
Health Services Administration - BAS

Enhanced Comprehensive Academic Program Review 2017-18

*Bachelor of Applied Science Degree:
Health Services Administration*



Academic Effectiveness and Assessment
St. Petersburg College

May 2018



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Health Services Administration - BAS Program

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

If students have previous training in a health field and want to move up in their career, SPC's Health Services Administration bachelor's degree can be their ticket. Designed to prepare students for career advancement or entry-level managerial positions, this degree offers specialized concentrations depending on their background. The final semester-long course integrates students' career interests. As students move through the program, they will gain a broad-based knowledge of health care delivery systems; a better understanding of health care policies, ethics, and current issues; as well as effective communication, leadership and critical thinking skills.

Degree Offered

A Bachelor of Science Degree in Health Services Administration is offered at SPC.

Program Performance

- *Actual Course Enrollment* decreased in 2016 (1,445) from the previous year (1,463).
- *Unduplicated Headcount* increased in 2016 (543) from the previous year (520).
- *SSH Enrollment* decreased in 2016 (4,377) from the previous year (4,385).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2017 (84.5%) from Fall 2016 (105.6%).
- The *course success rate* increased in 2016 (91.7%) from the previous year (90.5%).
- *Grade Distribution* indicated that nearly ninety percent of the students (89.6%) received an 'A', 'B' or 'C' during 2016.
- *Industry Certifications* for the Health Services Administration - BAS program have not been identified for evidence of certification attainment at the baccalaureate level. Students pursuing the Respiratory Care track were required to complete the advanced practitioner's exam through the National board for Respiratory Care prior to enrollment.
- *Internship Enrollment* for HSC 4910 decreased from Fall 2016 (49) to Spring 2017 (33), but increased in Fall 2017 (52).
- *Program Plans Taken by Plan* revealed that over half of the students who were enrolled in the program during Fall 2015, and had not graduated, remained in the program by Fall 2016. By Fall 2017, about one-third of the original (Fall 2015) students remained in the HSA-BAS program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Health Services Administration - BAS program increased in 2016 (78) from the previous year (68).

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- *Fulltime Faculty* taught 46.9% of the ECHs in 2016-17 as compared to 38.8% of the ECHs in 2015-16. Adjunct Faculty taught 53.1% of the ECHs in 2016-17 as compared to 61.2% of the ECHs in 2015-16.
- The highest semester for Adjunct ECHs was Fall 2015-16 in which adjunct faculty taught 68.5% of the program's course load. The three-semester average for adjuncts (53.1%) is not consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- One *occupation description*, Medical and health services managers, was located in the Florida Department of Economic Opportunity (DEO) website for the Health Services Administration - BAS program.
- The *2017 median hourly earnings* for Medical and health services managers was \$51.14 in Florida and \$50.77 in Pinellas County.
- *Employment trend information* for Medical and health services managers showed an average annual increase (16.8% - 17.4%) for the period between 2017 and 2025 across the state and county.
- The *major employers* of the Health Services Administration - BS graduates are Bessolo Design Group, Florida Hospital Zephyrhills, All Children's Hospital Billing Office, BayCare Health Systems, HCA - Hospital Corporation of America, Florida Hospital - Adventist Health System, St. Petersburg College, Small Private Practice health care and dental care providers, and Hospice.
- *Total Placement* in the Health Services Administration - BAS program increased in 2013-14 (90%) from the previous year (89%).

Academics

- The *2015-16 Academic Program Assessment Report* indicated that the desired results were met for all four Program Learning Outcomes (PLOs) assessed in the Health Services Administration - BAS Program.
- The *2015-16 Academic Program Assessment Follow-Up Report* was completed in April 2017. The single action item was not fully completed. The action item is expected to be completed in December 2018. The results were published in the 2015-16 follow-up report.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Health Services Administration - BAS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- One-hundred and six *Recent Alumni surveys* were provided to the 2014-15 graduates of the Health Services Administration - BAS program. Nineteen percent of the graduates responded to the survey (20 of the 106). Not all respondents answer every survey question; therefore the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.



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Notable results include:

- 25.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “*Get a promotion*”; another 25.0% selected “*Continue my education*”; 20.0% said “*Change career fields*”; 10.0% selected “*Earn more money*”; another 10.0% said “*Obtain employment*”; while the remaining 10.0% said “*Other*.”
- 35.0% of recent graduate survey respondents indicated that SPC did “*Exceptionally well*” in helping them meet their goal; 30.0% selected “*Very well*”; 20.0% said “*Adequately*,” and 15.0% said “*Poorly*”.
- 84.2% of recent graduate survey respondents would recommend SPC’ Health Services Administration, B.A.S. program to another.
- One *Employer survey* was sent out to an employer based on the permission provided by recent graduates in the 2014-15 recent alumni survey. No responses were received, so there is no Employer survey information available.

Dean’s Perspective: Issues, Trends, and Recent Successes

Several state and for-profit colleges and universities have incorporated an online HSA Program into their curriculum. The University of Central Florida and Barry University are two of these Florida institutions, yet SPC continues to be one of the most affordable for students. Recent graduates of the HSA-BAS program have decided to continue their education and have applied to or are considering applying to masters’ programs in health care administration at various colleges and universities including USF, UF, Adventist Health, Western Governors University, FSU, and St. Leo, to name a few.

Focusing on the leadership aspect of health care administration, students are afforded the expertise of faculty members from a variety of health care fields. SPC’s HSA program has sub-plans which have been developed for students interested in a particular line of work. Currently, the respiratory care sub-plan is being improved to include a clinical component for students who hold a respiratory care technician license, and courses for a sub-plan in compliance and security are being developed. Future plans include adding an aging studies sub-plan.

More students are entering college who in the past were not afforded accessibility resources. The revitalization of courses within the HSA Program focus on content as well as the accessibility of the course materials for students of varying abilities.

A pre-capstone course was developed to assist students preparing for the 16-week Capstone course which integrates mentoring with real-world working experiences in health care or human services. The pre-capstone has enabled students to begin the Capstone with a mentor and a learning contract already in place.

Our students are starting the program increasingly unprepared for baccalaureate-level courses. Many lack basic computer skills, writing skills, and exhibit behaviors that are not aligned with professional skills required in the workforce. We are finding it necessary to spend much more time on these support skills, and have been directing more and more students to College Learning Services.

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We have had an increase in student behavior requiring referrals to the Associate Provost due to aggressive or unprofessional incidents. There has also been an increase in plagiarism. These issues undermine the success of students and require faculty to spend more time documenting and dealing with student behaviors, which in turn undermines faculty's ability to be "present" for other students.

Our ability to provide out-of-class support for our online students is reduced when it is necessary to engage with students through Skype. Our Skype system is often inconsistent and difficult to use with students who are not using the same version as the college (i.e., Business).

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.





SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website <http://web.spcollege.edu/edoutcomes/> to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.





Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1



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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

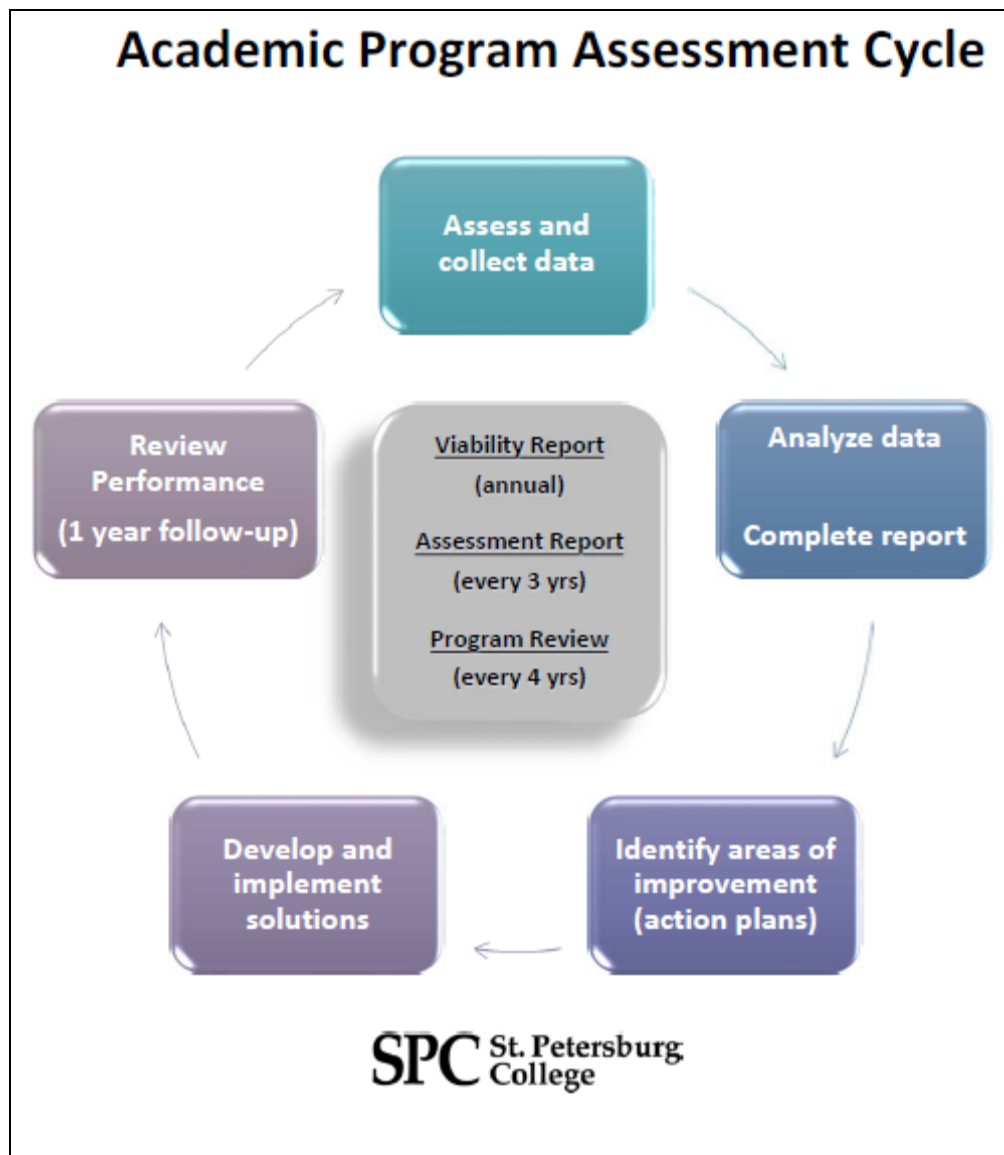


Figure 1: Academic Program Assessment Cycle



Program Description

If students have previous training in a health field and want to move up in their career, SPC's Health Services Administration bachelor's degree can be their ticket. Designed to prepare students for career advancement or entry-level managerial positions, this degree offers specialized concentrations depending on their background. The final semester-long course integrates students' career interests. As students move through the program, they will gain a broad-based knowledge of health care delivery systems; a better understanding of health care policies, ethics, and current issues; as well as effective communication, leadership and critical thinking skills.

