

PROGRAM REVIEW
Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted _____

Program Bachelor of Science Degree, Allied Health Administration
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- _____ 1. Continuation of the program at the current level of activity;
- _____ 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- _____ 3. Identification of the program for further development (for example, providing additional institutional commitment);
- _____ 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- _____ 5. Discontinuation of the Program

Rationale for Recommendation:

Signature of person preparing report:

Date

Signature of Dean

Date

Signature of Provost and Vice President for Academic Affairs:

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program

Allied Health Administration
Baccalaureate of Science Degree
This is a 2 + 2 program

External reviewer(s)

Cheon-Pyo (Frank) Lee, Ph.D
Assistant Professor of Information Systems
Fairmont State University

Dr. Lee was chosen as an external reviewer to evaluate the program as a management and leadership baccalaureate degree program from Fairmont State University. He reviewed and compared requirements and outcomes of the Allied Health Administration program with Fairmont State University's business and informational technology baccalaureate degree programs. He reviewed the program to determine relevance, currency and completeness of the program and requirements.

Dawn Scheick, Ed.D., PMHCNC- BC, BS, RN
Professor of Nursing
Chair, Department of Nursing in the Division of Health Sciences
Alderson-Broaddus College
Philippi, WV

Dr. Scheick was chosen as an external reviewer, because Alderson-Broaddus College's baccalaureate degree in Health Science with a minor in Healthcare Administration is the only program in the State that has a similar curriculum to Fairmont State University's Allied Health Administration degree. Both programs require medical or health science courses, general studies core, and business courses.

Synopses of significant findings, including findings of external reviewer(s)

The Bachelor of Science Degree in Allied Health Administration is designed for students with Associate Degrees in health career programs. It is a comprehensive program designed to provide career mobility for health care professionals who wish to assume a role in health care administration or pursue graduate education.

An additional intent of the program is to provide career advancement for those who are already employed in health care organizations. The unique nature of this 2 + 2 program makes it a natural career ladder opportunity for students who wish to progress beyond the opportunities available to the associate degree graduate in education and employment.

The curriculum is directed toward developing the management, problem solving, finance, and interpersonal skills required by administrators in health care organizations. The program includes a mix of general studies courses and a core curriculum which includes accounting, management, problem solving, information systems, statistics and allied health courses.

A majority of the business and general studies courses for the program are offered at off-campus locations which increase the accessibility of the program for nontraditional and employed students. The four Allied Health Administration courses are hybrid courses which are offered through a combination of face-to-face and online instruction in order to provide more schedule flexibility for the students.

Minimal financial resources are required for this program. Three adjunct faculty members teach a total of 13 credits in required Allied Health Administration courses. Required business courses are taught by faculty members in the School of Business in existing courses. General Studies courses are taught by a variety of faculty members in the various schools and colleges within the University.

The AHA program meets the following Strategic Goals of the University:

- Empower faculty, staff, and students to achieve high levels of teaching and learning at the undergraduate level. This goal is accomplished by degree completion through a flexible 2+2 program. During the practicum experience, students integrate experiential learning as a way to foster greater faculty and student involvement within their academic areas. This program offers alternative course and program delivery methods to provide program flexibility and access.
- Cultivate and strengthen the educational, economic, and cultural well-being of our region. This goal is accomplished by providing degree completion opportunities. Through the practicum experience, students are provided the opportunity to participate in job shadowing and an internship in leadership and management which provides for business and community engagement.

The external reviewers and the Advisory Council endorse the Allied Health Administration program as a quality program which provides professional opportunities and educational advancement for students. They concur that the curriculum provides a firm foundation in leadership and management theory, general studies, and experiential learning which allow graduates to accomplish the program outcomes.

Plans for program improvement, including timeline

To continue to strengthen and document the continuous program improvement process in Task Stream. By fall 2011, have outcome assessments completed in Task Stream for all four AHA courses.

By May 2011, revise Graduate and Employer Surveys and make them available through Survey Monkey in order to enhance the return rates.

Explore the possibility of developing several practicum sites and preceptors which can be used each year for the practicum. This would allow for a more stable practicum experience and make assessment data easier to interpret.

Advertise the program and develop articulation agreements with selected Community and Technical Colleges in the region.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

Weaknesses identified in the last review include the following:

There had been a lack of comprehensive coordination for the program, since the retirement of the previous coordinator. Since 2006, the dean for the School of Nursing and AHA has been the program coordinator, student advisor, and part-time instructor in the program. This has provided stability to the program and the advising process.

There was not a library allocation for this program. There is still not a separate library allocation for this program, but library resources are provided through the allocation for the School of Nursing and Allied Health Administration. These resources are adequate for the program needs. New books, videos, and computer resources have been secured and data bases for health sciences, business and communication are available.

The program continues to need marketing efforts within and outside the Fairmont State community. The dean for the School of Nursing and Allied Health Administration does a class each semester for associate degree health career students explaining the articulation process into the baccalaureate program. This process has increased student awareness of the program. Additionally, a web page is being developed explaining the articulation process for the AHA major.

A separate budget does not exist for this program. The budget is part of the School of Nursing and Allied Health Administration budget and is adequate to meet the program's needs.

Five-year trend data on graduates and majors enrolled

Five Year Data on Graduates and Majors Enrolled

	2006	2007	2008	2009	2010	2011	total
Enrolled	21	16	45	27	22	14	145
Graduates	10	7	14	11	16		58

Summary of assessment model and how results are used for program improvement

The Allied Health Administration program employs multiple assessment processes in order to assure that the graduate outcomes are accomplished. At the beginning of the capstone course, ALLH 4401, students analyze where they are with respect to having accomplished the program outcomes. The students then develop their practicum experience to address any outcomes not already accomplished. At the end of the program, the students then write a comprehensive paper stating how the practicum outcomes were accomplished. Since students come with varied academic and work experience, this allows each student to design their practicum experience to assure that they will accomplish the graduate outcomes. Preceptors, with input from the instructor, also rate students with how well they have accomplished the graduate outcomes. Preceptors have consistently rated the students as an advanced beginner or higher on each of the nine outcomes with the exception of the rating as “novice” on uses effective communication skills. In order to address this concern, COMM 2202, Introduction to Communication in the World of Work and BISM 1400, Corporate Communications and Technology, have been added as required courses.

The Graduate and Employer Surveys consistently rate graduates as being competent or proficient at meeting the program outcomes.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Graduate and Employer Survey response rates have been very low for the past five years even though two requests are sent one year after graduation. Results that have been received indicate that graduates are employed in their areas of study. The surveys are currently being revised and will be sent by Survey Monkey starting in May 2011 in an attempt to increase the response rates.

PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY OR PIERPONT COMMUNITY AND TECHNICAL COLLEGE	
Program:	Allied Health Administration
School:	Nursing and Allied Health Administration
Date:	

Program Catalog Description:

ALLIED HEALTH ADMINISTRATION (Bachelor of Science)

This is a comprehensive program, which is designed to provide health professionals with the education to become administrators in health care agencies. The curriculum is directed toward developing the management, problem-solving, finance, and interpersonal skills that are necessary for careers in a variety of health care organizations. An additional intent of the program is to provide career advancement opportunities for those who are already employed in health care organizations.

To be eligible for admission to the Bachelor of Science Program in Allied Health Administration, a student must have an associate degree in a healthcare field from an accredited college. Requirements include general studies courses, degree requirements, and a core curriculum, which encompasses accounting, management, problem solving, and allied health courses.

Students wishing to enroll in the Allied Health Administration courses are encouraged to complete the General Studies requirements and required support courses prior to enrolling in the ALLH core courses.

Students must earn a grade of “C” or higher in all required courses.

VIABILITY (§ 4.1.3.1)

Enrollments:

Applicants and enrolled:

Allied Health Administration Bachelor Applicant Decisions and Enrollment by Academic Year:
05-06; 06-07; 07-08; 08-09; 09-10; 10-11

Count of ID		Academic Year						
Inst Accepted APP Curr Dec	Enrolled Ind	2006	2007	2008	2009	2010	2011	Grand Total
N	N	3		1	3	4	3	14
	Y			1	2	1		4
N Total		3		2	5	5	3	18
Y	N	2	2	16	3	5	2	30
	Y	19	14	29	24	17	12	115
Y Total		21	16	45	27	22	14	145
Grand Total		24	16	47	32	27	17	163

Graduates:

Graduate Count for the Allied Health Administration Program: 05-06; 06-07; 07-08; 08-09; 09-10;

Count of ID		Academic Year						
Degree BS	Primary Major: AHA	2005	2006	2007	2008	2009	2010	Grand Total
		8	10	7	14	11	16	66
AHA Total		8	10	7	14	11	16	66
BS Total		8	10	7	14	11	16	66
Grand Total		8	10	7	14	11	16	66

Required Courses:

The following required courses are taught by the Allied Health Administration Faculty.

Course	Course Number	Course Title	Credit Hours
ALLH	3301	Health Care Organization	3
ALLH	3302	Management Problems of the Health Care Delivery System	3
ALLH	3372	Legal and Medical Ethics	3
ALLH	4401	Allied Health Practicum and Seminar	4

Allied Health Administration Course Enrollments by Academic Year: 05-06; 06-07; 07-08; 08-09; 09-10; 10-11

Course Prefix	2006	2007	2008	2009	2010	2011
ALLH 3301	12	15	14	15	21	25
ALLH 3302	10	16	13	11	17	17
ALLH 3372	15	17	24	23	24	20
ALLH 4401	12	11	16	14	15	14

Success Rate of Service Courses: A grade of “C” or higher is required for successful completion of the courses.

Sum of GRADE_COUNT		GRADE							W	Grand Total
SUBJ_CODE	CRSE_NUMB	A	B	C	D	F	I			
ALLH	3301 Health Care Org.	44	23	5	2	1		1	76	
	3302 Mgmt Problems of HC Del. System	39	20	4	1	1		3	68	
	3372 Legal and Medical Ethics	91	2	1	1	2		4	101	
	4401 AH Practicum and Seminar	57	5			2		5	69	
ALLH Total		231	50	10	2	5	3	13	314	
Grand Total		231	50	10	2	5	3	13	314	

Required Courses provided by other departments. Students may take these courses at any time during their academic tenure while completing their associate or baccalaureate degrees.

Course Prefix	Course Number	Course Title	Credit Hours
ACCT	2201	Principles of Accounting 1	3
INFO	1100	Computer Concepts and Applications	3
BUSI	2251	Corporate Communications	3
MGMT	2209	Principles of Management	3
MGMT	3308	Human Resource Management	3
MGMT	3309	Organizational Behavior	3
Statistics Choose one from the list			
BUSN	3310	Business & Economic Statistics	3
MATH	1113	Applied Statistics	4
PSYC	2240	Statistics	4

Ext.Ed/Off Campus Courses:

The Allied Health Administration courses are only taught on the Fairmont campus during evening hours. Each of the four ALLH courses are only taught once per academic year during the semester indicated.

Students may elect to take many of the support and general education courses at off campus locations.

