others and make a difference for His purposes!

Johnson, J.K., & Sollecito, W.A. (2020). *McLaughlin and Kaluzny's continous quality improvement in health care* (5th ed.). Burlington, MA: Jones & Bartlett.

Professional Development

Understanding your personality is an asset in navigating work life. Your personality strengths and weaknesses can be leveraged as a tool to help you adjust your thoughts, feelings, and behaviors to work more effectively with others. In order to do that, first you need to know your personality traits. Learn more about how to relax, energize, approach problems, and find solutions through your personality.



Below is a link to the 16 Personalities Test. It is free but requires you to create an account. Use the site to explore articles about your personality type, as well as other personality types you encounter at work.

Remember that personality can explain your approach to work, your ideas about change, your style in communicating with others, and why you work more easily with some people than others. If you have any questions about your personality test profile, feel free to give me a call or email me. Dr. Riesenmy 405/703-8238, kelly.riesenmy@macu.edu.

16 Personalities Test

Get Connected

DO YOU WANT TO LAND THAT PERFECT JOB IN HCM? ARE YOU LOOKING FOR A PROMOTION? Then become a member of a professional association in healthcare management. As a member of a professional association, you have access to ongoing education, conferences, networks, and job posting boards. Employers view membership with professional associations as commitment to your field and engagement with the community of healthcare management. The healthcare management field encompasses many professions including the areas of finance and information technology. Find the organization that is the best fit with your interest and career focus. Many organizations offer student discounts. Member costs vary from high to low, depending on each organization. ***Remember – finding the right job is all about networking!!*** Join an association and find the local chapter in your area so you

can attend meetings. You will find out about jobs and meet people who can help you get started. Check out these professional associations:

- American College of Healthcare Executives
- American Health Information Management Association
- Healthcare Finance Management Association
- American Association of Healthcare Administrative Management
- Professional Association of Health Care Office Management
- Commission on Accreditation of Healthcare Management Education
- Association for Healthcare Administrative Professionals

The University of Prayer

Students need extra time, energy, focus, quiet to accomplish academic work. Yet, time is what is needed for prayer. In fact, extra time is needed so desperately students must pray! Here are some quotes from those who experienced the power of taking time to pray:

"Work, work, from morning until late at night. In fact, I have so much to do that I shall have to spend the first three hours in prayer!" ~ Martin Luther (Father of the Protestant Reformation)

"For your work's sake, break away from it, and give the soul a breathing time. Get a holy subject and keep to it till you have drawn somewhat from it to feed your soul upon, and then you will do your lifework with less fatigue because you will have more strength to spend upon it." ~ Charles Spurgeon (known as the "Prince of Preachers")

"All my life, I have risen regularly at four in the morning to go into the woods and talk with God. That's where He reveals His secrets to me. When everybody else is asleep, I hear God best and learn my plan…" ~ George Washington Carver (Great American agricultural scientist, inventor, and professor)

MACU UPDATES - CAMPUS EVENTS

ADD CONTENT, PHOTOS ETC HERE

Mid America Christian University

Healthcare Management Program

We are so proud of the Graduating Class of 2020!! What a remarkable year to finish your degree. Your great accomplishments have not been forgotten. We look forward to celebrating a Commencement with all of you in December 2020!

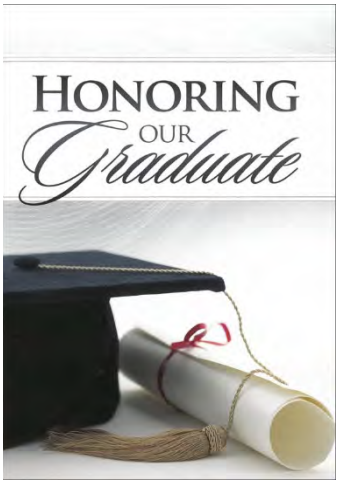
We celebrate your accomplishments ~ Well Done!!!

BBS in HCM

Jessie Asseo
Tara Bodine**
Nicole Cornelius
Perissa Franklin
KayLynn Hanson
Shekeiah Herron
Dana Hutchison*
Kristopher Lennier
Cyrstell O'Quinn
Shea Posey
Destiny Robinson*
Ashley Rosales**
Alyssa Smith-Osubu
Candace Williams
Matthew Worcester**