Degree Offered

A Bachelor in Applied Science Degree in Health Services Administration is offered at SPC.

For a complete listing of all courses within the Health Services Administration Program, please see Appendix A.

Accreditation

No accreditation information is on file for the Health Services Administration program.

Program Learning Outcomes

1. Develop the knowledge, skills, attitudes and values necessary for positions of responsibility and leadership in the continually changing health care or human services profession.
2. Provide advanced professional and educational services using the appropriate interpersonal, written communication and critical thinking skills required for successful performance in the health care or human services professions.
3. Acquire knowledge in a technologically advanced manner.
4. Apply the principles of sound research design to the critical evaluation of scientific literature related to the health care or human service professions.

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Measure Descriptions

The CAPR reports include twenty-two measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in Fall 2016. Each measure is described in detail below.

Measure #1: Actual Course Enrollment (Enrollment Count)

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #2: Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #3: SSH Enrollment

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

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Measure #4: *Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- Academic Year - Term Desc - Multi: 2015-16 Fall, Spring, Summer; 2016-17 Fall
- College - Group - Acad Org - Subject: Academic Organization
- Class Status: Active, Full, Stop Further Enrollment
- All other filters: All

Measure #5: *Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #6: *Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #7: *Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*



Measure #8: Internship Enrollment (Course Groups)

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2015-16 Fall, Spring, Summer; 2016-17 Fall
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #9: Program Plans Taken by Plan

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- Student Cohort Student Term History Academic Year-Term Desc: 2014-15 Fall
- Enroll History Acad Term Desc (must be same as above): 2014-15 Fall
- Student Term History Academic Plan: Applicable Program plan
- Comparison Filters
Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall, Spring, Summer; 2016-17 Fall
- All other filters: All

Measure #10: Graduates

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Graduation Degree Plan Subplan - Multi: All Applicable Program Plans
- All other filters: All



Measure #11: Faculty/Adjunct Ratio

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: Revenue and Expenses (will be available by December 2019)

Measure #13: Capital Expenditures (will be available by December 2019)

Measure #14: State and County Trends and Wage Information

Employment trend information is reported by state and county. Jobs (2016) refers to the average annual job openings due to growth and net replacement; % Change (2016-2024) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>*

Measure #15: Major Employers

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: Total Placement

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #17: State Graduates Outcomes

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #18: Educational Outcomes

End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: Three-Year Course Review (will be available by December 2019)

Measure #20: Student Survey of Instruction

The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: Recent Alumni Survey

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: Employer Survey

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.





Program Performance



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SPC-Business Intelligence

Financial Information

Recruitment and Admissions - Details

Student Information

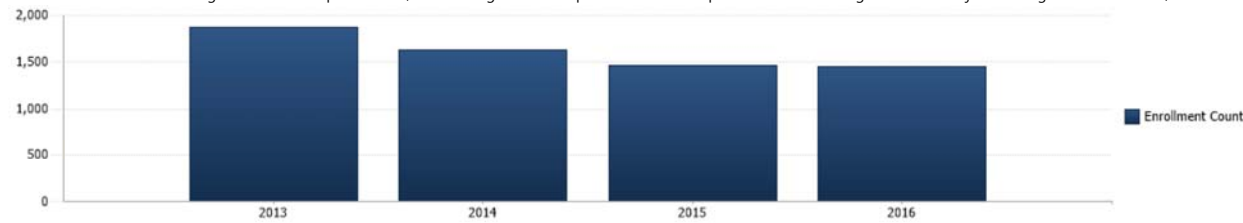
Student Information - Detail

Search this site

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **COHSA-UD**, Class Acad...

Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **COHSA-UD**, Class Acad...

Term Academic Year - Term Desc	Enrollment Count
2013	1,872
2014	1,625
2015	1,463
2016	1,445

Student System Cube Refresh

Last Refresh: 4/25/2018 6:57:59 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Campus Description All

Academic Plan - Multi All

College - Group - Acad Org - Subject COHSA-UD

Course Instructional Method All

Student Type (FTIC) All

Class Academic Group All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All

Student Group All

Course Group All

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SPC-Business Intelligence Financial Information Recruitment and Admissions - Details Student Information **Student Information - Detail**

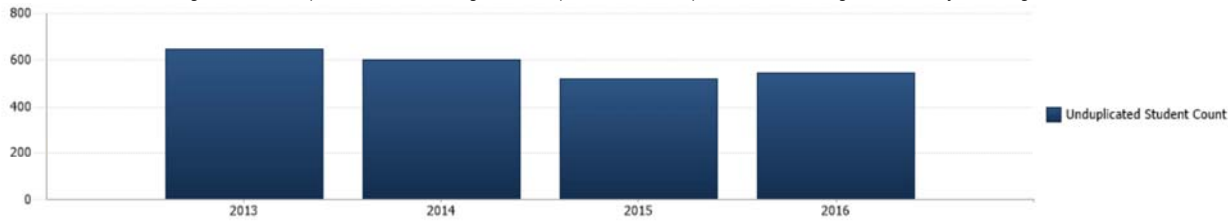
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Unduplicated Student Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **COHSA-UD**, Class Acad...



Unduplicated Student Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **COHSA-UD**, Class Acad...

Term Academic Year - Term Desc	Unduplicated Student Count
2013	645
2014	603
2015	520
2016	543

Student System Cube Refresh

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CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi **2013, 2014, 2015, 2016**

Campus Description **All**

Academic Plan - Multi **All**

College - Group - Acad Org - Subject **COHSA-UD**

Course Instructional Method **All**

Student Type (FTIC) **All**

Class Academic Group **All**

Age Group **All**

Ethnic Group **All**

Gender **All**

Custom Cohort **All**

Student Group **All**

Course Group **All**

SharePoint

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SPC-Business Intelligence Financial Information Recruitment and Admissions - Details Student Information **Student Information - Detail**

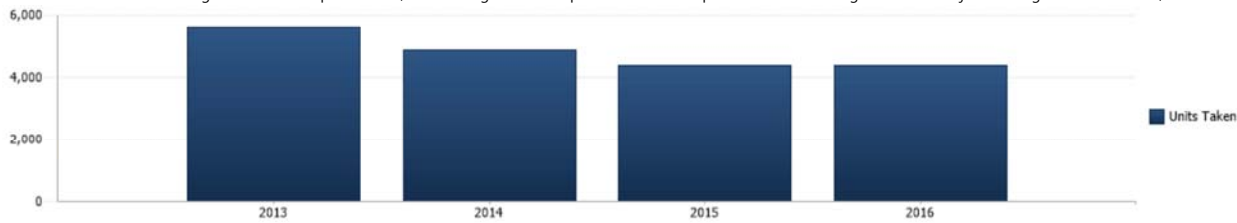
Search this site

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SSH Enrollment Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **COHSA-UD**, Class Acad...



SSH Enrollment

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **COHSA-UD**, Class Acad...

Term Academic Year - Term Desc	Units Taken
2013	5,619
2014	4,884
2015	4,385
2016	4,377

Student System Cube Refresh

Last Refresh: 4/25/2018 6:57:59 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Campus Description All