Cost/Student Credit Hour

This analysis is based on the entire School of Nursing and Allied Health Administration majors:
RN-BSN, ASN, LPN-ASN, AHA 2009-2010

Majors by School: ALLH 45 **Total Credit Hours:** 918

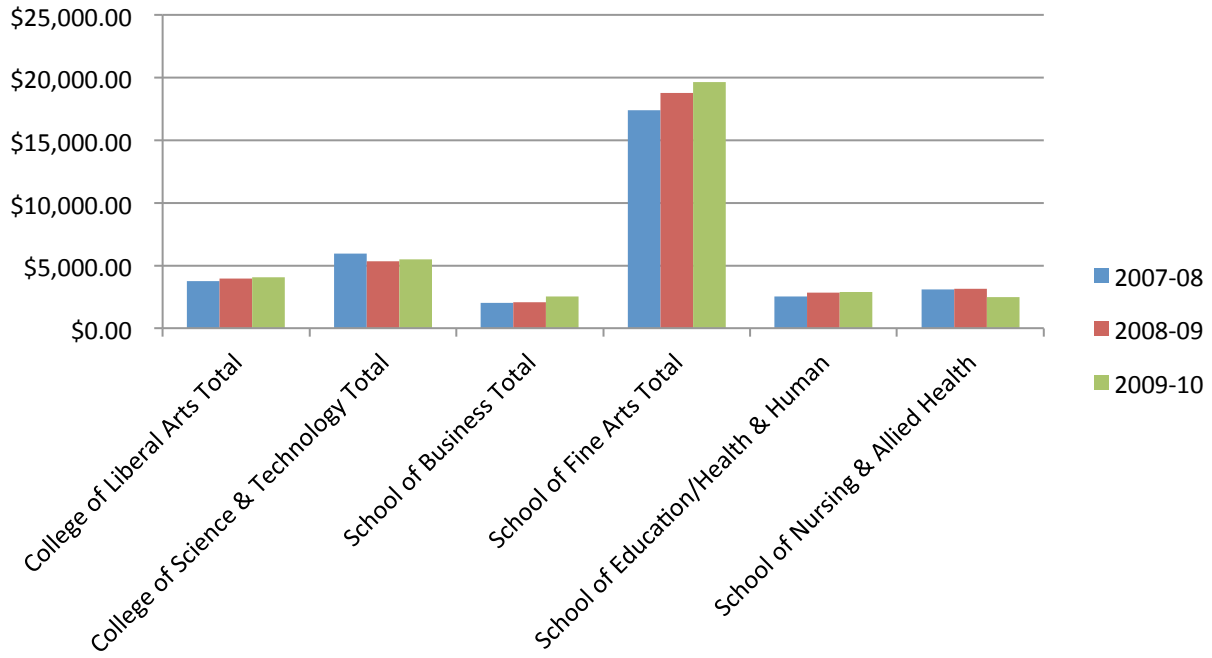
NURSING- ASN 201 4798

NURSING RN-BSN 139 3136

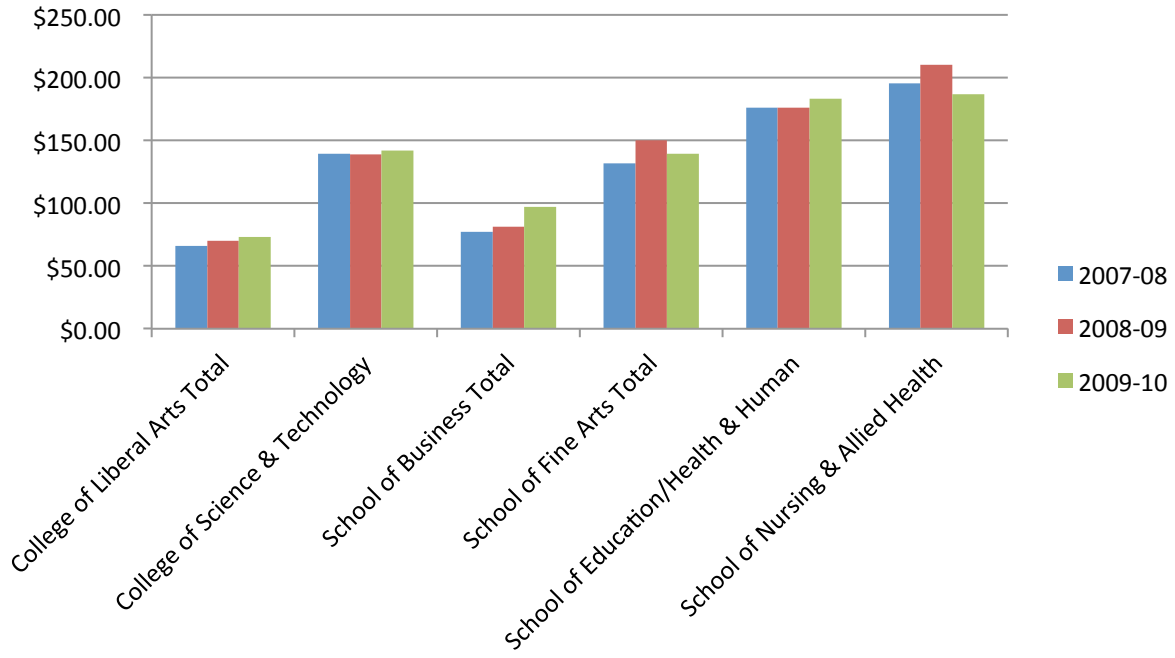
College or School	Tot. Labor & Exp.	# of sections > 5	Org Sec Tot Faculty Credit Hr	FTE Faculty	TOT Enr Org Sec	Tot Cr Hr in Org Sec
Liberal Arts	\$3,403,953	605	1790	74.58	15596	46456
Sci & Tech	\$3,762,414	509	1272	53.00	9881	26462
Business	\$1,934,357	284	855	35.62	6623	19898
Fine Arts	\$1,909,215	227	588	24.50	4925	13968
Ed & HHP	\$2,557,011	264	711	29.63	5286	13968
Nurs. & AHA	\$1,434,895	113	214	8.92	3691	7674
Total	\$15,001,845	2002	5430	226.25	46002	128160
FSU Total	\$19,109,037				46729	129932

College or School	# of Majors	Cr. Hr. by Majors	FTE by Majors	Dir.Cost/Instr Cr. Hr.	Dir. Cost/Stu FTE by Major
Liberal Arts	1122	25194	839.80	\$73.72	\$4,053.29
Sci & Tech	862	20481	682.70	\$142.18	\$5,511.08
Business	1024	23053	768.43	\$97.21	\$2,517.27
Fine Arts	119	2917	97.23	\$139.34	\$19,635.40
Ed & HHP	1296	26533	884.43	\$183.06	\$2,891.13
Nurs. & AHA	797	17417	580.57	\$186.98	\$2,471.54
Total	5220	115595	3853.17	\$117.06	\$3,893.38
FSU Total	5220	123698		\$147.07	\$4,634.44

Direct Cost per Student FTE Major by School for 07-08, 08-09, and 09-10



Direct Cost per Instructional Credit Hour by School for 07-08, 08-09, and 09-10



Liberal Studies Requirements met:

Schedule: 001 Allied Health Administration (B.S.) (For Students with Associate Degrees in Health Career Programs)

Semester	General Studies Courses	Prereq	Scheduled	Completed	Credits	Total
	ENGL 1104				3	
	ENGL 1108				3	
	COMM 2202 Comm in the Workforce				3	
	INFO 1100 Required for major				3	
	MATH 1102 or above				3	
	G.S. Science				3or4	
	G.S. Science				3or4	
	G.S. ENGL-Option I , II, or III				3	
	G.S. ENGL-Option I , II, or III				3	
	G.S.Cul/Civ				3	
	G.S. Art Appreciation				3	
	G.S. Art_or INTR				3	
	G.S. Soc/Hum*				3	
	G.S. Soc/Hum*				3	
	Total-44-46					

*One course from 2 different disciplines

	Course	Prereq	Sched	Completed	Credits	Total
Junior Fall Semester	MGMT 2209 Principles of Mgmt				3	
	BUSI 2251 Corporate Communications	ENGL 1108			3	
	**Not offered after spr 2011. Will be replaced by BISM 1400	COMM 2202				
	Total credits					

	Course	Prereq	Sched	Completed	Credits	Total
Junior Spring Semester	MGMT 3308 Human Resources Mgmt	MGMT 2209 & BUSI 2251			3	
	Statistics: choose one	BUSN 3310	Math 1112		3	
		Psych 2240	Psych 1101		4	
		Math 1113	Math 1112		4	
	ALLH 3372 Legal & Medical Ethics	Admitted to AHA			3	

	Course	Prereq	Sched	Completed	Credits	Total
Senior Fall Semester	ALLH 3301 Health Care Organization				3	
	ACCT 2201 Prin. of Accounting				3	
	MGMT 3390 Organizational Behavior	MGMT 2209			3	

	Course	Prereq	Sched	Completed	Credits	Total
Senior Spring Semester	ALLH 3302 Mgmt. Probs. of Health Care	ALLH 3301			3	
	ALLH 4401 Practicum and Seminar	** WI last semester			4	
	****Need total 128 credits to graduate****				Must total	128

** WI – writing intensive last semester

*A.S. or A.A.S. in Health Career plus ENGL 1104, ENGL 1108, L.S. Science (8 hours)

Assessment Requirements:

Assessment Information: (Student and Programmatic)

This program is monitored by the Dean of the School of Nursing and Allied Health Administration. Assessment is conducted through student self evaluation of accomplishment of program student outcomes; evaluation of written work, seminar participation, and group presentations; course evaluations; advisory council input; graduate and employer surveys.

Curriculum - The Dean of the School of Nursing and Allied Health Administration, ALLH faculty members, Advisory Council members and preceptors monitor assessment of the curriculum for the Allied Health Administration program. Annually these groups review program outcomes, preceptor evaluations, the graduate surveys, and the employer survey results. The surveys are mailed to graduates and employers one year after graduation. Feedback from graduates and employers is helpful in identifying changes needed in the program. Practicum guidelines and a scoring tool for evaluation of the practicum project exist to insure consistency of requirements by program faculty who monitor the practicum. Scoring tools for evaluating written work, seminar participation and in class presentations are utilized. Other assessments utilized in the ALLH courses include case studies, brief reviews, examinations, chapter questions, research paper presentations, and journal entries. See **Appendix 1** for sample assessment tools.

Preceptor and Student Self-Evaluations – Preceptors from ALLH 4401 Practicum and the student each evaluate how well the student has accomplished the Program Outcomes for AHA. See **Appendix 2** for sample and results of Program Outcome Assessments.

Course and Instructor Evaluation - Students have the opportunity to evaluate each course and instructor. Survey summaries are sent to the instructor and the Dean of the School of Nursing and Allied Health Administration for review. Analysis of these is used in program assessment, analysis and revision.

Graduate Surveys - Graduates are surveyed one year after graduation to assess employment, salary, job responsibilities, and achievement of graduate outcomes, program satisfaction, and suggestions for change.

Employer Survey - Employers are surveyed to determine changing job responsibilities, satisfaction with competencies of graduates, employment prospects. These surveys are done one year after graduation.

Advisory Committee - Allied Health Administration Advisory Committee is composed of members from agencies that currently provide preceptorship experiences for students enrolled in AHA 4401, Allied Health Practicum; students; faculty; employers of our graduates; alumni; and the dean from the School of Nursing and Allied Health Administration. The Advisory Committee serves as a link between education and the health care community.

Adjunct Use:

Each of the ALLH courses is taught by adjuncts. The three adjunct faculty who teach the Allied Health courses provide specialty instruction and clinical application for their content areas.

Laronica Decker, BS, MBA, RHIA, teaches ALLH 3301, Health Care Organizations, 3 credits and ALLH 3302 Management Problems of the Health Care Delivery System, 3 credits.

Joseph T. "J.T." Hodges, JD, MPA, teaches ALLH 3372, Legal and Medical Ethics, 3 credits.

Deborah Kisner, BSN, MSN, EdD teaches ALLH 4401, Allied Health Practicum and Seminar, 4 credits. Dr. Kisner does the online portion of the class. Dr. Sharon Boni does the on campus portion of the class.

No other faculty is utilized for the ALLH courses for the Allied Health Administration major.