MBA with HCE

Katherine Daniels
Debra DeGroot
Amanda Stone

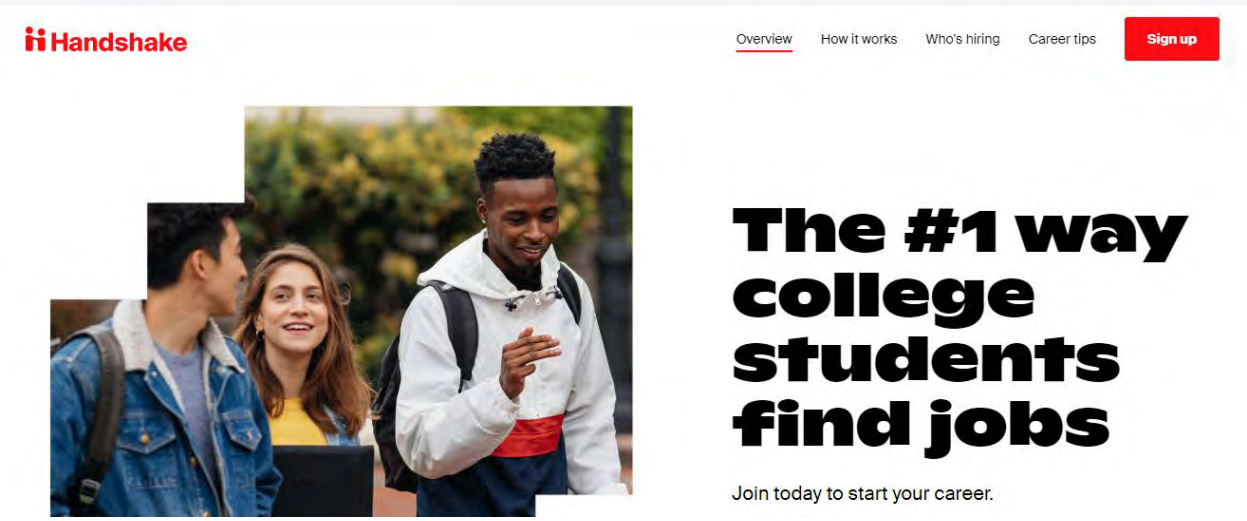


*Dean's Honor Roll
To qualify for the University Dean's Honor Roll, you must be enrolled full-time and have credit hours of letter-graded coursework with a 3.5 or higher GPA.

**President's Honor Roll

For the University President's Honor Roll, you must be enrolled full-time and have credit hours of letter-graded coursework with a 4.00 term GPA. No U's or W's.

Coming in August to MACU



Our goal is to see your education propel you into the career you have been preparing to enter. Handshake™ is a great resource to connect you to healthcare organizations with open positions and internships in management and administration. Unlike Indeed or Monster, Handshake™ will connect you with employers specifically interested in university students. Your advantage will come through a direct connection with employers linked to MACU. This means that recruiters who post on Handshake™ are interested in hiring MACU students/alumni. Handshake™ offers access to a Career Center which provides workshops and online resources to improve your resume and cover letters.

Most importantly, Handshake™ is free! You will be learning more about this from Student Success is the coming weeks. Please contact Dr. Riesenmy with the names of specific Healthcare Organizations you are interested in making a connection for employment.

Student Spotlight

"***And let us consider how to stir up one another to love and good works,***" Hebrews 10:24 (ESV). I love to highlight our students. Your stories and ambitions are inspiring and should be celebrated! Frankie Delatorres is a life-long learner who understands the value of education as a path to career advancement. This is her story. Thank you for sharing, Frankie!

I am a blessed wife and mother of four beautiful children. I began my college career in 2015, received my Associate Degree in 2016 and my Bachelor's Degree in 2017. I then decided to pursue my Master's Degree in Business Management and graduated in 2019 from Mid-American Christian University. I decided in March of 2020 to pursue a certificate degree in Health Care Management and I am glad I did, I believe gaining the knowledge in this field will open a few doors in the health care field that I am looking forward to working in. God has blessed me and showed me the path he wants me to follow and has been a wonderful spiritual advisor through tough times in my life. As I get closer to this HCM program ending, I say thank you to the professor and my fellow student who have helped and guided me in my journey. I have always thought I could not go back to school and I am so glad I put these fears away and pursued my dream.

What sets you apart from the others in the job market…

Excellent Soft Skills

Take these quizzes to better understand your soft skills abilities:

Listening Skills Assessment

Interpersonal Skills Test

Give yourself additional time to explore the resources associated with the assessment tools. Set goals for improvement. Soft skills include the ability to give professional presentations and to effectively work in groups. Your HCM courses give you opportunities to practice and grow in these areas. Each course is an opportunity to develop soft skills!

MACU UPDATES - CAMPUS EVENTS

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Program Review Evaluation
Healthcare Management and Ethics, B.S., fall 2020

Program Director: Kelly Riesenmy, Ph.D.

Signature Kelly Riesenmy date signed 11/10/2020

Program Chair: Scott McMurry, M.A., MBA

Signature date signed 11/10/2020

Director of Institutional Effectiveness: Ray Dillman, M.A.

Signature date signed 11.10.2020

Program Dean: Bobbie Spurgeon-Harris, Ph.D.

Signature date signed 11/10/2020

Vice-President of Academic Affairs, Dr. Sharon Lease

Signature date signed Nov. 10, 2021