Academic Plan - Multi All

College - Group - Acad Org - Subject COHSA-UD

Course Instructional Method All

Student Type (FTIC) All

Class Academic Group All

Age Group All

Ethnic Group All

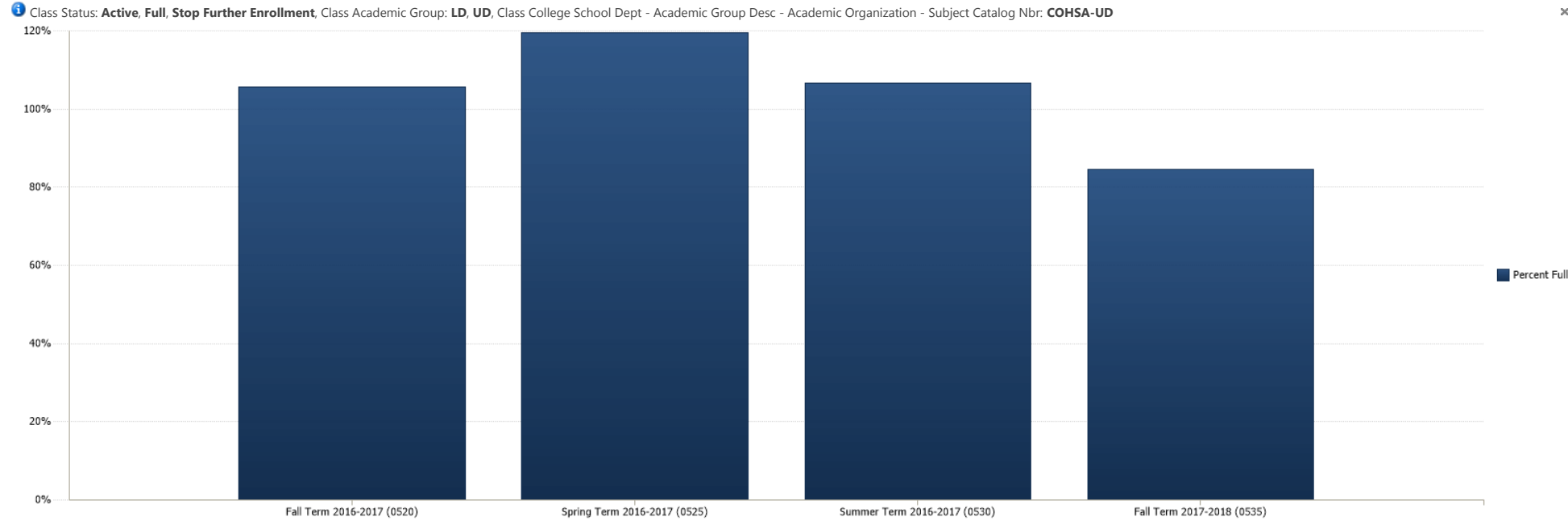
Gender All

Custom Cohort All

Student Group All

Course Group All

Percent Full Metric Graph



Percent Full Metric by Instructional Method

i Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **COHSA-UD**, Filter empty rows and columns

		All	Independent Study	Online
Term Academic Year - Term Desc	Measures			
Fall Term 2016-2017 (0520)	Enrollment Count	602	7	595
Fall Term 2016-2017 (0520)	Standard Course Load	570	24	546
Fall Term 2016-2017 (0520)	Percent Full	105.6%	29.2%	109.0%
Spring Term 2016-2017 (0525)	Enrollment Count	584	4	580
Spring Term 2016-2017 (0525)	Standard Course Load	489	15	474
Spring Term 2016-2017 (0525)	Percent Full	119.4%	26.7%	122.4%
Summer Term 2016-2017 (0530)	Enrollment Count	259		259
Summer Term 2016-2017 (0530)	Standard Course Load	243		243
Summer Term 2016-2017 (0530)	Percent Full	106.6%		106.6%
Fall Term 2017-2018 (0535)	Enrollment Count	773		773
Fall Term 2017-2018 (0535)	Standard Course Load	915		915
Fall Term 2017-2018 (0535)	Percent Full	84.5%		84.5%

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



SPC-Business Intelligence Financial Information Recruitment and Admissions - Details Student Information **Student Information - Detail**

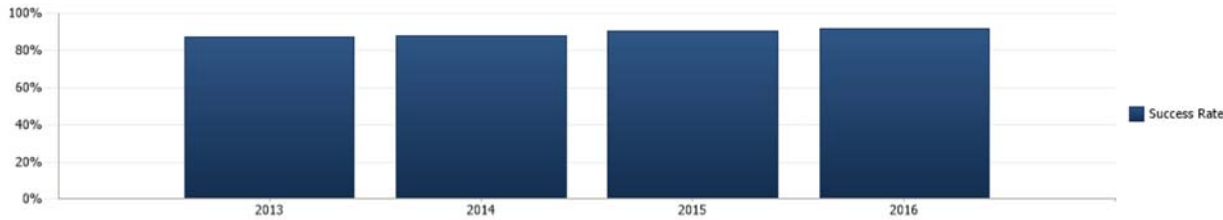
Search this site

CAPR > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Success Rate Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...



Performance

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▸ 2013	1,872	87.3%	4.5%	3.4%	2.0%
▸ 2014	1,625	87.7%	4.7%	3.0%	2.2%
▸ 2015	1,463	90.5%	3.3%	2.7%	1.8%
▸ 2016	1,445	91.7%	3.7%	1.9%	1.6%

Student System Cube Refresh

Last Refresh: 4/25/2018 6:57:59 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi **2013, 2014, 2015, 2016**

Campus Description **All**

Academic Plan - Multi **All**

College - Group - Acad Org - Subject **COHSA-UD**

Course Instructional Method **All**

Student Type (FTIC) **All**

Class Academic Group **All**

Age Group **All**

Ethnic Group **All**

Gender **All**

Student Group **All**

Course Group **All**

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



SPC-Business Intelligence

Financial Information

Recruitment and Admissions - Details

Student Information

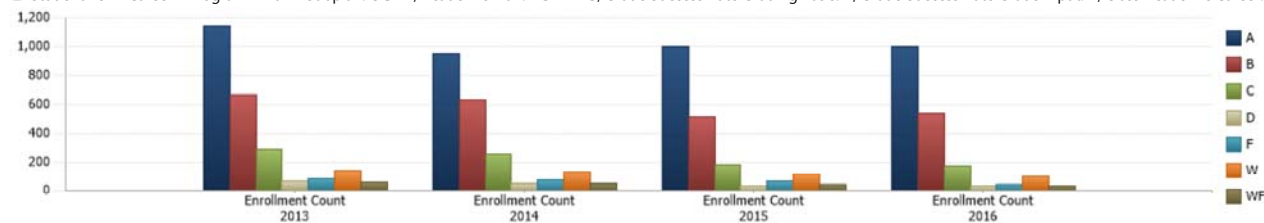
Student Information - Detail

Search this site

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **HSA-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...

Student System Cube Refresh

Last Refresh: 4/25/2018 6:57:59 AM

CAPR Process Document

[CAPR Process Document](#)Academic Year - Term Desc - Multi **2013, 2014, 2015, 2016**Campus Description **All**Academic Plan - Multi **HSA-BAS**Course Instructional Method **All**Student Type (FTIC) **All**Class Academic Group **All**Age Group **All**Ethnic Group **All**Gender **All**Student Group **All**Course Group **All**

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **HSA-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...

Term Academic Year - Term Desc	Enrollment Count							
	All	A	B	C	D	F	W	WF
2013	2,428	1,137	664	287	66	79	141	54
2014	2,130	950	631	253	44	72	130	50
2015	1,946	1,000	518	184	32	62	111	39
2016	1,910	997	542	173	28	41	97	32



Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the Health Services Administration, BAS program for evidence of certification attainment at the baccalaureate level. Students pursuing the Respiratory Care track were required to complete the advanced practitioner's exam through the National Board for Respiratory Care prior to enrollment.



Health Services Administration - BAS
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View: **Course Groups by Acad Org**
 Date: **4/26/2018**
 Dashboard: [Course Groups](#)
 Parameter: **Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All,All,All,All,All,All,All,All,COHSA-UD,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2016-2017 (0520)		Spring Term 2016-2017 (0525)		Summer Term 2016-2017 (0530)		Fall Term 2017-2018 (0535)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
HSC4910	49	4	33	3			52	5

View: **Program Plans Taken by Plan**

Date: **4/26/2018**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2015-2016 (0505),Fall Term 2015-2016 (0505),HSA-BAS,All,All,All,All,All,All,All,All,Fall Term 2015-2016 (0505),Spring Term 2015-2016 (0510),Summer Term 2015-2016 (0515),Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All**

Academic Plan	Fall Term 2015-2016 (0505) Unduplicated Student Count	Spring Term 2015- 2016 (0510) Unduplicated Student Count	Summer Term 2015- 2016 (0515) Unduplicated Student Count	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016- 2017 (0525) Unduplicated Student Count	Summer Term 2016- 2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count
All	316	247	127	194	140	75	122
HSA-BAS	316	244	124	186	126	67	109
MEDCD-CT		1					
BACCAPP-NO							1
HSA-AS		1		1	1	1	
ADS-CT		1					
MCHL-ATD						1	
NURS-BS				2	1		2
BUSADM-CT				1	1		
CWPA-AS				1	1		
ENG-AS					1		
ENRCH-NO			3	2	6	5	6
ICERT-NO					1		1
MGTORG-BAS				1	2	1	2
TMGT-BAS							1

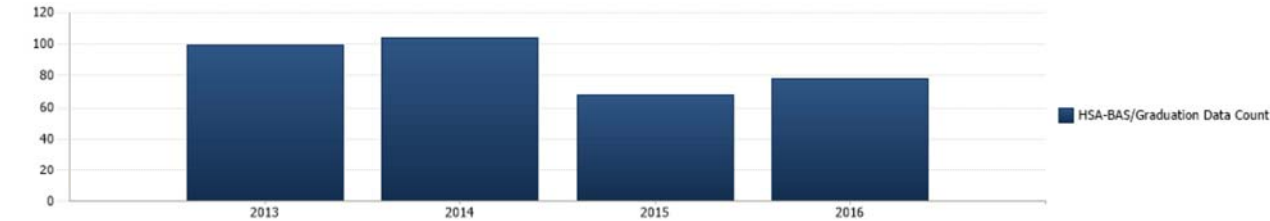


CAPR > Graduates

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Overall Graduates Trend

No background selections exist, Filter empty series and bottom axis items



Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2013	2014	2015	2016
HSA-BAS	Graduation Data Count	99	104	68	78

Student System Cube Refresh

Last Refresh: 4/25/2018 6:57:59 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Graduation Degree Plan Subplan - Multi HSA-BAS