Graduation/ Retention Rates:

Retention Calculations for Allied Health Administration Programs

Fall Semester Transfer-In Students

	Cohort Size of Allied Health Admin Transfer-In Student	Count of this Fall Cohort Retained until Next Fall IN the Allied Health Admin Program	Allied Health Admin Transfer-In Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	FSU Retention of Allied Health Admin Transfer-In Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of Allied Health Admin Transfer-In Cohort
Fall							
2003	1	0	0.00%	0	0.00%	0	0.00%
2004	0	0	N/A	0	N/A	0	N/A
2005	8	6	75.00%	6	75.00%	6	75.00%
2006	7	4	N/A	4	57.14%	4	57.14%
2007	15	6	N/A	6	40.00%	6	40.00%
2008	17	8	N/A	9	52.94%	9	52.94%
2009	8	5	N/A	6	75.00%	6	75.00%
7-Yr Mean	8.00	4.14	37.50%	4.43	50.01%	6.00	50.01%

PROGRAM REVIEW

Fairmont State Board of Governors
Format for Programs Without Specialized Accreditation

Date Submitted
1-25-07

Program (Degree and Title) Bachelor of Science in Allied Health Administration

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- X 1. Continuation of the program at the current level of activity;
- ___ 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- ___ 3. Identification of the program for further development (for example, providing additional institutional commitment);
- ___ 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- ___ 6. Discontinuation of the Program

Rationale for Recommendation:

We recommend continuation of the Bachelor of Science in Allied Health Administration for continuation at the current level of activity. This program has 46 graduates from the last 5 years and currently has 39 enrolled students who possess associate degrees in health related fields such as Nursing, Health Information Technology, Medical Laboratory Technology, Physical Therapy Assistant, Respiratory Therapy, and Veterinary Technology. It offers graduates of two year associate degree programs an opportunity to transition to a baccalaureate degree program without repetition of previous content. Enrollment is growing in the program and graduates and employers are pleased with the competencies gained.

ADEQUACY (§ 4.2.4.2)

Program Requirements:

Component	Requirements	AHA Program
Liberal Studies	32-42	36-38 hrs
Allied Health /Support Curriculum	32-65	31- 32 hrs
Associate Degree Major credits		35 hrs
Electives	Min 21	26-23 hrs
Total	Max 128	128 hrs

Required General Studies Courses:

	General Studies Courses	Credits
	ENGL 1104	3
	ENGL 1108	3
	MATH 1102 or above	3
	G.S. Science	3or4
	G S. Science	3or4
	G.S. ENGL-Option I , II, or III	3
	G.S. ENGL-Option I , II, or III	3
	G.S.Cul/Civ	3
	G.S. Art Appreciation	3
	G.S. Art_or INTR	3
	G.S. Soc/Hum*	3
	G.S. Soc/Hum*	3
	total	36-38

Required Support Courses:

COMM Also fulfills General Studies req.	2202	Communication in the Workforce	3 hrs
INFO Also fulfills General Studies req.	1100	Computer Concepts and Applications	3 hrs
MGMT	2209	Principles of Management	3 hrs.
BUSI Required pre-req for MGMT 3308	2251	Corporate Communications	3 hrs
MGMT	3308	Human Resources Mgmt	3 hrs
Statistics	Busn 3310, Math 1113 or Psyc 2240		3-4 hrs
ACCT	2201	Principles of Accounting	3 hrs
Total			18-19

Required Allied Health Courses:

ALLH	3301	Health Care Organization	3 hrs
ALLH	3302	Mgmt. Problems of Health Care Del System	3 hrs
ALLH	3372	Legal and Medical Ethics	3 hrs
ALLH	4401	AH A Practicum & Seminar	4 hrs
Total			13

Faculty Data:

Please see **Appendix 3** for faculty Vitae.

Accreditation/ National Standards:

There are no published accreditation standards for the Allied Health Administration major. There are no other Bachelor of Science with a major in Allied Health Administration offered in the West Virginia Colleges and Universities. The closest other BS degree program is Health Science with a minor in healthcare administration which is offered by Alderson-Broaddus College.

Reports from Outside Reviewers:

Please see **Appendix 4** for reports from outside reviewers.

NECESSITY (4.1.3.3)

Placement and success of graduates:

During the past four years, eight of the forty-eight graduates (16.66%) of the Bachelor of Science in Allied Health Administration program have responded to graduate surveys. Surveys are mailed one year after graduation and resent in a month if there has been no response. For results of the surveys, see **Appendix 2**.

Only 2 employer surveys were returned and so no statistics are included. The ALLH 4401 Preceptor –Evaluation of Students does give information on the student’s performance and that summary is included in **Appendix 2**.

After discussions with the Advisory Council, the Graduate and Employer Surveys are being redesigned and will be sent via Survey Monkey to see if this will enhance returns.

CONSISTENCY WITH MISSION (§ 4.1.3.4)

The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good. The Allied Health Administration major fits into this mission statement by providing baccalaureate degree opportunities for students who possess an associate degree in a health care related field. This 2+2 program encourages life-long learning and career mobility.

APPENDIX 1

Sample of Assessment Tools

Graduate Outcomes for Allied Health Administration

Graduates of the Bachelor of Science in Allied Health Administration program should be able to:

Outcome	Assessment
Synthesize empirical and theoretical knowledge from allied health administration and general education including the social sciences, natural sciences, mathematics, English, and humanities as a framework for professional practice.	Courses completed, written papers, written log of practicum experience. Preceptor evaluation. Graduate Outcome paper
Employ effective communication in verbal, non-verbal, and technological aspects of allied health administration.	Written papers, oral presentations, and group and online discussions.
Recognize and analyze how political and social policies impact health care.	Online discussions. Written log of practicum experience. Written analysis of impact of political and social policies impact on health care agency. Graduate Outcome Paper
Use leadership and management techniques to facilitate the operation of a health care organization.	Practicum and successful completion of clinical project. Online discussions. Written log of practicum experience. Preceptor evaluation Graduate Outcome Paper
Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.	Practicum and successful completion of clinical project. Online discussions. Written log of practicum experience. Preceptor evaluation Graduate Outcome Paper
Synthesize a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework	Practicum and successful completion of the clinical project. Online discussions. Written log of practicum experience. Preceptor evaluation Graduate Outcome Paper Legal case briefs class project
Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.	Graduate surveys

Graduate Outcomes Paper in 4401- Practicum

This assignment identifies your progress toward the program outcomes and the practicum objectives. Consider each of the expected outcomes and identify how they have been/are to be met. If there are any unmet outcomes you must address this in the paper. The paper is to be a scholarly paper and must be supported by research. Use research to support why you are taking/took the actions for your practicum. There should be a minimum of four professional references to support your paper. You need to use APA format for your paper. Each reference should be no older than five years.

Graduate Outcomes Grading Form

This is the grading criteria for the Graduate Outcomes Paper.

Objective/Criteria	Performance Indicators				
	Meets Minimal Expectations	Meets Some Expectations	Meets Most Expectations	Meets All Expectations	Does Not meet expectations
Pertinence of information regarding individual progress toward program outcomes	(5 points) Information describes and supports how 3 or less program outcomes have been accomplished	(7 points) Information describes and supports how 4 or less program outcomes have been accomplished	(15 points) Information describes and supports how 5 program outcomes have been accomplished	(20 points) Information describes and supports how all program outcomes have been accomplished	(0 points) Information does not describe and support how program outcomes have been accomplished
Supports ideas with facts and examples	(5 points) Supports with facts and examples how 3 or less program outcomes are or are not met.	(7 points) Supports with facts and examples how 4 or less program outcomes are or are not met.	(15 points) Supports with facts and examples how at least 5 program outcomes are or are not met.	(20 points) Supports with facts and examples how each program outcome is or is not met.	(0 points) Does not Support with fact and examples how any program out is or is not met.
Describes plans to develop competence in areas where program outcomes have not yet been achieved.	(5 points) Accurately and fully describes plans to develop competence in 1 area where program outcomes have not been achieved.	(7 points) Accurately and fully describes plans to develop competence in 2 areas where program outcomes have not been achieved.	(15 points) Accurately and fully describes plans to develop competence in most areas where program outcomes have not been achieved.	(20 points) Accurately and fully describes plans to develop competence in areas where program outcomes have not been achieved.	(0 points) Does not accurately and fully describe plans to develop competence in areas where program outcomes have not been achieved.

Objective/Criteria	Performance Indicators				
	Meets Minimal Expectations	Meets Some Expectations	Meets Most Expectations	Meets All Expectations	Does Not meet expectations
Cites references to support how the program outcomes have been developed and accomplished	(2 points) Cites at least 1 reference to support how the program outcomes have been developed and accomplished	(5 points) Cites at least 2 references to support how the program outcomes have been developed and accomplished	(7 points) Cites at least 3 references to support how the program outcomes have been developed and accomplished	(10 points) Cites at least 4 references to support how the program outcomes have been developed and accomplished	(0 points) Does not cite any references to support how the program outcomes have been developed and accomplished
Integration of ideas and clarity of expressions	(2 points) Only 1 or 2 ideas are developed around a central theme and ideas flow smoothly throughout the paper.	(5 points) Some ideas are developed around a central theme and ideas flow smoothly throughout the paper.	(7 points) Most ideas are developed around a central theme and ideas flow smoothly throughout the paper.	(10 points) All ideas are developed around a central theme and ideas flow smoothly throughout the paper.	(0 points) No ideas are developed around a central theme and ideas do not flow smoothly throughout the paper.
Format/Appearance/Grammar	(5 points) Professional vocabulary and writing style are not used throughout most of the paper. There are more than 10 grammatical or format errors.	(10 points) Generally professional vocabulary and writing style are used throughout most of the paper. There are less than 10 grammatical or format errors.	(15 points) Both professional vocabulary and writing style are used consistently throughout the paper. There are less than 5 or less grammatical or format errors	(20 points) Both professional vocabulary and writing style are used consistently throughout the paper. There are less than 3 grammatical or format errors.	(0 points) Both professional vocabulary and writing style are not used.

Written weekly video assignment

Rubric for videos

Objective/Criteria	Performance Indicators	
	Does not meet expectations	Meet Expectations
States the main concepts of the video	(0 points) Does not state the main concepts of the video.	(2 points) Succinctly summarizes the main concepts of the video .
States the value in professional development	(0 points) Does state the value in professional development .	(2 points) States the value in professional development
Identifies how the information will be used in the practicum	(0 points) Does not Identify how the information will be used in the practicum.	(2 points) Identifies how the information will be used in the practicum
out of 6		

Short answer rubric

Criteria for writing a short answer paper.

Objective/Criteria	Performance Indicators			
	Need Improvement	Meets Most of the Expectations	Meets Expectations	Does Not Meet Expectations
Development of ideas	(2 points) Poorly developed ideas. Answers just one aspect of the question.	(5 points) Presents ideas. Answers part of the discussion question.	(10 points) Presents well developed ideas. Answers all parts of the question.	(0 points) Does not answer the question.
Critical thinking is evidenced	(2 points) Poorly developed critical thinking.	(5 points) Beginnings of critical thinking.	(10 points) Clear evidence of critical thinking.	(0 points) Does not critically analyze the question.
Grammar and professional writing style	(1 points) Poorly constructed with several errors in spelling or grammar.	(3 points) Fairly well written with only a couple errors in spelling or grammar.	(5 points) Well written with no grammatical errors.	(0 points) Very poorly written with many spelling or grammatical errors.
out of 25				

Literature Review

Grading rubric for literature review

Objective/Criteria	Performance Indicators				
	Needs Improvement	Meets Expectations	Exceptional	Does not meet criteria	Does not meet criteria
Description of the project	(5 points) Only addresses 1 of the criteria	(10 points) Addresses 2 of the 3 components but does not fully develop each	(15 points) Addresses each of the 3 components but does not fully develop each	(20 points) Gives complete description of the project, states the audience of the project, and supports why the project is needed.	(0 points) Does not address the criteria.
Current professional articles	(5 points) 1 article or older than 5 years	(10 points) 2 articles or older than 5 years	(15 points) 3-4 articles or older than 5 years	(20 points) 5 or more professional articles or books from last 5 years	(0 points) Does not include professional articles.
Comprehensive and pertinent	(5 points) Articles address only 1 aspect of the project	(10 points) Articles address some aspects of the project.	(15 points) Articles address most aspects of the project.	(20 points) Articles address multiple and pertinent aspects of project	(0 points) Articles do not address project
Complete bibliography	(3 points) Only 1 or 2 references on bib.	(5 points) Only partial or limited bib.	(7 points) Mostly accurate and complete bib	(10 points) Accurate and complete bib	(0 points) Does not include a bib
Discussion of findings	(3 points) Superficially discusses findings or does not relate findings to project.	(5 points) Discusses only a couple of findings or does not relate findings to project.	(7 points) Partially discusses findings and relates them to project	(10 points) Fully discusses findings and relates them to project	(0 points) Does not discuss findings
Professionally written paper	(5 points) Paper is not well written and has 7 or	(10 points) Paper is not well written and has 4-6	(15 points) Professionally written paper with not	(20 points) Well written paper with no	(0 points) Paper has more than 10 grammatical