Age Group All

Gender All

Ethnic Group All

Student Group All

Custom Cohort All



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

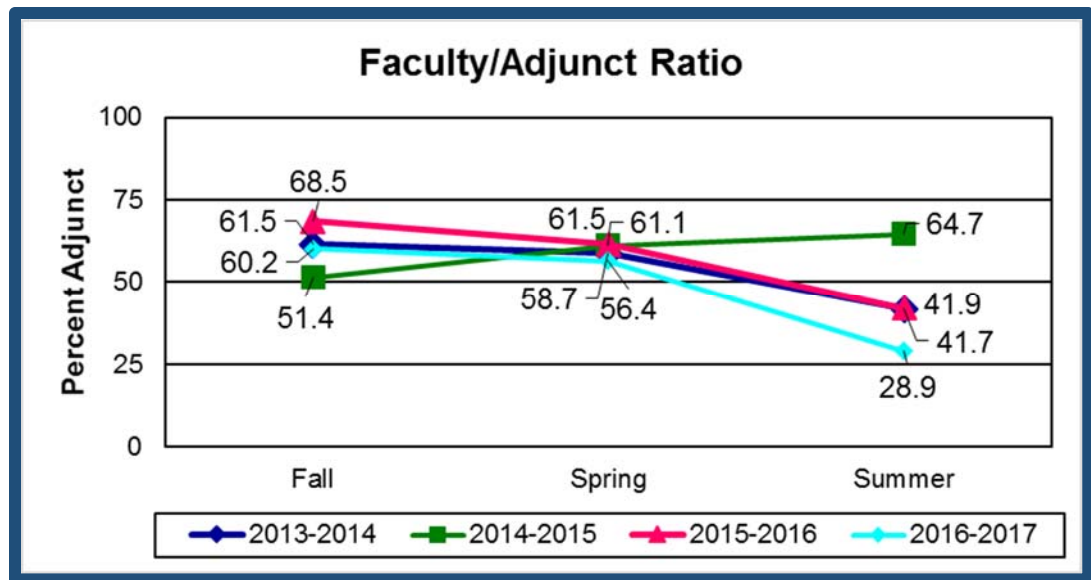
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2013-2014	57.0	38.5%	0.0	0.0%	91.0	61.5%
Spring 2013-2014	59.0	41.3%	0.0	0.0%	84.0	58.7%
Summer 2013-2014	28.0	58.3%	0.0	0.0%	20.0	41.7%
2013-2014 Total	144.0	42.5%	0.0	0.0%	195.0	57.5%
Fall 2014-2015	68.0	48.6%	0.0	0.0%	72.0	51.4%
Spring 2014-2015	49.0	38.9%	0.0	0.0%	77.0	61.1%
Summer 2014-2015	18.0	35.3%	0.0	0.0%	33.0	64.7%
2014-2015 Total	135.0	42.6%	0.0	0.0%	182.0	57.4%
Fall 2015-2016	38.0	31.5%	0.0	0.0%	82.5	68.5%
Spring 2015-2016	41.0	38.5%	0.0	0.0%	65.5	61.5%
Summer 2015-2016	27.0	58.1%	0.0	0.0%	19.5	41.9%
2015-2016 Total	106.0	38.8%	0.0	0.0%	167.5	61.2%
Fall 2016-2017	44.0	39.8%	0.0	0.0%	66.5	60.2%
Spring 2016-2017	41.0	43.6%	0.0	0.0%	53.0	56.4%
Summer 2016-2017	32.0	71.1%	0.0	0.0%	13.0	28.9%
2016-2017 Total	117.0	46.9%	0.0	0.0%	132.5	53.1%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Occupation Profile



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Occupation Description

The occupation description for Medical and health services managers (119111) used by the DEO is shown below:

Plan, direct, or coordinate medicine and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.

State and County Trends and Wage Information

The distribution of 2017 wage information for Medical and health services managers is located in the table below. The median hourly earnings for Medical and health services managers was \$51.14 in Florida and \$50.77 in Pinellas County.

Employment trend information is also provided for occupations related to Health Services Administration in the table. An average annual increase in employment for Medical and health services managers (16.8% - 17.4%) is shown for the period between 2017 and 2025, across the state and county.





Employment Data

Growth for Medical and health services managers

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	13,475	17.4%	\$51.14/hr
Pinellas County	893	16.8%	\$50.77/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>



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Major Employers

Graduates of SPC's Health Services Administration - BAS program are employed in various areas related to their field. The primary local employers of these graduates are Bessolo Design Group, Florida Hospital Zephyrhills, All Children's Hospital Billing Office, BayCare Health Systems, HCA - Hospital Corporation of America, Florida Hospital - Adventist Health System, St. Petersburg College, Small Private Practice health care and dental care providers, and Hospice, as depicted in the table below.

Major Employers

Employers of Health Services Administration - BAS Graduates
Bessolo Design Group
Florida Hospital Zephyrhills
All Children's Hospital Billing Office
BayCare Health Systems
HCA - Hospital Corporation of America
Florida Hospital - Adventist Health System
St. Petersburg College
Small Private Practice health care and dental care providers
Hospice

Source: Recent Alumni Survey reports and program administrator records

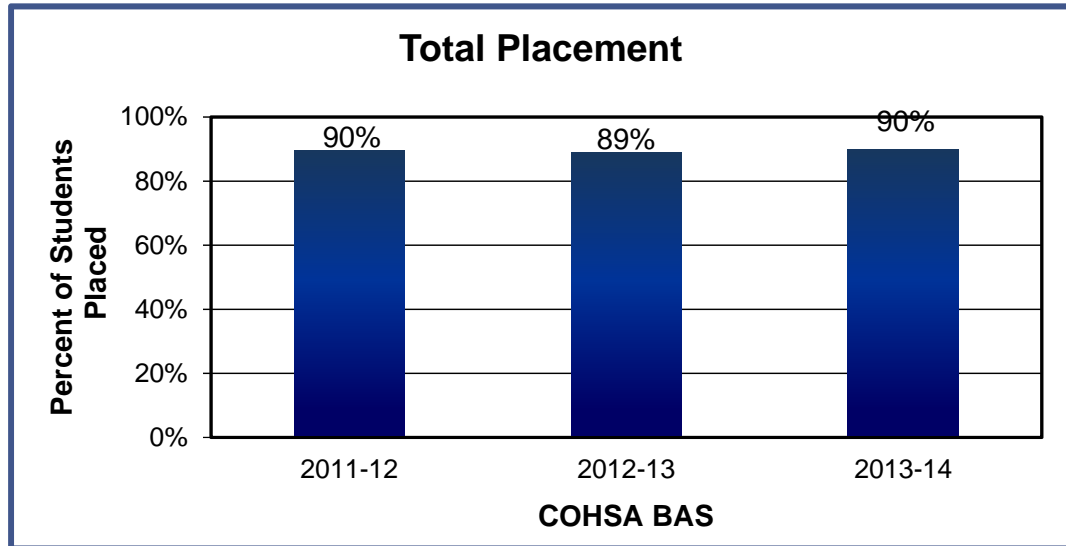


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2017-18 Placement Data



COHSA BAS		
	Pool Count	Percent Placed
2011-12	96	90%
2012-13	136	89%
2013-14	99	90%

Source: FETPIP Follow-up Outcomes <http://www.fldoe.org/fetpip/ccs.asp>



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Academics



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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Health Services Administration - BAS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2015-16 assessment. Each of the four PLOs is listed below:

1. Develop the knowledge, skills, attitudes and values necessary for positions of responsibility and leadership in the continually changing health care or human services profession.
2. Provide advanced professional and educational services using the appropriate interpersonal, written communication and critical thinking skills required for successful performance in the health care or human services professions.
3. Acquire knowledge in a technologically advanced manner.
4. Apply the principles of sound research design to the critical evaluation of scientific literature related to the health care or human service professions.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Health Services Administration (BAS) program used the results of a mentor and facilitator evaluation. The criteria for success stated that students should attain a minimum score of 17.5 (out of 25) points on PLO 1 for both evaluations; a minimum score of 10.5 (out of 15) points on the mentor evaluation and 14 (out of 20) on the facilitator evaluation for PLO 2; and a minimum score of 3.5 (out of 10) points on PLOs 3 and 4 for both evaluations.

Data were collected during Fall 2012 through Spring 2015 and Fall 2013 through Spring 2016. The students whom were assessed achieved a minimum score of 17.5 (out of 25), 10.5 (out of 15), 14 (out of 20), and 3.5

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(out of 10) on each of their respective mentor and facilitator evaluations for all four PLOs and met the criteria for success.

The 2015-16 follow-up report was completed in April 2017. The single action item was not fully completed. The action item is expected to be completed in December 2018. The results were published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

For the complete 2015-16 Health Services Administration Program Assessment Report, please see Appendix B.