Objective/Criteria	Performance Indicators				
	Needs Improvement	Meets Expectations	Exceptional	Does not meet criteria	Does not meet criteria
	more grammatical errors and/ or paper is not submitted later than 6 days.	errors and/or is submitted late	more than 3 errors and is submitted on time.	grammatical errors and is submitted on time	errors, paper is not professionally written and is not submitted later than 7 days after due date.

out of 100



School of Nursing and Allied Health Administration

1201 Locust Avenue
 Fairmont, WV 26554
 304-367-4767
 304-367-4268
 sboni@fairmontstate.edu

**FAIRMONT STATE COLLEGE
 BS IN ALLIED HEALTH ADMINISTRATION
 ALLIED HEALTH 4401 – PRACTICUM & SEMINAR**

PRECEPTOR EVALUATION OF STUDENT’S PRACTICUM PERFORMANCE

Student _____ Preceptor _____ Date _____

Please use the following scale to evaluate student performance

- 0 = Does not exhibit skills;**
- 1 = Novice; beginning skills displayed only; ability is basic**
- 2 = Advanced beginning; acceptable performance; one step above beginning level**
- 3 = Competent; skillful at meeting criteria**
- 4 = Proficient; skillful at meeting the criteria in an articulated, integrated flowing manner**
- 5 = Expert; mastery of the skills**

Please explain any rating lower than a 2.

Criteria	0	1	2	3	4	5
The practicum student:						
1. Uses effective written communication skills.						
2. Initiates purposeful verbal communication.						
3. Demonstrates knowledge of the practice discipline.						
4. Possesses technical job skills.						
5. Demonstrates legal, ethical, and moral standards.						
6. Accepts responsibility and is accountable.						
7. Demonstrates leadership potential.						
8. Uses critical thinking skills in addressing problems.						
10. Kept preceptor informed of progress toward goals.						



School of Nursing and Allied Health Administration

1201 Locust Avenue
 Fairmont, WV 26554
 304-367-4767
 304-367-4268
 sboni@fairmontstate.edu

**FAIRMONT STATE COLLEGE
 BS IN ALLIED HEALTH ADMINISTRATION
 ALLIED HEALTH 4401 – PRACTICUM & SEMINAR**

STUDENT SELF EVALUATION of PRACTICUM PERFORMANCE

Name _____

Date _____

Please rate your exit competencies using the following scale:

- 0 = Do not possess skills;**
 - 1 = Novice; beginning skills displayed only; ability is basic**
 - 2 = Advanced beginning; acceptable performance; one step above beginning level**
 - 3 = Competent; skillful at meeting criteria**
 - 4 = Proficient; skillful at meeting the criteria in an articulated, integrated flowing manner**
 - 5 = Expert; mastery of the skills**
- Please explain any rating lower than a 2.**

Criteria	0	1	2	3	4	5
1. Written communication skills						
2. Verbal communication skills						
3. Knowledge of your practice discipline						
4. Technical job skills						
5. Legal and ethical responsibilities related to your health care field						
6. Responsibility and accountability for assigned work						
7. Leadership abilities						
8. Critical thinking skills						

ALLH 3372 Legal and Medical Ethics- Example of Assessment:

Class Projects: 300 points

Three legal case briefs: A one to two page document prepared by the student following a format to be presented the second night of class. Briefs will be submitted to the instructor on the established due dates. 100 points each.

GUIDE TO LEGAL CASE BRIEFS

I. CITATION

From what specific source is the case taken?

For example, was the case reported in the U.S. Supreme Court Reports?

II. THE FACTS

A. Material

What materially happened?

Was there, for example, a collision on the high seas? A dispute over territory?

B. Legal

From what legal circumstances did the case originate?

Did two states agree, for example, to submit their dispute to an arbitral tribunal? Was an opinion sought from the I.C.J.?

III. LEGAL ISSUES

A. Specific

What specific legal questions does this case raise?

For example, does the proximity of Ruritania to Zombie Island give Ruritania a legal basis for making a territorial claim for Zombie Island?

B. General

What more general legal questions does this case raise?

For example, is "proximity" a legitimate basis under international law for making a territorial claim for an island?

IV. THE HOLDING

What decision was made? That is, in support of which side did the court hold?

For example, in *Missouri v. Holland*, did the court decide in favor of "Missouri" or "Holland?"

V. LEGAL RATIONALE

What legal reasoning informed the court's decision?

What rules of law, for example, did it apply?

How did it interpret legal principles, documents?

How did it construe the facts?

VI. QUESTIONS

What existing legal questions, if any, are unresolved by this case?

What new questions, if any, does it raise?

Assessments for ALLH 3301- Health Care Organization

Midterm Exam	145 points		
Final Exam	167 points		
Chapter Review Questions	88 points		
Current Event Report	20 points		
Research Paper	50 points		
Attendance	2 points		
Video	5 points		
Chapter 1 Exam	40 points		
Chapter 2 Exam	28 points		
Chapter 3 Exam	47 points		
Chapter 4 Exam	29 points		
Chapter 5 Exam	39 points		
Chapter 6 Exam	74 points		
Chapter 12 Exam	27 points		
Chapter 13 Exam	27 points		
Total Points	788 points		

Assessment for ALLH 3302-



Class Assignments/Points



Midterm Exam	100 points
Final Exam	100 points
Chapter Review Questions	90 points (15 points ea x 6 chapters)
Current Event Report (1 article)	20 points
Research Paper (or 2 articles)	50 points
Total Points	360 points

Example – Chapter 11 Review Questions

Please read Chapter 11 and complete review questions 1 thru 16 located on page 475.

Submission:

1. What are the racial/ethnic minority categories in the United States? Black or African American, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White.
2. Compared with White Americans, what are the health challenges faced by minorities? Include vulnerability to disease, barriers in access to care, financing of care and racial and cultural acceptance.
3. Who are the AAPI's? Asian American and Pacific Islander. Originating from at least 29 Asian countries and 20 Pacific Island cultures found in the Far East, Southeast Asia, the Indian subcontinent, and the Pacific Islanders.
4. What is the Indian Health Service? A federal agency responsible for American Indian health since 1955, operates 49 hospitals and over 600 other facilities. The goal of Indian Health Service is to assure that Native Americans and Alaskan Natives are provided with comprehensive and culturally acceptable health services.
5. What are the health concerns of children? Vaccinations of children for selected diseases differ by race, poverty status, and area of residence. White children have greater vaccination rates for DTP, polio, measles, Hib, and combined series than Blacks. Children who come from families and areas below the poverty line have lower vaccination rates. The children depend on their parents to take responsibility for them and get them the right vaccinations and seek out the right health care for their children.
6. Which childhood characteristics have important implications for health system design? Developmental vulnerability- the rapid and cumulative physical and emotional changes and the potential impact of illness. Dependency- rely on adults to take responsibility for health needs. New morbidities- abuse, violence, emotional disorders, and learning problems.
7. Which health services are currently available for children? Immunization delivery and monitoring programs, lead screening and abatement programs, and child abuse and neglect prevention. Special child abuse treatment programs and rehabilitative services for children with complex congenital conditions or other chronic diseases.
8. What are the health concerns of women? Women are expected now to live almost eight years longer than men, but suffer greater morbidity and poorer health outcomes. Eating disorders, alcohol abuse is more among woman now. Women are bedridden 35% more days than men are each year because of infectious, or parasitic diseases, respiratory diseases, and other acute conditions. Older women are at a greater risk of Alzheimer's disease.
9. What are the roles of the Office on Women's Health? It is dedicated to the achievement of a series of specific goals that span the spectrum of disease and disability. The OWH stimulates, coordinates, and implements a comprehensive women's health agenda on research, service delivery, and education.
10. What are the challenges faced in rural health? Poor economic conditions are often reflected in diminished access to health care and poor health of rural citizens. Low population density makes it difficult for communities to attract physicians and for physicians to establish financially viable practices. Physicians are often geographically isolated, makes it difficult for them to obtain consultations.
11. What measures are taken to improve access to care in rural areas? The National Health

Service Corps was created in 1970 to recruit and retain physicians to provide needed services in the shortage areas. MUA-designated process was to target the community health center and rural health clinic programs. C/MHC's provide services to low-income population. The Rural Health Clinics Act developed to respond to the concern that isolated rural communities could not generate sufficient revenue to support the services of a physician.

12. What are the characteristics and health concerns of the homeless population? Homeless adults and children have a high prevalence of untreated acute and chronic medical, mental health, and substance abuse problems. Homeless are also at greater risk of assault and victimization because of the lack of personal security. They are exposed to illness because of the overcrowding in shelters and overexposure to extreme heat and cold.

13. How is mental health provided in the United States? Provided in the general medical sector- a concept first described by Regier and colleagues as the de facto mental health service system. The de facto system combines specialty mental health services with general counseling services, such as those provided in primary care setting, nursing homes, and community health center.

14. Who are the major mental health professionals? Psychiatrists- postgraduate specialty training in mental health after completing medical school, psychologists- usually hold a doctoral degree and some hold masters degree's, social workers- receive training in various aspects of mental health services especially in counseling, nurses- involved through the subspecialty of psychiatric nursing, counselors, and therapists.

15. How does AIDS affect different population groups in the United States? Blacks, Hispanics, and minority women is still a major public health concern. In 2004, males and Blacks continued to have significantly higher rates than females and Whites. Black and Hispanic male population is HIV infection a leading cause of death.

16. Which services and policies currently combat AIDS in America? Rapid HIV testing, ELISA, acute care facilities, highly active antiretroviral therapy, the Medicaid waiver program and the Ryan White Comprehensive AIDS Resources Emergency Act.

APPENDIX 2

Results of Program Outcome Assessments

FAIRMONT STATE UNIVERSITY
School of Nursing and Allied Health Administration
Bachelor of Science in Allied Health Administration

Graduate Survey

We are currently completing a five year program review of the Allied Health Administration program and would really value your input. Please take a few minutes to complete the following survey.

1. What year did you graduate from the Allied Health Administration (AHA) program?
_____ (*1 graduate from 2006; 2 graduates from 2007; 3 graduates from 2008; 2 graduates from 2009. Surveys for 2010 are just now being sent to graduates*)

2. Your Gender? 3 Male 5 Female

3. What was your minor? (Associate Degree field)
 - a. _____ Emergency Medical Services
 - b. 1 Health Information Technology
 - c. 1 Medical Laboratory Technology
 - d. _____ Nursing
 - e. 2 Physical Therapy Assistant
 - f. _____ Respiratory Therapy
 - g. 3 Veterinary Technology
 - h. 1 Other (Please Specify)___

4. Did you have work experience in your minor field prior to completing the baccalaureate degree? 5 Yes 3 No

4. Was your employment 4 Full-time? 1 Part-time? NA 3

6. Did you work while enrolled in the AHA program? 5 Yes 3 No
If Yes, was it 4 Full-time? 1 Part-time? 3 N/A

7. After completing the Bachelor of Science in Allied Health Administration, did you actively seek employment in health care?

6 YES

How long before you accepted a position?