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Stakeholder Perceptions

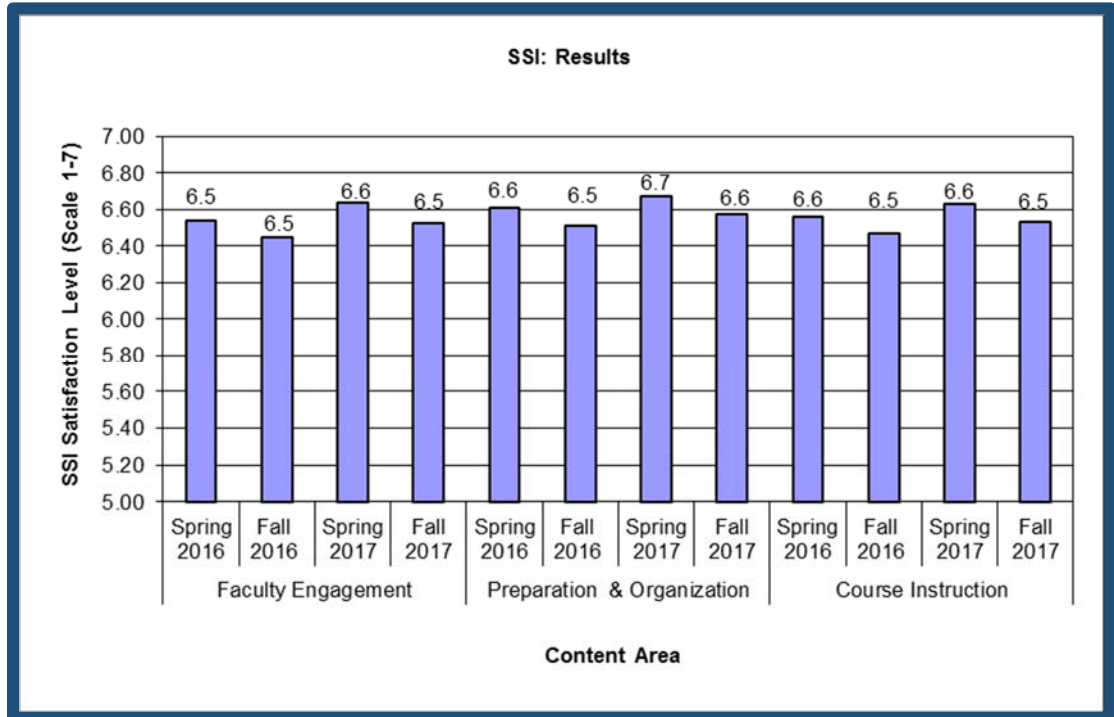


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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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St. Petersburg College Health Services Administration, B.A.S.
SPC 2015-16 Alumni Survey Report
Survey of 2014-15 Graduates

➤ *B.A.S. Degree: Health Services Administration*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

One hundred and six Alumni Surveys were provided to the 2014-15 graduates of the Health Services Administration, B.A.S. program. Responses were received from 20 B.A.S. graduates.

Nineteen percent (20/106) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, one employer survey was sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (17/17) of recent graduate survey respondents, who were employed, were employed full-time.
- 52.9% (9/17) of recent graduate survey respondents had a current position related to their studies.
- 25.0% (5/20) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Get a promotion"*; 25.0% (5/20) *"Continue my education"*; 20.0% (4/20) *"Change career fields"*; 10.0% (2/20) *"Earn more money"*; 10.0% (2/20) *"Obtain employment"*; and 10.0% (2/20) *"Other"*.
- 47.1% (8/17) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 35.3% (6/17) *"Earn more money"*; 23.5% (4/17) *"Get a promotion"*; 5.9% (1/17) *"Change career fields"*; 5.9% (1/17) *"Obtain employment"*; and 5.9% (1/17) *"Other"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 35.0% (7/20) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 30.0% (6/20) *"Very well"*; 20.0% (4/20) *"Adequately"*; and 15.0% (3/20) *"Poorly"*.
- 58.8% (10/17) of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually); 29.4% (5/17) earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually); 5.9% (1/17) earned \$20.00-\$24.99

per hour (\$42,000-\$51,999 annually); and 5.9% (1/17) earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually).

- 26.3% (5/19) of recent graduate survey respondents indicated they are continuing their education.
- 84.2% (16/19) of recent graduate survey respondents would recommend SPC's Health Services Administration, B.A.S. program to another.
- An evaluation of Health Services Administration, B.A.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Eight outcomes received mean scores between 4.5 and 4.6, fourteen received mean scores between 4.0 and 4.4, and three received mean scores between 3.7 and 3.9.

Table 1

College Preparation Ratings for Recent Health Services Administration, B.A.S. Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	19	4.0	0.7
Listening	19	4.0	0.8
Reading	19	4.2	0.8
Writing	19	4.2	0.8
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	18	3.9	0.9
Using computational skills appropriately	18	4.1	0.8
Accurately interpreting mathematical data	18	3.7	0.9
<i>Using the following forms of technology:</i>			
Email	19	4.6	0.6
Word Processing	19	4.6	0.6
Spreadsheets	19	4.1	0.9
Databases	19	4.1	0.8
Internet Research	19	4.5	0.5
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	19	4.5	0.6
Inquiring about and interpreting information	19	4.5	0.5
Organizing and evaluating information	19	4.4	0.5
Analyzing and explaining information to others	19	4.3	0.6

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
Using information to solve problems	19	4.3	0.6
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	19	4.2	0.6
Working well with individuals from diverse backgrounds	19	4.4	0.6
Using ethical courses of action	19	4.6	0.6
Demonstrating leadership skills	19	4.4	0.6
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	19	4.4	0.8
Being open to new ideas and challenges	19	4.5	0.6
Willingness to take on new responsibilities	19	4.6	0.6
Pursuing additional educational opportunities	19	3.9	1.2

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Health Services Administration, B.A.S.

2015-16 Employer Survey Report

Employer Survey of 2014-15 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

One employer survey was sent out to an employer based on the permission provided by recent graduates in the 2014-15 recent graduate survey. Since no Employer Surveys were returned, there is no Employer Survey information available.



Program Action Plan

Program: Health Services Administration, BAS

Date Completed: June 2018

Prepared By: Dr. Teri Trede, Dr. Wendy Shellhorn, Professor Lara

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Complete 3 Course Revitalizations.	Course Success	July 2019	Trede Shellhorn Maisch
2	Identify at least one element of SSI data at Program level for improvement; Create Professional Development for all Faculty to complete.	SSI	July 2019	Trede Shellhorn Maisch
3	Review program records to identify HSA-BAS students who have completed HSA 4184 but have been inactive for 12-24 months; Reach out to encourage reengagement and connect to college resources.	Graduates	July 2019	Trede Shellhorn Maisch



II. Special Resources Needed:

Data for Inactive HSA Students

III. Area(s) of Concern/Improvement:

Student preparation for the HSA Program; improvement in SPC online communication for meetings and business; updated academic honesty policies



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References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.
Retrieved February 2018, from the Division of Community Colleges
Web site: <https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060>

Contact Information

Please address any questions or comments regarding this evaluation to:

Magaly Tymms, M.A.
Director, Institutional Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3195
tymms.magaly@spcollege.edu



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Appendices



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PROGRAM OF STUDY
College of Health Sciences
Health Services Administration Bachelor of Applied
Science
HSA-BAS

Effective Catalog Term: Fall 2017 (0535) through Present (CIP# 1105122111)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Teri Trede, Associate Professor
trede.teri@spcollege.edu
727-302-6620

Dr. Katherine Woods, Interim Dean
woods.katherine@spcollege.edu

Program Summary

If you are currently working in or have previous training in a health or human services field and want to move up in your career, our Health Services Administration bachelor's degree may be your ticket. Designed to prepare you for career advancement or entry-level supervisory or managerial positions, this degree offers specialized concentrations depending on your background.

Features: Classes are offered online in 8-week sessions. The final semester Capstone Course is a 16-week Experience that integrates your career interests and professional goals. Students are responsible for securing a mentor for the capstone course, and for developing their capstone project proposal in collaboration with the mentor during the pre-capstone course. Students enroll in the pre-capstone course immediately preceding the capstone course.

Students will gain:

A broad-based knowledge of health care delivery systems, a better understanding of health care policies, ethics and current issues, as well as effective communication, leadership and critical thinking skills.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

As a health or human services manager, you plan, direct and coordinate a variety of services. Careers include: Hospital department leadership, coordinator or supervisor in a health care facility, program management, case manager, sales representative, educator, and consultant.

Program Related Web Sites

Admission Rules

Please review the [Health Services Administration B.A.S. Admission Guide](#).

The Admission Guide will outline the admission criteria specific to the Health Services Administration program as well as explain the timetable for evaluation and further admission correspondence. Please review this information carefully to ensure you submit a complete application at the appropriate time. Only students who satisfy all the application requirements and submit a complete application in accordance with the information detailed in the Admission Guide will be considered for admission.

In order to be admitted to the HSA-BAS program a student is required to have sixty (60) credit hours* including fifteen (15) credit hours of transferable general education coursework. In addition, a completed degree, certificate, or diploma in a health care or human services discipline OR paid or volunteer work experience in a health care or human services discipline is required. A minimum of 2 years work experience is strongly recommended.

*All credit hours must have been earned from a regionally accredited institution.

In addition to HSA-BAS program admission requirements, the Respiratory Care Subplan requires that students possess an active unrestricted/unencumbered license as a Registered Respiratory Therapist from any state or province. If a student currently resides in a state that does not offer respiratory licensure, an active unrestricted or unencumbered Registered Respiratory Therapist (RRT) credential issued by the National Board of Respiratory Care (NBRC) will suffice.

Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or contact a Student Success Specialist at the Health Education Center (HEC). Students who have questions concerning state mandated prerequisites should consult www.flvc.org and review the appropriate common prerequisite manual or contact a Student Success Specialist at the Health Education Center (HEC).

Graduation Rules

All students must complete the 36 credit general education requirement in order to graduate from this program. A.S. degree holders may need to complete an additional 15-21 general education credits to complete the thirty-six (36) credit hour general education requirement.

Students who have not completed an AS degree in a health related field or a minimum of 20 credits in health related courses are required to complete 20 credits of lower division courses in addition to the bachelor level courses. See the lower division support course options below to fulfill this requirement.

A cumulative GPA of 2.0 or higher is required and a minimum of 120 college level credits. All courses must be completed with a "C" or better.

FOREIGN LANGUAGE:

This bachelor's degree program requires a minimum of two consecutive years of a foreign language in high school OR two semesters of a foreign language at the college level.

GENERAL EDUCATION REQUIREMENT

General Education Courses (36 credits needed for Graduation)

ENHANCED WORLD VIEW REQUIREMENT*

A. COMMUNICATIONS	9
B. HUMANITIES/FINE ARTS	6
C. MATHEMATICS	6
D. NATURAL & PHYSICAL SCIENCES	6 - 7















E. SOCIAL AND BEHAVIORAL SCIENCES	6
F. ETHICS	3
G. COMPUTER/INFORMATION LITERACY COMPETENCY (see catalog for details)	

ADMISSIONS REQUIREMENT







60 Credit Hours (with at least 15 General Education Credits)	Credits
60 Credit Hours (with at least 15 General Education Credits)	60
Total Credits	60






















Students admitted to the program without an AS in a health related field or a minimum of 20 credits in health related courses may need to complete additional lower division coursework.
















LOWER DIVISION SUPPORT COURSES

Lower Division Requirement (Select 20 credits)	Credits
HSA 2001 *  Interprofessional Team Based Health Care	2
HSA 2182 *  Health Services Management Concepts	2
HSC 2721 *  Evidence-Based Healthcare Practice	1
ACG 2021  Financial Accounting	3
CGS 1100  Computer Applications	3
CGS 1515  Spreadsheet Techniques and Programming	3
ENC 2210  Technical Writing	3
HIM 1430  Principles of Disease	2 - 3
HIM 2223  Introduction to Coding and Reimbursement Systems	2 - 3
HIM 2500  Organization and Supervision	2 - 3
HIM 2510  Quality and Performance Improvement	2
HIM 2652  Electronic Health/Medical Record Systems	2
PHI 2103  Critical Thinking and Ethical Decision Making	3
SPC 2300  Interpersonal Communication	3
Total Credits	20

MAJOR CORE COURSES

Major Requirements (Complete 18 credits)	Credits
HSA 4184  Leadership & Management in Health & Human Services Organizations	3
HSA 3104  Health Care Delivery in the United States	3
HSA 3702  Research Methods in Health & Human Services	3
HSC 3201  Community Health and Epidemiology	3
HSA 3170  Health & Human Services Finance	3
HSA 4140  Strategic Management and Planning in Health & Human Services	3
Total Credits	18

MAJOR CORE COURSES		Credits
Required Major Capstone Course (Complete 7 Credits)		
HSC 4931 	Health & Human Services Administration Pre-Capstone	3
HSC 4910 	Health & Human Services Administration Capstone	4
Total Credits		7
SUBPLAN		Credits
Select ONE subplan from below (Complete 15 credits)		
Total Credits		15
SUBPLAN COURSES		Credits
Subplan: Management (HSA) (Select 15 credits)		
HSA 4502 	Health Care Risk Management	3
HSC 3243 	Educational Concepts in Allied Health Education	3
HSC 4640 	Legal & Ethical Aspects of Health Care	3
MAN 3240 	Applied Organizational Behavior	3
MAN 3301 	Public Personnel Management	3
MAN 4102 	Managing Cultural Diversity	3
MAN 4584 	Process Improvement Methodologies	3
PAD 4232 	Grant Administration & Resource Development	3
SUBPLAN COURSES		Credits
Public Relations and Marketing (PRMKT) (Select 15 credits)		
HSA 3113 	Contemporary Issues in Health Care & Human Services	3
HSC 3211 	Concepts of Health Promotion & Disease Prevention	3
HSC 3243 	Educational Concepts in Allied Health Education	3
MAN 3802 	Principles of Entrepreneurship	3
MAN 4102 	Managing Cultural Diversity	3
MAN 4625 	Managing Global Human Resources	3
MAR 3802 	Marketing Management	3
MAR 4413 	Sales, Negotiating and Customer Relationship Management	3
SUBPLAN CORE COURSES		Credits
Subplan: Compliance and Security (HIS) (Complete 6 credits)		
HSA 4191 	Health Information Systems	3
HSA 4192 	Applied Health Information/Informatics	3
SUBPLAN ELECTIVE COURSES		Credits
Subplan: Compliance and Security (HIS) (Select 9 credits)		
HSA 3113 	Contemporary Issues in Health Care & Human Services	3

HSA 4502 	Health Care Risk Management	3
HSC 4640 	Legal & Ethical Aspects of Health Care	3
ISM 4323 	Security Essentials	3
MAN 4584 	Process Improvement Methodologies	3
SUBPLAN COURSES		Credits
Subplan: Human Services (HUS) (Select 15 credits)		
HSC 3243 	Educational Concepts in Allied Health Education	3
HUS 3321 	Case Management and Problem-Solving for Human Services	3
HUS 3370 	Issues In Mental Health	3
HUS 3570 	Vulnerable Populations:Health and Health Care Issues	3
HUS 4442 	Substance Abuse and the Family	3
HUS 4561 	Social Problems and Policy	3
PAD 4232 	Grant Administration & Resource Development	3
SUBPLAN CORE COURSES		Credits
Subplan: Respiratory Care (RESC) (Complete 15 credits)		
RET 3050 	Evidence Based Medicine in Respiratory Care	3
RET 4285 	Advanced Cardiopulmonary Medicine	4
RET 4494 	Advanced Cardiopulmonary Pathophysiology	4
RET 4715 	Advanced Neonatal and Pediatric Respiratory Care	4
Total Credits		120
<p>*Completion of HSA 2001, HSA 2182 and HSC 2721 help to provide foundational knowledge for students without a health related background.</p>		

PID 662



Program Assessment Report

Program: College of Health Sciences: Health Services Admin, BAS
Option: Health Services Admin
Report Year: 2015-16

Drafted by Rebecca Ludwig on Nov 2, 2016

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

- #1:** Develop the knowledge, skills, attitudes and values necessary for positions of responsibility and leadership in the continually changing health care or human services profession.
-

I. Use of Past Results

The Bachelor of Applied Science in Health Services Administration Program was initially created with the following learning outcome in mind: To develop the knowledge, skills, attitudes and values necessary for positions of responsibility and leadership in the continually changing health care or human services profession.

This program learning outcome (PLO) is designed to measure a student's readiness for a professional role in an entry-level or mid-level administrative or leadership position in the health care or human services industries. Measurement of this outcome occurs during the Health Services Administration Capstone (HSC 4910) and involves assessment by both the student's mentor and the course facilitator. These assessments focus on students' demonstration of critical thinking, leadership qualities, integrity, and professional behaviors in the workplace.

Most (94.2%) students reached the threshold for meeting the PLO on both the Mentor and Facilitator evaluations. However, the information for this PLO was limited to the Capstone Experience course. Although appropriate for measuring mastery, additional points of measurement during the course of the program could prove informative to the program's continuous quality improvement efforts to maximize student development of skills necessary for their chosen area of study.

With regard to the specific rating on both the Mentor and the facilitator evaluations, there was limited variance to the response ratings across students inhibiting the program's ability to identify specific intervention points. When focusing more closely on those who exceeded expectations on the attributes, rating a 5 of 5 score, some additional information was revealed about which attributes may need more attention during the implementation of the curriculum. For example, additional focus may be needed to enhance activities that promote the development of more leadership (Mentor Evaluation) and critical thinking (Facilitator Evaluation) skills. Enhancing the evaluation tools such as by adding additional questions, changing the rating scale for each item, providing more specific operational definitions for each of the items, and providing additional mentor training/education about the assessment are all things to consider as the program moves forward. There may also be a need to use new tools to measure the PLO more comprehensively.

II. Methodology

Means of Assessment: To this point, two methods of assessment have been used to evaluate all Capstone students' performance in relation to Learning Outcome #1. However, a third one is being added but it is more of a pre-program baseline indicator. Performance in this measure may then be compared with similar indicators in the pre-Capstone and Capstone courses. Of the measures that are currently being used, the first assessment method is the Capstone Mentor Evaluation which is completed by the student's on-site Capstone Experience Mentor. Each Capstone course Mentor is provided a survey instrument designed to capture their assessment of the student's performance during their Capstone Experience. The second assessment method is the Capstone Instructor Evaluation which is completed by the student's Capstone Experience Instructor. Each Capstone course Instructor completes a rubric-based instrument designed to capture their assessment of the student's performance during their Capstone Experience. Assessment three will focus on the new Leadership Gateway course. Enhancing the Leadership course and its assessments will allow for baseline measures of the students' skillset and provide more information for how to further enhance program efforts to support student development. Additional measure(s) will be included in the Pre-Capstone course, as yet to be written.

Date(s) of Administration: Fall 2012-Spring 2015 Cohort, Fall 2013-Spring 2016 Cohort (3 year rolling averages)

Method 1 - Mentor Evaluation: At the start of the Capstone course (HSC 4910), each student takes the lead in developing an individualized learning contract that outlines what he or she will be expected to accomplish during the Capstone Experience with the mentor. This learning contract is reviewed and needed feedback is provided by both the course facilitator and the mentor during its development. Once a learning contract has been agreed upon by the student, the course facilitator, and the mentor, it is signed by all three stakeholders and is considered the final approved learning contract. At the end of the course, the mentor assesses the student's performance in accomplishing the strategies, tasks, and measures produced that were outlined in the individual student's learning contract.

Assessment Instrument: The Capstone Mentor Evaluation contains 10 questions in which the mentor assesses the student using a Likert rating scale. **For PLO #1 the Capstone Mentor Evaluation contains five specific key items that are used to assess the degree to which each Capstone student demonstrates the development of knowledge, skills, attitudes, and values essential for professionals in health and human services positions.** These five key items are demonstration of: leadership qualities essential for success, receptiveness to feedback, self-direction regarding learning, problem solving, and students' readiness to enter the professional workplace.

A Likert rating scale including 5 response options was used for each of the 10 questions, ranging from: Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5).

Population: Capstone students enrolled in HSC 4910 were assessed by the mentor using the Capstone Mentor Evaluation on their demonstration of PLO #1.