5 0-3 months _____ More than 1 year
_____ 4-6 months 1 Could not find employment
_____ 7-12 months

2 NO

Please identify a reason:

_____ Sought a position in another field
_____ Continued education _____ Other (Specify) _____
2 Did not change jobs

8. What is your current position title? Vet. Tech, Personnel Director Personal care Home, PTA, Director Health Information Management, MLT, Department Manage, Pt.Registrar

Supervisor's Name _____

Employing Agency: Nursing Home, Hospital, Animal Clinic, Vet Hospital,

Physician's office

Address 7 WV, 1 PA

9. How would you describe your current position? (Check the most appropriate response)

1 Lower level management/administration
1 Middle level management/administration
1 Upper level management/administration
2 Clinical
3 Not management/administration
____ Other (Please specify) _____

10. In what range does your present annual full-time salary fall? (Check one)

_____ Less than \$10,000	<u>1</u> \$40,000 - 44,999
_____ \$10,000 - 14,999	_____ \$45,000 - 49,999
<u>1</u> \$15,000 - 19,999	_____ \$50,000 - 54,999
<u>2</u> \$20,000 - 24,999	_____ \$55,000 - 59,999
_____ \$25,000 - 29,999	<u>1</u> \$60,000 - 64,999
<u>3</u> \$30,000 - 34,999	_____ \$65,000 - 69,999
_____ \$35,000 - 39,999	_____ \$70,000 or above

11. Required Courses: Please rate the following required courses in the major. If you rate a course as “Excellent(5), Below Average (2), or Poor (1), please include a reason under comments.

5 = Excellent, 4 = Good, 3 = Average, 2 = Below Average, 1 = Poor

Course No.	Title	5	4	3	2	1	AVG
ACCT 2201	Principles of Accounting						<u>4.00</u>
MGMT 2209	Principles of Management						<u>3.63</u>
MGMT 3308	Human Resource Management						<u>4.18</u>
MGMT 3390	Human Behavior in Organizations						<u>4.00</u>
BUSN 3310/ PSYCH 3310	Statistics						<u>3.50</u>
AH 301	Health Care Organizations						<u>4.00</u>
AH 302	Management Problems of the Health Care Delivery System						<u>4.09</u>
AH 372	Legal and Medical Ethics						<u>3.63</u>
AH 401	Practicum and Seminar						<u>4.18</u>

Comments: _____

12. From the following list, please select the column that best indicates the frequency you carry out the responsibilities or tasks identified. (**check one column for each area**)

Often	Seldom	Never	Area of Responsibility
<u>3</u>	<u>2</u>	<u>3</u>	Financial Management
<u>8</u>	<u>0</u>	<u>0</u>	Problem Solving
<u>3</u>	<u>2</u>	<u>3</u>	General Administration
<u>5</u>	<u>1</u>	<u>2</u>	Health Education
<u>3</u>	<u>3</u>	<u>2</u>	Institutional or Organizational Planning
<u>2</u>	<u>0</u>	<u>5</u>	Marketing/Sales
<u>4</u>	<u>1</u>	<u>3</u>	Materials Management
<u>4</u>	<u>2</u>	<u>2</u>	Personnel Management
<u>3</u>	<u>3</u>	<u>2</u>	Quality Assurance
<u>5</u>	<u>3</u>	<u>0</u>	Direct Clinical Practice (i.e. nursing, lab)
<u>4</u>	<u>3</u>	<u>1</u>	Education (staff or client)

4
2
2

8
0
0

Accreditation preparation (compliance with standards)
 Verbal and Written Communication

13. **Expected Graduate Outcomes:** Please mark the appropriate box for each graduate outcome based on your level of satisfaction with regard to your ability to perform each outcome. **If you indicate “Dissatisfied” (2), or “Highly Dissatisfied” (1), please include an example or explanation under Comments.**

5 = Highly Satisfied, 4 = Very Satisfied, 3 = Satisfied, 2 = Dissatisfied, 1 = Highly Dissatisfied

Graduate Outcome	5	4	3	2	1	N/A	AVG
1. Use effective communication skills	<u>3</u>	<u>3</u>	<u>2</u>				<u>4.12</u>
2. Recognize and analyze how political and social policy impact health care	<u>2</u>	<u>4</u>	<u>2</u>				<u>4.00</u>
3. Employ leadership and management techniques to facilitate the operation of a health care organization.	<u>3</u>	<u>3</u>	<u>2</u>				<u>4.12</u>
4. Apply problem-solving skills in a health care setting.	<u>4</u>	<u>2</u>	<u>2</u>				<u>4.25</u>
5. Practice health care management within an ethical-legal framework.	<u>4</u>	<u>3</u>	<u>1</u>				<u>4.37</u>
6. Participate in continuing education activities.	<u>3</u>	<u>3</u>	<u>2</u>				<u>4.12</u>

Comments:__

_I was able to learn management and leadership skills which have been very helpful in my position.

I am a hands on learner and so I learned a lot in my practicum.

I still lack confidence in being a manager.

14. Are there any suggestions you would like to make concerning how to improve accomplishment of these outcomes and the quality of the curriculum?

PRECEPTOR EVALUATION OF STUDENT'S PRACTICUM PERFORMANCE ALLH 4401

Composite Preceptor_Evaluations__Spring 2007, 2008, 2009, 2010_____

Please use the following scale to evaluate student performance

0 = Does not exhibit skills;

1 = Novice; beginning skills displayed only; ability is basic

2 = Advanced beginning; acceptable performance; one step above beginning level

3 = Competent; skillful at meeting criteria

4 = Proficient; skillful at meeting the criteria in an articulated, integrated flowing manner

5 = Expert; mastery of the skills

Please explain any rating lower than a 2.

Criteria	0	1	2	3	4	5
The practicum student: n=47						
1. Uses effective written communication skills.		2	2	8	21	14
2. Initiates purposeful verbal communication.		1	2	12	16	16
3. Demonstrates knowledge of the practice discipline.				7	24	16
4. Possesses technical job skills.				5	20	22
5. Demonstrates legal, ethical, and moral standards.				4	21	22
6. Accepts responsibility and is accountable.			1	9	21	16
7. Demonstrates leadership potential.			1	9	22	15
8. Uses critical thinking skills in addressing problems.			1	8	20	18
9.. Kept preceptor informed of progress toward goals.				3	19	25

Sample Comments on student's performance:

**Responsible student and did a great job with the project.

** Dedicated and insightful; Student provided a thoughtful counterpoint when needed

**Student was a joy to work with and a great asset to our business

**At times the student seemed overwhelmed at the complexity of the health care system.

** Many grammatical errors in writing and speaking

** Good insight regarding employee relation issues faced by health care managers.

**Inquisitive and intuitive, very conscientious, respectful and knowledgeable.

** Was not a self-starter. Difficult getting student to make decisions

**Very good at independent research and quite thorough

**Very proficient with both word and excel programs

** Very observant, excellent attention to detail

**Very tentative, poor grammar skills

**Definitely an employee worth hiring in a beginning manager's position

APPENDIX 3

Faculty Vitae

VITA
Mary Sharon Boni, PhD, RN
Dean, School of Nursing and Allied Health Administration

Contact Information:

Work:

Fairmont State University
1201 Locust Avenue
Education Building, Room 244
Fairmont, WV 26554
Office number: 304-367-4767
Fax number- 304-367-4268
Email: sboni@fairmontstate.edu

Home:

8 Bush Avenue
Philippi, WV 26416
Home phone: 304-457-3531
Home email: mboni@ma.rr.com

Educational Background:

The Catholic University of America, Washington, DC	PhD	1993
West Virginia University, Morgantown, WV	MSN	1982
Alderson-Broaddus College, Philippi, WV	BS	1972

Nursing Licenses:

WV-21803 and NY 22-552492

Certifications:

Critical Care Registered Nurse (CCRN) 1994-2006
Advanced Cardiac Life Support (ACLS) 1996-2001

Professional Work Experience:

2007-2008 Staff nurse Health South Rehab Hospital part-time

2006-present Dean, School of Nursing & Allied Health Administration, Fairmont WV

2004-2006 Associate Dean for Student Services, School of Nursing, Excelsior College, Albany, NY

2000-2004 Professor of Nursing, Alderson-Broaddus College, Philippi, WV

1996-2004 Chairperson, Division of Health Sciences and Department of Nursing, Alderson-Broaddus College, Philippi, WV

1996-1999 Project Director of North Central WV Nursing Work Force Network, grant through Robert Wood Johnson Foundation, Morgantown, WV

1994-1996 Hospice Nurse, Mountain Hospice, Philippi, WV (part-time)

1993-2001 Nursing Field Faculty, WV Rural Health Partnership, Mountain Health Partners, Buckhannon, WV

1993-2001 Adjunct Associate Professor of Nursing, School of Nursing, WVU, Morgantown, WV

1993-2004 Chairperson, Department of Nursing, Alderson-Broaddus College, Philippi, WV

1993-2000 Associate Professor of Nursing, Alderson-Broaddus College

1992-2004 Staff Nurse, Critical Care Unit, St. Joseph's Hospital, Buckhannon, WV (part-time)

1992-1994 Staff Nurse, Special Care Unit, Davis Memorial Hospital, Elkins, WV (part-time)

1986-1992 Staff Nurse, Special Care Unit, Broaddus Hospital, Philippi, WV (part-time)

1985-1993 Assistant Professor of Nursing, Alderson-Broaddus College, Philippi, WV

1985 Instructor, Wellness Lifestyle Course, WV Wesleyan College, Buckhannon, WV

1984-1985 Assistant Professor of Nursing, WV Wesleyan College, Buckhannon, WV

1983-1985 Nurse Clinician, Joseph Reed, MD, ABFP, Buckhannon, WV

1979-1981 Clinical Instructor, Alderson-Broaddus College, Philippi, WV (part-time)

1978-1982 Patient Educator, Joseph Reed, MD, ABFP, Buckhannon, WV (part-time)

1975-1978 Instructor of Nursing, WV Wesleyan College, Buckhannon, WV

1974-1975 Medical-Surgical Charge Nurse, St. Joseph's Hospital, Buckhannon, WV

1973-1974 Intensive Care Unit Assistant Head Nurse, Memorial General Hospital, Elkins, WV

1973 Intensive Care Unit Assistant Head Nurse, St. Mary's Hospital, Rochester, NY

1972 Staff Nurse, Medical-Surgical & Intensive Care Unit, Wheeling, WV

Consultant and Special Committees:

2010- External Reviewer for Tenure and Promotion University of Arkansas at Little Rock

2010- West Virginia Nursing Leadership Institute Advisory Board

2012

2009 External Reviewer Tenure and Promotion for University of Pittsburgh at Johnstown-

2009 Team sponsor for Collaborative team from FSU and FGH to West Virginia Nursing Leadership Institute.

2009-present ASN Curriculum Committee; subcommittee on simulation- Excelsior College

2007-Present NLN Task Group on Curriculum Innovation

2006-present Program reviewer for WVBOERP.

2006-present NLN Ambassador

2006-present NLNAC Program Evaluator

2006-present Nursing Faculty Committee, Excelsior College, Albany, NY

2006-present CPNE Appeals Committee

2006-present NLN Center of Excellence in Nursing Consultant

2006 Program evaluation consultant to Cochran School of Nursing, Yonkers, NY

2004 Outside program reviewer for West Liberty State College School of Nursing, West Liberty, WV and the HEPC.

1996-2004 Program reviewer for the WV Board of Examiners for Registered Professional Nurses.

Publications:

2008 Monahan, F. (2008), McGraw Hill Review for the NCLEX-RN, contributor.

2001 WV Health People 2010, Chapter 12 “Heart Disease & Stroke”; contributor

2000 Nurse Commenter for Ask a Nurse from Home Remedies to Hospital Care, AACN, Simon & Shuster

- 1998 Nolan, C., Martin, E.J., & Boni, S. (June) Vol. 28, No. 6, “North Central WV Nursing Workforce Network”, JONA
- 1997 Toth, J.C., Dobratz, M.A., & Boni, M.S. (1998) Vol. 46, No. 6. “Attitude Toward Nursing Students Earning a Second Degree and Traditional Baccalaureate Students: Are they Different?”, Nursing Outlook
- 1992 Published dissertation, “The Effects of Selected Variables during the College Experience on Cardiovascular Risk”, The Catholic University of America

Research and Grant Activity since 1995:

- 2011 \$47,500 Strategic Planning Grant FSU
- 2009 \$80,000 partnership annual (2009-2011) grant support from hospitals for ASN program
- 2008 \$465,000 grant from WVCTC for ASN program
- 2004 Reviewer of preliminary proposals submitted to FIPSE’s Comprehensive Program
- 1999-2002 Member of the grant team for the North Central WV Nursing Work Force Network, Phase II, grant by the Robert Wood Johnson Foundation
- 1996-1999 Co-Project Director of North Central WV Nursing Work Force Network, grant by the Robert Wood Johnson Foundation (one of 20 national projects)

Presentations since 1995:

- 2010 Co-Presenter, concurrent session, NLN Education Summit 2010, “Do You Wiki? Using a Wikispace for Collaborative Scholarly Work”.
- 2010 Presenter, Special Session as part of the NLN Task Group on Curriculum Innovation, NLN Education Summit 2010.
- 2010 Presenter. Ansan College, South Korea. “Nursing and Healthcare in the US”.
- 2010 Presenter. Ansan College, South Korea, “Simulation as Part of Curriculum”.
- 2009 Presenter at the NLN Education Summit 2009 on “Innovation in Nursing Education.”
- 2009 Keynote speaker for Senior Nursing Convocation, A-B College.
- 2007 Breakout session presenter, “Retaining Men in Traditional and Non-Traditional Nursing Education Programs”, M. Sharon Boni & M. Bridget Nettleton, AAMN 32nd Annual Conference, Philadelphia.
- 2007 The Heart of Fairmont State, faculty giving presentation.

- 2006 Concurrent session presenter, N-OADN Annual Convention, “Managing Different Learning Styles: Does Gender Make a Difference?” M. Sharon Boni & M. Bridget Nettleton, Charlotte, NC.
- 2006 Plenary session presenter, “Learning Styles and Use of Learning Resources: Does Gender Make a Difference?” M. S. Boni & M. B. Nettleton, AAMN 31st Annual Conference, Portland, Oregon.
- 2005 Presentation to VT BON on Excelsior College Program, December
- 2005 Presentation to the ND BON on Excelsior College Program, July
- 2005 Presentation to the Wyoming State Board of Nursing on Excelsior College Program, July
- 2005 Presentation to the Kansas State Board of Nursing on Excelsior College Program, June
- 2005 Keynote speaker, Senior Nursing Convocation, “A History of Innovation”, Alderson-Broaddus College, May
- 2004 Presentation to the Arizona State Board of Nursing on Excelsior College Program, November
- 2004 Presentation to the Texas State Board of Nursing on Excelsior College Program, October
- 2004 Poster presenter NLN Summit, “Literature Review on Clinical Outcomes”, September, Orlando, FL
- 2004 Presenter, “What Educational Model Works Best for Men in Nursing”, American Assembly for Men in Nursing, Tucson, AZ
- 2003 Presenter on Assessment, CIC; Department Chair Workshop, Atlanta, GA
- 2000 Presenter, WV Society of Peri-Anesthesia Nurses, Annual Meeting, “Join Patient Education & Discharge Instructions”
- 1999 Keynote speaker, Sophomore Convocation, WV Wesleyan College
- 1999 Presenter, WV Nurses Association District V Meeting, “Nursing Work Force redictions”
- 1998 “Charge to the Graduates”, Alderson-Broaddus College
- 1996 Keynote Speaker for Honors Convocation, Alderson-Broaddus College
- 1996 Keynote Speaker for Sophomore Convocation, Alderson-Broaddus College

Honors and Awards since 1995:

- 2010 Golden Graduate, WVU School of Nursing
- 2007 Who's Who in Collegiate Faculty
- 2000 Lexington's Who's Who
- 2000 The Steele A. & Katherine D. Hawkins Chair of Nursing
- 1999 Outstanding Faculty Award, A-B College
- 1998 Nomination for the Professor of the Year 1997, Faculty Merit Foundation of WV Inc.
- 1997 Distinguished Alumni Award, A-B College
- 1996 Who's Who in Medicine & Healthcare
- 1995 Who's Who in American Nursing Biographies

Professional Organizations:

Alderson-Broadus College Nursing Alumni Association

American Nurses Association

Association of Deans and Directors of Nursing Education in WV (1993-2004 positions held President, President-Elect and BOD) (2006-present, member; treasurer- 2008-2010)

Hospice Care Corporation, Board of Directors (1996-2004)

National League for Nursing (2007-2010 Task Group on Curriculum Innovation)

New York State Nurses Association, District #9 (2004-2006)

N-OADN- member 2005- present

North Central WV Nursing Work Force Network (1996-2002)

Nursing Education Foundation of WV (1993-2004 positions held President, President-Elect and BOD) (2006-present member; treasurer 2008-2010)

Nursing Research Alliance of the Capitol District Region (2004-2006)

Sigma Theta Tau, Epsilon Delta Chapter and Tau Kappa Chapter

WV League for Nursing (1985-2004; 2007-present)

WV Nurses Association, District IV (Positions held BOD, Secretary)

WV Nurses Association, District V 2006- present (V-P- 2006-2007)

Community Service Related to Professional Assignment since 2000:

Member, St. Elizabeth's Parish (2010-present)

Member, St. Peter the Fisherman's Parish (2006-2010)

Lector, St. Michael of the Arc Angel Church (2004-2006)

Hospice Care Corporation Board of Directors (1997-2004)

WV Healthy People 2010, Task Force, Heart & Stroke (1998-2000)

Lector, St. Elizabeth's Catholic Church (1979-2004)

FSU Committees

Member, Financial Aid Committee (2007-2008)

Member, Academic Affairs Committee (2006-present)

Member, Dean's Council (2006-present)

Member, Promotion, Tenure, and Evaluation Committee (2006-2007)

Co-chair, Faculty Giving (2006-2008)

Member, Committee on Annual Faculty Evaluations (2006)

FSU SONAHA Committees

Chair, Nursing Faculty Committee (2006-current)

Chair, Nursing Advisory Committee (2006-current)

Ex-officio Member, ADN Curriculum Committee (2006-current)

Ex-officio Member, BSN Curriculum Committee (2006-current)

Ex-officio Member, Mentoring Committee (2009-present)

Ex-officio Member, Scholarship Committee (2006-current)

Ex-officio Member, Recruitment and Retention Committee (2006-2010)

Ex-officio Member, Simulation Committee (2007-current)

Ex-officio Member, Student Advocacy Committee (2007-present)

Rural Health Committee (member 2006- 2010, Chair -2010)

Joseph T. "J.T." Hodges, III, JD
57 JoHarry Drive
Fairmont, WV 26554

Residence: (304) 363-0411
Office: (304) 333-4444
Fax: (304) 333-4446

LEGAL EMPLOYMENT

- Jan. 2005 – Present Hodges & Riffle, PLLC, Attorneys-at-Law
221 Washington Street, Fairmont, WV.
Member/Co-owner – private practice of law concentrating on real property, local government legal representation, general civil litigation and criminal law.
- 6/2002 – 12/2004 Assistant Prosecuting Attorney, Marion County Prosecuting Attorney's Office, Marion County Courthouse, Fairmont, WV
Represent State of West Virginia in criminal cases; provide legal advice to county agencies upon request and assignment; serve as special prosecuting attorney for other counties, as appointed; provide advice and assistance to law enforcement agencies upon request; provide direction and assistance in ongoing criminal prosecutions.
- 2001 - 2004 Joseph T. Hodges, III, Attorney-at-Law, Fairmont, WV.
Private practice of law, including legal representation of fire departments, real estate lease negotiations, opinion letters, contract negotiations, WV lemon law cases, firefighter's rule research, consumer credit issues, emergency medical and other emergency services issues.
- 2000 - 2001 McLaughlin and Curry, Attorneys-at-Law, Fairmont, WV.
Special projects: legal representation of fire departments, contract writing, estate settlements, real estate lease negotiations, opinion letters, legal research and writing.

BAR ADMISSIONS

- Sept. 26, 2000 West Virginia Supreme Court of Appeals, Charleston, WV
- Sept. 26, 2000 United States District Court for the Southern District of West Virginia, Charleston, WV
- Sept. 26, 2000 WV State Bar Association, member

EDUCATION

- May 2000 **WVU College of Law**, Morgantown, WV

Degree: Doctor of Jurisprudence (J.D.)

- May 1986 **West Virginia University**, Morgantown, WV.
Degree: Master of Public Administration (M.P.A.)
- July 1980 **Fairmont State College**, Fairmont, WV.
Degree: Board of Regents B.A.
- 1976 - 1977 **Cincinnati College of Mortuary Science**, Cincinnati, OH
Diploma in Mortuary Science
- 1973 - 1975 **Fairmont State College**, Fairmont, WV (**Major:** Pre - Mortuary Science)

Honors

- May 2000 **Order of Barristers**, National Trial Advocacy Honorary
- April 2000 **Medal of Excellence**, American Bankruptcy Institute
- February 2000 Winner, **2000 West Virginia Invitational**, State Trial Court
Competition
- November 1999 **M. E. Lugar Trial Association**, National Traveling Team
- May 1998 – 2000 **WVU Law Review**, WVU College of Law,
Morgantown, WV
- 1996 **William Litzinger Award** presented by Weirton Heights Rescue
School for outstanding contributions to the field of rescue
- 1986 **Pi Alpha Alpha** Elected to membership in public administration and
affairs national honorary of the National Association of Schools of Public
Administration and Affairs
- 1982 **Phoenix Award** American Heart Association award for successful
resuscitation of cardiac arrest victim.

OTHER EMPLOYMENT

- 1980 – August 2002 **West Virginia University**, Morgantown, WV.
- 10/2001 – 9/2002 Interim Director, Center for Community, Economic, and Workforce
Development; WVU Extension Service
- 3/1999 – 9/2002 Program Leader/Director, WVU Fire Service Extension
Extension Associate Professor and Extension Specialist

1998 – 3/1999 Interim Program Leader/Director, WVU Fire Service Extension
12/1980 – 1998 WVU Fire Service Extension Specialist/Assistant Professor

Duties and Responsibilities:

- 1) Serve as Interim Director of WVU Extension Service Program Center
- 2) Serve as State Fire Training Director for West Virginia State Fire Commission; Coordinate development and offering of firefighter training programs in West Virginia
- 3) Develop fire service training programs; coordinate regional fire schools; provide training and education to fire departments and industry; coordinate industrial emergency response training program; coordinate hazardous materials emergency response training program.

1972 - 1980 Licensed Funeral Director and Embalmer and Apprentice Funeral Director and Embalmer for two local funeral homes.

PUBLIC SERVICE ACTIVITIES

2006 - Present Fairmont-Marion County Regional Airport Authority, Fairmont, WV
Member of local general aviation airport authority board; presently serve as secretary/treasurer

2009 – Present Valley Volunteer Fire Department, Pleasant Valley, WV
prior assistance with VVFD from 1999 to present – representing on legal issues and assisting with fire department and local government relations

Jun 2002 – Present Marion County Bar Association, Fairmont, WV
Secretary, 2007-2008
President, October 2008 – September 2009

2009 – 2010 Marion County Teen Court Board of Directors

Jan 2004 – 2/2008 Board of Directors, Marion County Rescue Squad, Inc.,
Fairmont, WV; Secretary and President positions held.