Method 2 - Facilitator Evaluation At the start of the Capstone course (HSC 4910), each student takes the lead in developing an individualized learning contract that outlines what he or she will be expected to accomplish during the Capstone Experience with the mentor. This learning contract is reviewed and needed feedback is provided by both the course facilitator and the mentor during its development. Once a learning contract has been agreed upon by the student, the course facilitator, and the mentor, it is signed by all three stakeholders and is considered the final approved learning contract. At the end of the course, the facilitator (course faculty) assesses the student's performance in accomplishing the strategies, tasks, and measures produced that were outlined in the individual student's learning contract.

Assessment Instrument: The Capstone Instructor Evaluation contains 5 questions in which the Instructor assesses the student using a Likert rating scale. **For PLO #1, the Capstone Instructor Evaluation contains five specific key items that are used to assess the degree to which each Capstone student demonstrates the development of knowledge, skills, attitudes, and values essential for professionals in health and human services positions.** These five key items are demonstration of: integrity, critical thinking, professional attitudes, overcome challenges, and professional engagement.

A Likert rating scale including 5 response options was used for each of the 5 questions, ranging from: Unacceptable (1); Did Not Meet Expectations (2); Marginally Met Expectations (3); Met Expectations (4); Exceed Expectations (5).

Population: Capstone students enrolled in HSC 4910 from Fall 2012 to Spring 2016 were assessed by the instructor using the Capstone Instructor Evaluation on their demonstration of PLO #1. Three-year rolling averages were calculated based on academic years.

Method 3 - HSA 4184: Leadership & Management in Health & Human Services Organizations was re-written and contains additional assessments of this PLO. For example, the DISC Personal assessment tool will be administered early in the course. This assessment has been used internationally to help enhance productivity, teamwork and communication. The course also has assignments focusing on personality style, ethics, integrity, comparing managers versus leaders, servant leadership and communication barriers. Additional evaluation tools will be provided once this course has been taught a few times. The grade earned in this class (measured during the semester the student takes the Capstone course) may be used to measure leadership early in the program and then compared to the mentor and instructor evaluations of the student in the Capstone course.

Assessment Instrument: The course is using one or more nationally recognized assessments (i.e. DISC) to be included in the evaluation of student performance on this PLO. Additionally, writing assignments will reflect student understanding of quality leadership skills.

Population: Starting in the Fall 2016 semester, HSA students enrolled in the first course in the HSA program, HSA 4184: Leadership & Management in Health & Human Services Organizations, will be assessed by the instructor on their demonstration of PLO #1 measures.

III. Criteria for Success

Method 1: Mentor Evaluation - As noted earlier, the five mentor rating scores were reported on a Likert rating scale from Strongly Disagree to Strongly Agree with a maximum score of 5 on each of the items. When used as an assessment instrument within the classroom environment, the student was evaluated using all 10 criteria for a maximum score of 50 points. The criteria for success on the entire instrument was 35 points or higher. Because this PLO is evaluating students on five specific questions, the ratings on the five questions were combined for each student with the highest score possible being 25 points. A 70 % threshold, equating to a score of 17.5 or higher, was used for determining success on the combined rating of their performance across the five attributes evaluated by the mentors. Questions were not evaluated individually; rather a holistic approach was used to evaluate success.

Method 2: Instructor Evaluation - As noted earlier, the five Instructor rating scores were reported on a Likert rating scale from Poor to Exceeds Expectations with a maximum score of 5 on each of the items. The ratings on the five questions were combined for each student with the highest score possible being 25 points. A 70% threshold, equating to a score of 17.5 or higher, was used for determining success on the combined rating of their performance across the five attributes evaluated by the student's course instructor

IV. Summary of Assessment Findings

Results via Face-to-Face

The assessment course is offered exclusive via Online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1

Mentor Evaluations: Fall 2012-Spring 2015 (N=340)					
	3. Leadership	6. Receptive	7. Self- Directed	8. Problem Solving	10. Readiness
1: Strongly Disagree	3	3	4	2	2
2: Disagree	3	2	1	3	2
3: Neutral	17	2	10	12	13
4: Agree	92	47	45	72	66
5: Strongly Agree	225	285	280	251	255
Agree/Strongly Agree Combined	317	332	325	323	321
Total	340	340	340	340	338

Mentor Evaluations: Fall 2013-Spring 2016 (N=275)					
	3. Leadership	6. Receptive	7. Self-Directed	8. Problem Solving	10. Readiness
1: Strongly Disagree	4	4	4	3	4
2: Disagree	1	1	1	2	0
3: Neutral	14	3	5	7	6
4: Agree	68	30	38	54	51
5: Strongly Agree	188	237	227	209	214
Agree/Strongly Agree Combined	256	267	265	263	265
Total	275	275	275	275	275

Method 2

Instructor Evaluations: Fall 2012-Spring 2015 (N=338)					
Rating	1. Integrity	2. Critical Thinking	3. Professionalism	4. Proactive	5. Engaging
1: Poor	4	2	1	3	3
2: Fair	10	5	6	5	3
3: Marginally Met Expectations	21	20	13	16	23
4: Met Expectations	92	123	70	86	90
5: Exceeded Expectations	212	188	248	228	219
Met/Exceeds Expectations Combined	304	311	318	314	309
Total	338	338	338	338	338

Instructor Evaluations: Fall 2013-Spring 2016 (N= 273)					
Rating	1. Integrity	2. Critical Thinking	3. Professionalism	4. Proactive	5. Engaging
1: Poor	4	2	0	4	4

2: Fair	8	4	6	5	3
3: Marginally Met Expectations	21	16	14	15	17
4: Met Expectations	67	91	64	73	77
5: Exceeded Expectations	174	160	189	176	172
Met/Exceeds Expectations Combined	241	251	254	249	249
Total	273	273	273	273	273

V. Discussion and Analysis of Assessment Findings

As noted earlier, Leadership consistently rated lower than the other scores in this PLO (93.2% in 2012-2015, 93.1 in 2013-2016) in the Mentor evaluation. The remaining indicators were all above 95%, potentially causing a ceiling effect and limiting the amount of improvement possible. Two indicators scored consistently higher than the others. These were "Receptive to Feedback" (97.6% in 2012-2015; 97.1% in 2013-2014) and "Self-Directed Learning" (95.6% in 2012-2015; 96.4% in 2013-2016). Readiness to enter the workplace had the greatest improvement over the two time periods (95.0% in 2012-2015; 96.4% in 2013-2016). Instructor ratings were slightly lower with scores on each rating staying near 92% for both time periods. Professionalism was consistently the highest instructor rating and Critical Thinking, Proactive, and Engaging were the lowest scores.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Many of the HSA courses are in the process of going through the formal revitalization process. As courses are completed, more will be revitalized. In general, the core courses that all students are required to take are being revitalized first with Leadership, Community Health and Epidemiology, Pre-Capstone and Capstone being higher on the priority list.
- HSA Faculty / Aug 2017

#2: Provide advanced professional and educational services using the appropriate interpersonal, written communication and critical thinking skills required for successful performance in the health care or human services professions.

I. Use of Past Results

Most students reached the threshold for meeting the PLO on both the Mentor (92.0%) and Facilitator evaluations (95.6%). However, the information for this PLO was limited to the Capstone Experience course. Although appropriate for measuring mastery, additional points of measurement during the course of the program could prove informative to the program's continuous quality improvement efforts to maximize student development of skills necessary for their chosen area of study.

With regard to the specific rating on both the Mentor and the facilitator evaluations, there was limited variance to the response ratings across students inhibiting the program's ability to identify specific intervention points. When focusing more closely on those who exceeded expectations on the attributes, rating a 5 of 5 score, some additional information was revealed about which attributes may need more attention during the implementation of the curriculum. For example, additional focus may be needed to enhance activities that promote the development of more leadership (Mentor Evaluation) and critical thinking (Facilitator Evaluation) skills. Enhancing the evaluation tools such as by adding additional questions, changing the rating scale for each item, providing more specific operational definitions for each of the items, and providing additional mentor training/education about the assessment are all things to consider as the program moves forward. There may also be a need to use new tools to measure the PLO more comprehensively.

II. Methodology

Means of Assessment: To this point, two methods of assessment have been used to evaluate all Capstone students' performance in relation to Learning Outcome #2. However, a third one is being added but it is more of a

pre-program baseline indicator. Performance in this measure may then be compared with similar indicators in the pre-Capstone and Capstone courses. Of the measures that are currently being used, the first assessment method is the Capstone Mentor Evaluation which is completed by the student's on-site Capstone Experience Mentor. Each Capstone course Mentor is provided a survey instrument designed to capture their assessment of the student's performance during their Capstone Experience. The second assessment method is the Capstone Instructor Evaluation which is completed by the student's Capstone Experience Instructor. Each Capstone course Instructor completes a rubric-based instrument designed to capture their assessment of the student's performance during their Capstone Experience. Assessment three will focus on the new Leadership Gateway course. Enhancing the Leadership course and its assessments will allow for baseline measures of the students' skillset and provide more information for how to further enhance program efforts to support student development. Additional measure(s) will be included in the Pre-Capstone course, as yet to be written.

Date(s) of Administration: Fall 2012-Spring 2015 Cohort, Fall 2013-Spring 2016 Cohort (3 year rolling averages)

Method 1 - Mentor Evaluation: At the start of the Capstone course (HSC 4910), each student takes the lead in developing an individualized learning contract that outlines what he or she will be expected to accomplish during the Capstone Experience with the mentor. This learning contract is reviewed and needed feedback is provided by both the course Instructor and the mentor during its development. Once a learning contract has been agreed upon by the student, the course Instructor, and the mentor, it is signed by all three stakeholders and is considered the final approved learning contract. At the end of the course, the mentor assesses the student's performance in accomplishing the strategies, tasks, and measures produced that were outlined in the individual student's learning contract.