Nov 2001 - 4/2002 Appointed to WV Office of Emergency Medical Services Curriculum and Education Committee by Director, WVOEMS - emergency medical curriculum and training policy development and program implementation

- Oct 2001 - 4/2002 Appointed by WVU President Hardesty to the WVU Internal Security Group. Serve as technical expert, emergency contact, and university emergency situation control group member in emergency situations.
- Jun 2000 - 4/2002 Weapons of Mass Destruction Training Program Development for WV Army National Guard Civilian Support Team, Charleston WV
- May 1999 - 4/2002 **WV Arson Investigator Certification Task Force** - provide technical expertise and guidance to consortium of career fire service and law enforcement personnel in developing a Deputized Fire Marshal/Investigator certification program
- 1994 - 4/2002 **Fairmont State College BORBA Reviewer**
Review client submitted packages for lifelong learning credit in FSC's Board of Regents B.A. Program.
- 1982 - 1986 **WV EMS Legislative Task Force**
Serve as consultant and chief investigator for a review and revision of WV EMS legislation. Co-author of **WV EMS Act of 1984**
- 1986 – 2002 **Mon Co Hazardous Incident Response Team**, trainer, member, advisor.
- 1978 - 1986 **Marion County Rescue Squad, Inc.**, Fairmont, WV.
General duties: paramedic and ambulance crew chief.
- 1982 - 1984 **Chief of Department**
Responsible for administration and daily operations of two-station, two hundred member, county EMS system.
- 1981 - 1982 **Advanced Life Support Paramedic Coordinator**
Coordinate and supervise county paramedics, paramedic activities, and develop continuing education.
- 1979 - 1981 **Rescue Section Coordinator/Driver-Operator Trainer**
Coordinate, supervise and develop vehicular and structural rescue capabilities of rescue section members; oversee driver education certification and training.
- 1974 - 1990 **Winfield District Volunteer Fire Department**, Fairmont, WV.
- 1988 - 1989 **Chief of Department**
Responsible for incident command, fire investigation, administration and supervision of 3-station, thirty-member department.

- 1987 - 1988 **Assistant Chief** -Fire suppression, fire investigation, rescue and training.
- 1974 - 1989 **Firefighter and apparatus driver/operator** - fire suppression, investigation, pre-planning and training.

PUBLICATIONS AND OTHER ACHIEVEMENTS

Courtroom Preparation and Testimony for First Responders - United States Fire Administration, National Fire Academy, subject matter expert and course contributor of materials on the subpoena process, civil and criminal subpoenas, first responder expectations in courtroom testimony, November - December 2001.

Deputized Fire Marshal/Investigator - proposal to the WV State Fire Marshal on the creation of a Deputized Fire Marshal/Fire Investigator program to supplement state fire investigative forces, November 1999.

Mobile Aircraft Rescue and Firefighting - proposal to the West Virginia Aeronautics Commission: program proposal and memorandum of understanding between West Virginia University and the State of West Virginia Department of Transportation, WV Aeronautics Commission, October 1999.

Emergency Vehicle Driving Course - “Rules of the Road,” compendium of WV statutes and cases involving emergency vehicle operations in West Virginia, under development 1998 and scheduled for release in 1999 - 2000.

Instructor Guide for Hazardous Materials: Managing the Incident, Roger F. Johnson and J. T. Hodges. (1994) Instructor guide developed to accompany IFSTA publication. To be submitted for publication upon completion of review. Revision 1996.

Student Manual for Hazardous Materials: Managing the Incident, Roger F. Johnson and J. T. Hodges. (1994) Student note-taking guide developed to accompany IFSTA publication. To be submitted for publication upon completion of review. Revision 1996.

Audiovisual Package for Hazardous Materials: Managing the Incident, Roger F. Johnson and J. T. Hodges. (1994) Course audio-visual materials developed to accompany IFSTA publication.

Evaluation of a Fire Suppressant and Dispersing Agent (Emulsifying Agent) on Methyl Alcohol and Gasoline Spills and Fire, J. T. Hodges. An evaluation of the effectiveness of a fuel dispersing agent on simulated small spills of methanol and gasoline (free-flowing and contained) which could be encountered by firefighters responding to vehicle accidents with fuel spills (1990).

A Demographic Study of Participants in the 1990 WV Weekend at the National Fire Academy, by J.T. Hodges. A demographic study of participants in the WV Weekend Program developed to examine potential for a solo state weekend educational opportunity at the National Fire Academy. Report presented to the WV State Fire Commission (1990).

An Evaluation of Protective Clothing for Mine Firefighters, J. T. Hodges. A two and one-half year evaluation of various firefighting protective clothing ensembles available for use in the coal mining industry. Results presented to representatives of BethEnergy Mining and US Steel Mining (1990).

FIRE EXTINGUISHERS!, a satellite network televised and videotaped training program produced by the Continuing Education Department of the National Mine Health and Safety Academy, 35:23 minutes, J. T. Hodges instructor (1990).

UMTA/NIOSH IAG Methanol Fuel Fire Suppression, Roder, M., Perkins, E., Athey, M., and Hodges, J.T. A draft progress report provided to Urban Mass Transit Authority on firefighting efficacy of various portable fire extinguishers for methanol fueled buses (1989).

An Investigation into the Safe Use of Portable Vapor Suppression Devices for the Control of Small Scale Flammable Liquid Spills, Ronk, R., Perkins, E., Kiefer, K. and Hodges, J.T., et.al. Four draft reports and a NIOSH Alert prepared for internal use regarding use of various portable fire extinguishers on simulated large-scale fuel spills (1986-1988).

Industrial Hazardous Materials Emergency Responder, edited by J.T. Hodges, 240 pages. Hazardous materials responder training manual prepared in accordance with state and federal laws for training industrial hazardous materials response personnel (1988).

First Response Personnel Program, edited and written by J.T. Hodges, 29 pages. Student handout prepared to accompany Hazardous Substance Emergency Response Training - First Responder Program developed to meet training and certification requirements for hazardous materials incident first responders (1986).

"Fire Incident Reporting", West Virginia University Firemanship III, J.T. Hodges, 42 pages. Lesson on West Virginia and National Fire Incident Reporting System included in state fire training manual (1984).

"Hazardous Materials", West Virginia University Firemanship III, J.T. Hodges, 40 pages. Lesson on recognizing, identifying and handling hazardous materials incidents included in state fire training manual (1984).

"Firefighters and Arson Detection", West Virginia University Firemanship II, J.T. Hodges, 14 pages. Lesson on basic fire cause determination included in state fire training manual (1983).

"Gaseous Fuels and Public Safety", edited by J.T. Hodges, Slide/tape training program developed for Pennsylvania Gas Association, Public Safety Committee. Includes an Instructor Guide, 38 pages (1982).

West Virginia University Firemanship I, Co-authored and edited by J.T. Hodges, Everett C. Perkins and James S. Atkins. Basic training manual for West Virginia fire service, 168 pages (1981).

West Virginia University Firemanship I - Instructor Manual, Co-authored by J.T. Hodges and Everett C. Perkins. Instructor's guide to accompany training manual, 107 pages (1981).

Industrial Rescue Evolutions, edited by J.T. Hodges. Training manual developed for industrial rescue operations taught for Union Carbide Corporation, 56 pages (1981).

Grants and Contracts

Assessment of Medical Preparedness of National Disaster Medical Teams, National Guard Civil Support Teams and Hospital Emergency and Administrative Personnel for Weapons of Mass Destruction Consequence Management, Sept 2001. \$995,538 awarded for operation from October 2001 through November 2002. PI: Dr. Floyd Russell; Co-PIs: Butcher, Dr. Alan; Williams, Dr. Janet; Althouse, Dr. Ron; Hodges, Joseph, JD.

Assessment of Integrated Knowledge Base Requirements for Response and Consequence Management of Weapons of Mass Destruction Events, Planning Capabilities, Communications, and Interoperability Requirements, Sept 2001. \$250,000 awarded for operation from October 2001 through March 2002. PI: Dr. Floyd Russell; Co-PIs: Butcher, Dr. Alan; Manley, William; Hodges, JD, Joseph. (Hodges serves as Project Director and assessment team leader.)

Counter-Terrorism Training, a proposal submitted to the US Fire Administration and FEMA to train WV Fire and Emergency Service Personnel, June 2001. \$80,000 awarded October 2001 for operation through September 2002. Principal Administrator and Investigator Hodges, J. T.

FEMA/National Fire Academy Enfranchisement Grant, a proposal submitted to FEMA to develop and provide National Fire Academy recognized courses in West Virginia, June 2001. \$30,000 awarded October 2001 for operation through September 2002.

Federal Aviation Administration and West Virginia Aeronautics Commission, Proposal to Acquire and Operate a Mobile Aircraft Rescue and Fire Fighting Simulator, submitted 2000 - approved January 2001. Approximately \$1,400,000 awarded based on RFQ developed and written by Hodges, Joseph.

Anti-Terrorism Training, a proposal submitted to the US Fire Administration and FEMA to train WV Fire and Emergency Service Personnel, July 2000. \$80,000 awarded October 2000 for operation through September 2001; grant extended through December 2001. Principal Administrator and Investigator Hodges, J. T.

Emergency Response to Terrorism II, a proposal submitted to the US Fire Administration and FEMA to train WV Fire and Emergency Service Personnel, July 1999. \$80,000 awarded October 1999 for operation through September 2000. Principal Administrator and Investigator Hodges, J. T.

Emergency Response to Terrorism, a proposal submitted to the US Fire Administration and FEMA to train WV Fire and Emergency Service Personnel, May 1996. \$40,000 awarded September 1998 for operation through September 1999. Principal Administrator and Investigator Hodges, J. T.

Arson Training Initiative, a proposal submitted to the Federal Emergency Management Agency, September 1996. Principal Administrator Hodges, J. T. Notified of non-award status in January 1997.

Hazardous Materials and Waste Worker Health and Safety Training, a proposal submitted to the National Institute of Environmental Health Sciences, January 24, 1992. Principal development by Elliott, G.D.; Hodges, J.T.; Lies, George; Maines, Wayne M.; Shagula, B.P.; and Perkins, E.C.; Notified of first round approval June 1992. Notified of non-award status in September 1992.

Hazardous Materials Certification Program for G. E. Specialty Chemicals, April 1, 1991. Principal development by Hodges, J.T., Blosser, Richard; Stoneking, Larry; and Perkins, E. C. Grant awarded May 1, 1991 for initial five year period.

CONTINUING EDUCATION (highlights)

- | | |
|--------------------|---|
| Sep 2000 – Present | Mandatory Continuing Legal Education courses (variety of programs including attendance at numerous WV Prosecuting Attorney Institute seminars) |
| December 2001 | Exercise Design, 16 hour course in designing government and first and emergency responder exercises for preparedness and response capability assessment. FEMA, Emergency Management Institute, offered through WV Office of Emergency Services. |
| November 2001 | Courtroom Preparation and Testimony for First Responders, 16 hour course in courtroom preparation for first responders to emergency incidents. National Fire Academy, Emmitsburg, MD. |

June 2001 US Army Soldier and Biological Command, 24 hours of instruction in Weapons of Mass Destruction incidents: Domestic Preparedness Technician level training and Evaluation of Federal, State, and Local Level Preparedness and Response. St. Thomas, US Virgin Islands.

July 1999 - Present **Arson Level III**, course development - instruction in arson prosecution. J. T. Hodges; Mark Lambert; Paul Ritchie; Honorable Larry Starcher, Chief Justice, WV Supreme Court of Appeals, Honorable E. Lee Schlaegel, Chief Judge, Sixteenth Circuit; Kelly Ambrose, J.D., Scott Briscoe, J.D., Charles Crooks, J. D.; Instructors.

March 1999 **Lexis-Nexis** Computer Research Training, Morgantown, WV.

October 1998 **Bomb Technician Assistant**, 8 hours of instruction in WV State Fire Marshal Bomb Squad procedures and means of technical assistance. Paul Ritchie, Instructor. Boone County Fire School, Madison, WV.

August 1998 **Arson Level 2**, 16 hours of instruction in fire scene investigation and case development. Paul Ritchie, Instructor. Morgantown, WV.

March 1998 **WESTLaw** Computer Research Training, Morgantown, WV.

Sept 1996 **Chemical Emergency Response Workshop**
36 hours of classroom and hands-on hazmat emergency response for Off-site Emergency Response Specialist B provided by AAR-Transportation Technology Center, Pueblo, CO.

Jan 1996 **WV State Fire Chiefs Winter Seminar**
16 hours of classroom instruction on propane emergencies, NFPA 1500 - Fire Department Occupational Safety and Health Programs, Dealing with the News Media and Fire Service Legal Liabilities and Mock Trial

ORGANIZATION MEMBERSHIPS (past and present)

Fire and Emergency Service Related

International Association of Arson Investigators (IAAI) – member
WV Chapter IAAI – Board Member
WV State Fire Chief's Association - Member
WV State Fireman's Association - Past Chairman, Fire Training Committee
Marion County Fire Association - Past Chairman, Hazardous Materials Committee
Marion County Local Emergency Planning Committee
National Fire Protection Association – Past member

Public Service Related

American Society for Public Administration, member, Administrative Law Section
WV Chapter, American Society for Public Administration, Past Member of Board of Directors
American Bar Association, Law Student Division
Volunteer Law Clerks Association
WV Bar Association, Law Student Division - cofounder and executive officer
American Bar Association, Criminal Law and Business Law Divisions

OTHER CONSULTING

July 2004	Southern Maine Community College, S. Portland, ME. Program evaluation and review of Maine Fire Training and Education. Evaluation completed and final report submitted – December 2004.
2001 - Present	Legal Considerations in Fire/Arson Investigation. Adjunct Faculty, United States Fire Administration, National Fire Academy, Emmitsburg, MD.
2001 - Present	Interviewing, Interrogation Techniques, and Courtroom Testimony. Adjunct Faculty, United States Fire Administration, National Fire Academy, Emmitsburg, MD.
1995-1996	Shuman, Annand and Poe, Attorneys-at-Law, Charleston, WV. Fire service expert review of <i>Shepherd v. Kenova Volunteer Fire Department</i> . Qualified as fire service operations expert witness in Cabell County Circuit Court during August, 1996, trial.

DEBORAH M. KISNER, EdD, MSN, BSN, RN

Post Office Box 975
Fairmont, WV 26555-0975

304-363-4392 (Home)

304-657-9741 (Cell)

EDUCATIONAL BACKGROUND

Kaplan University, Boca Raton, FL

2004-05 Life Care Planning Certification (12 Credits completed)

West Virginia University, Morgantown, WV

1992 Doctor of Education, Curriculum and Instruction (EdD)
1979 Master of Science in Nursing degree (MSN)
1969 Bachelor of Science in Nursing (BSN)

PROFESSIONAL EXPERIENCE(S)

Fairmont State College, Fairmont, WV

2010 to present Adjunct faculty
2004 to 2005 Dean and Professor, School of Nursing & Allied Health
Administration (Retired 12/31/05)
1998- Oct. 2004 Chairperson and Professor, School of Nursing & Allied Health
Administration
1983 - Present Director and Professor of Nursing Education
1994 - Present Professor
1984 – 1994 Associate Professor
1976 - 1984 Assistant Professor
1971 - 1972 Instructor

West Virginia University, Morgantown, WV

1978 to 1979 Instructor

Fairmont General Hospital, Fairmont, WV

1976 to 1982 Staff Nurse, weekends & summers

Alleghany College, Cumberland, MD

1972 to 1976 Instructor

Monongalia General Hospital, Morgantown, WV

1969 to 1971 Staff Nurse

CONTINUING EDUCATION ENDEAVORS

Available upon request

NEW PROGRAMS, PROGRAM IMPROVEMENTS, NEW COURSES & COURSE IMPROVEMENTS

- 2004 - Wrote proposal and received approval for a Health Care Informatics bachelor's degree program
- 2003 - Developed a certificate program for students who complete the first year of the nursing program to facilitate certification as a Health Care Assistant
- 2001 – Initiated an NCLEX Review course for graduating students who have experienced test taking difficulty and problems with critical thinking and synthesizing information.
- 2001 - Interactive TV Master of Science in Nursing linked program with Marshall University established
- 2000 - Bachelor of Science in Nursing program achieved national accreditation
- 1988 – Developed and Implemented Bachelor of Science in Nursing Program
- Changed Allied Health practicum and seminar course to an outcomes driven capstone course with a 90 hour practicum in a management role in a health care facility
- Course syllabi, Power point presentations, supplemental information, grades for projects, discussions and links to helpful sites are provided in Web-CT to enhance courses I teach.
- All programs in the School of Nursing & Allied Health Administration are based on the University Mission and Goals and Graduate Outcomes. The BSN and ADN programs have mission and philosophy statements, expected graduate outcomes, and program outcomes with benchmarks for success. Programs are systematically assessed using evaluation plans. Data is collected, assessed and used in decision making to maintain high quality educational programming.

HONORS, and AWARDS

- 2003 ADN Self Study Report for Accreditation was selected by the National League for Nursing Accreditation Commission as the national model for training site visitors to programs undergoing accreditation with the new guidelines for accreditation
- Conducted a workshop for deans and directors of nursing education in West Virginia on NLNAC and CCNE accreditation preparation
- 2002 Robert Wood Johnson Colleagues in Caring, North Central WV Workforce Network Leadership Appreciation Award
- 1999 Received Fairmont State Faculty Recognition of Outstanding Achievement Award
Received Soup Opera Award for “Many Years of Devoted Service”
- 1996 Presented “Pathways to Program Excellence” to West Virginia Board of Directors, Board of Trustees for Higher Education, and College Presidents
- 1993 Received West Virginia Community College Award
Received Fairmont State College Community College Award
Received Junior League of Fairmont Community Service Award

- 1992 Associate Degree Nursing program received the Governor's Award for the Outstanding Community College Program in West Virginia
- 1992 Received the Association of Deans & Directors of Nursing Award for "Significant Contributions to Nursing Education in West Virginia"

PROFESSIONAL MEMBERSHIPS

West Virginia Nurses Assoc. (2001- present, Member Board of Directors)
American Nurses Association (2002-04 Delegate to House of Delegates)
Association of Deans and Directors of Nursing Education (President, Board of Directors 2002-2004.) Charter Member (since 1986)
Nursing Education Foundation (President 2002-2004, Charter member)
Faculty Co-Advisor for Phi Theta Kappa (CTC Student Honorary)
Mary Josephine Wagner Scholarship Fund, Inc. (Board of Directors)
National Council of Instructional Administrators
National League for Nursing
Sigma Theta Tau National Nursing Honorary Alpha Rho Chapter
West Virginia League for Nursing since 1983
National League for Nursing since 1983

APPENDIX 4
Reports from Outside Reviewers



M. Sharon Boni, Ph.D.
Dean of School of Nursing and Allied Health Administration
1201 Locust Avenue
Fairmont, WV 26554

Dear Dr. Boni

It was my pleasure to review your Bachelor of Science in Allied Health Administration Program, and I, as an external review, would like to applaud the department for making continuous improvement to enhance student learning, to provide professional opportunities for students in the program and after graduation, and to create multiple layers of assessment.

During the review process, I tried to evaluate six critical academic areas including Curriculum, Student Learning Outcomes, Procedures, Student Body, Student Accomplishments, and Strategic Plan. Enclosed please find the review report on the six areas. Also, you will find my overall evaluation and recommendations for the program on the report.

I hope that this external review can be helpful to all stakeholders participating in the program's review process.

C. Frank Lee, Ph.D.

Assistant Professor of Information Systems Management School of Business
Fairmont State University 1201 Locust Avenue
Fairmont, WV 26554

Enclosure: External Review Report for Allied Health Administration

External Review Report

Allied Health Administration
Nursing and Allied Health Administration
Fairmont State University

External Reviewer: C. Frank Lee, Ph.D.
School of Business
Fairmont State University
February 28, 2011

Analysis of Bachelor of Science Degree in Allied Health Administration:

A. Curriculum.

The current Bachelor of Science in Allied Health Administration curriculum is well developed and represents the culmination of years of revision and input from graduates, employers, and advisory council members. 128 total requirements hours, with 18 required support courses from Business and Communication departments and 13 required allied health courses, are appropriate given the numbers of the faculty. The number of prerequisite courses and their sequence are well designed and presented as well. With the collaboration with the School of Business, the curriculum provides the basis for a good core education in the Allied Health Administration. The graduate survey data suggests that students are satisfied with the quality of the required courses (average 4 out of 5).

B. Student Learning Outcomes.

The department has established measurable and specific learning outcome assessment with a vigorous process including graduate and employer surveys. Graduate survey data suggests that graduates find jobs in their chosen fields and reports that the program prepared them well for these endeavors. The data also suggests that the courses the students took meet their expectations. The program has also designed an extensive rubric to measure student papers. More importantly, the process is continuously monitored and improved by a group of administrator, faculty, and advisory council members.

C. Procedures.

The fact that the department has seen its retention of the Allied Health Administration Program Transfer-In Students increase significantly (to 75% in 2009) demonstrates that students are attracted to the program and departmental procedures including the promotion of the program works well.

D. Student Body.

The numbers of students enrolled in the program (lowest is 16, highest is 47, and average is 27) are appropriate given the faculty size.

E. Student Accomplishments.

Based on the graduate survey, 75% of the graduates indicated that they actively seek employment in health care and accepted a position within 3 months. No other data is available on student accomplishment.

F. Strategic Plan.

N/A

II.

Overall Analysis and Recommendations:

Overall, Bachelor of Science Degree in Allied Health Administration Program at Fairmont State University has made continuous improvement to enhance student learning, to provide professional opportunities for students in the program and after graduation, and to create multiple layers of assessment. The program self-study reveals that the program has undertaken assessment in a meaningful and self-planning manner. The self-study also reveals that the program has provided many appropriate opportunities for students to apply their knowledge and skills, and has taken steps to increase the kinds of opportunities through the program.

There are several recommendations for the program. The self-study does not fully present the program's continuous improvement. It is recommended that continuous improvement made to the program as a result of assessment be documented, evaluated, and shared with all stakeholders participating in the program's review process. Also, institutional support including library collection, equipment, computing, and laboratories are not available in the self-study. It is recommended that evaluating and improving institutional support for learning environment be documented and distributed to the stakeholders.

AB Alderson-Broaddus College

Nursing Department 101 College Hill Drive Box 2033 Philippi, WV 26416 304.457.6285 304.457.6293

Mary Sharon Boni, PhD, RN
Dean, School of Nursing and Allied Health Administration
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554

Dear Dr. Boni:

Thank you for this opportunity to be an external reviewer for your five year review of your Allied Health Administration bachelor of science major. Even though our programs are not exactly the same, I feel that I have a good understanding of your program and can provided the requested review.

This program is well researched and covers key management components essential to Allied Health Administration. The strong financial thrust and informatics focus speak to needs for the twenty-first century. The attention to writing skills bodes well for further developing critical thinking.

While formal courses in interpersonal communication seem underrepresented, graduates responding to the survey identify using communication skills learned in the program constantly. One assumes that the practicum helps to synthesize all competencies including interpersonal communication. More detail about the practicum would facilitate understanding of how this experience rounds out the program. It is unclear whether the management courses adequately cover conflict management, which gains increasing relevance in a society where hostility enters the workplace.

The plan to increase feedback from employers deserves attention, not only to elicit evaluation of graduates employed, but also to learn what might need increased attention in the curriculum, for example, navigating the political arena or current workplace application of health regulations. The strengths of the program signify its viability and sustainability. With the increased focus on health care cost containment, graduates of the program will be equipped with the skills necessary to both manage the personnel and fiscal aspects of the current healthcare environment.

Sincerely,



Dawn M. Scheick, EdD, PMHCNC –BC
Chair and Professor of Nursing