Assessment Instrument: The Capstone Mentor Evaluation contains 10 questions in which the mentor assesses the student using a Likert rating scale. **For PLO #2, the Capstone Mentor Evaluation contains three specific key items that are used to assess the degree to which each Capstone student demonstrates the ability to disseminate evidence based knowledge, application of critical thinking skills, and use of professional communication skills.** These three key items are demonstration of: leadership qualities essential for success, problem solving, and students' readiness to enter the professional workplace.

A Likert rating scale including 5 response options was used for each of the 10 questions, ranging from: Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5).

Population: Capstone students enrolled in HSC 4910 during Fall 2012 to Spring 2016 were assessed by the mentor using the Capstone Mentor Evaluation on their demonstration of PLO #2. Three-year rolling averages were calculated based on academic years.

Method 2 - Instructor Evaluation: At the start of the Capstone course (HSC 4910), each student takes the lead in developing an individualized learning contract that outlines what he or she will be expected to accomplish during the Capstone Experience with the mentor. This learning contract is reviewed and needed feedback is provided by both the course Instructor and the mentor during its development. Once a learning contract has been agreed upon by the student, the course Instructor, and the mentor, it is signed by all three stakeholders and is considered the final approved learning contract. At the end of the course, the Instructor (course faculty) assesses the student's performance in accomplishing the strategies, tasks, and measures produced that were outlined in the individual student's learning contract.

Assessment Instrument: The Capstone Instructor Evaluation contains 5 questions in which the Instructor assesses the student using a Likert rating scale. **For PLO #2, the Capstone Instructor Evaluation contains four specific key items that are used to assess the degree to which each Capstone student demonstrates the ability to disseminate evidence based knowledge, application of critical thinking skills, and use of professional communication skills.** The three key items assessed are demonstration of: critical thinking, professional attitudes, ability to overcome challenges, and professional engagement.

A Likert rating scale including 5 response options was used for each of the 5 questions, ranging from: Unacceptable (1); Did Not Meet Expectations (2); Marginally Met Expectations (3); Met Expectations (4); Exceed Expectations (5).

Population: Capstone students enrolled in HSC 4910 from Fall 2012 to Spring 2016 were assessed by the instructor using the Capstone Instructor Evaluation on their demonstration of PLO #1. Three-year rolling averages were calculated based on academic years.

Method 3 - HSA 4184: Leadership & Management in Health & Human Services Organizations was re-written and contains additional assessments of this PLO. For example, the DISC Personal assessment tool will be administered early in the course. This assessment has been used internationally to help enhance productivity, teamwork and communication. The course also has assignments focusing on personality style, ethics, integrity, comparing managers versus leaders, servant leadership and communication barriers. Additional evaluation tools will be provided once this course has been taught a few times. The grade earned in this class (measured during the semester the student takes the Capstone course) may be used to measure leadership early in the program and then compared to the mentor and instructor evaluations of the student in the Capstone course.

Assessment Instrument: The course is using one or more nationally recognized assessments (i.e. DISC) to be included in the evaluation of student performance on this PLO. Additionally, writing assignments will reflect student understanding of quality leadership skills.

Population: Starting in the Fall 2016 semester, HSA students enrolled in the first course in the HSA program, HSA 4184: Leadership & Management in Health & Human Services Organizations, will be assessed by the instructor on their demonstration of PLO #2 measures.

III. Criteria for Success

Method 1 - Mentor Evaluation: As noted earlier, the three mentor rating scores were reported on a Likert rating scale from Strongly Disagree to Strongly Agree with a maximum score of 5 on each of the items. When used as an assessment instrument within the classroom environment, the student was evaluated using all 10 criteria for a maximum score of 50 points. The criteria for success on the entire instrument was 35 points or higher. Because this PLO is evaluating students on three specific questions, the ratings on the three questions were combined for each student with the highest score possible being 15 points. A 70 % threshold, equating to a score of 10.5 or higher, was used for determining success on the combined rating of their performance across the three attributes evaluated by the mentors. Questions were not evaluated individually; rather a holistic approach was used to evaluate success.

Method 2 - Instructor Evaluation: As noted earlier, the three Instructor rating scores were reported on a Likert rating scale from Poor to Exceeds Expectations with a maximum score of 5 on each of the items. When used as an assessment instrument within the classroom environment, the student was evaluated using all 5 criteria for a maximum score of 25 points. The criteria for success was 17.5 or higher points. Because this PLO is evaluating students on four specific questions, the ratings on the four questions were combined for each student with the highest score possible being 20 points. A 70% threshold, equating to a score of 14 or higher, was used for determining success on the combined rating of their performance across the four attributes evaluated by the student's individual course Instructor. Questions were not evaluated individually; rather a holistic approach was used to evaluate success.

IV. Summary of Assessment Findings

Results via Face-to-Face

The assessment course is offered exclusive via Online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1

Mentor Evaluations: Fall 2012-Spring 2013 (N=340)			
	3. Leadership	8. Problem Solving	10. Readiness
1: Strongly Disagree	3	2	2
2: Disagree	3	3	2
3: Neutral	17	12	13
4: Agree	92	72	13
5: Strongly Agree	225	251	255
Agree/Strongly Agree Combined	317	323	321
Total	340	340	338

Mentor Evaluations: Fall 2013-Spring 2016 (N=275)			
	3. Leadership	8. Problem Solving	10. Readiness

1: Strongly Disagree	4	3	4
2: Disagree	1	1	0
3: Neutral	14	7	6
4: Agree	68	54	51
5: Strongly Agree	188	209	214
Agree/Strongly Agree Combined	256	263	265
Total	275	275	275

Method 2

Instructor Evaluations: Fall 2012-Spring 2015 (N=338)				
Rating	2. Critical Thinking	3. Professionalism	4. Proactive	5. Engaging
1: Poor	2	1	3	3
2: Fair	5	6	5	3
3: Marginally Met Expectations	20	13	16	23
4: Met Expectations	123	70	86	90
5: Exceeded Expectations	188	248	228	219
Met/Exceeds Expectations Combined	311	318	314	309
Total	338	338	338	338

Instructor Evaluations: Fall 2013-Spring 2016 (N= 273)				
Rating	2. Critical Thinking	3. Professionalism	4. Proactive	5. Engaging
1: Poor	2	0	4	4
2: Fair	4	6	5	3
3: Marginally Met Expectations	16	14	15	17

4: Met Expectations	91	64	73	77
5: Exceeded Expectations	160	189	176	172
Met/Exceeds Expectations Combined	251	254	249	249
Total	273	273	273	273

V. Discussion and Analysis of Assessment Findings

As noted earlier, leadership consistently rated lower than the other scores in this PLO (93.2% in 2012-2015, 93.1 2013-2016) in the Mentor evaluation. The remaining indicators were all above 95%, potentially causing a ceiling effect and limiting the amount of improvement possible. Readiness to enter the workplace had the greatest improvement over the two time periods (95.0% in 2012-2015; 96.4% in 2013-2016). Instructor ratings were slightly lower with scores on each rating staying near 92% for both time periods. Professionalism was consistently the highest instructor rating and Critical Thinking, Proactive, and Engaging were the lowest scores.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Many of the HSA courses are in the process of going through the formal revitalization process. As courses are completed, more will be revitalized. In general, the core courses that all students are required to take are being revitalized first with Leadership, Community Health and Epidemiology, Pre-Capstone and Capstone being higher on the priority list.
- HSA Faculty / Aug 2017

#3: Acquire knowledge in a technologically advanced manner.

I. Use of Past Results

This program learning outcome (PLO) is designed to measure a student's readiness for a professional role in an entry-level or mid-level administrative or leadership position in the health care or human services industries. Measurement of this outcome occurs during the Health Services Administration Capstone (HSC 4910) and involves assessments by both the student's mentor and the course facilitator. These assessments focus on students' demonstration of the ability to acquire knowledge in a technologically advanced manner.

II. Methodology

Means of Assessment: To this point, two methods of assessment have been used to evaluate all Capstone students' performance in relation to Learning Outcome #3. However, a third one is being added but it is more of a pre-program baseline indicator. Performance in this measure may then be compared with similar indicators in the pre-Capstone and Capstone courses. Of the measures that are currently being used, the first assessment method is the Capstone Mentor Evaluation which is completed by the student's on-site Capstone Experience Mentor. Each Capstone course Mentor is provided a survey instrument designed to capture their assessment of the student's performance during their Capstone Experience. The second assessment method is the Capstone Instructor Evaluation which is completed by the student's Capstone Experience Instructor. Each Capstone course Instructor completes a rubric-based instrument designed to capture their assessment of the student's performance during their Capstone Experience. Assessment three will focus on the new Leadership Gateway course. Enhancing the Leadership course and its assessments will allow for baseline measures of the students' skillset and provide more information for how to further enhance program efforts to support student development. Additional measure(s) will be included in the Pre-Capstone course, as yet to be written.

Date(s) of Administration: Fall 2012-Spring 2015 Cohort, Fall 2013-Spring 2016 Cohort (3 year rolling averages)

Method 1 - Mentor Evaluation At the start of the Capstone course (HSC 4910), each student takes the lead in developing an individualized learning contract that outlines what he or she will be expected to accomplish during the Capstone Experience with the mentor. This learning contract is reviewed and needed feedback is provided by both the course Instructor and the mentor during its development. Once a learning contract has been agreed upon by the student, the course Instructor, and the mentor, it is signed by all three stakeholders and is considered the final approved learning contract. At the end of the course, the mentor assesses the student's performance in

accomplishing the strategies, tasks, and measures produced that were outlined in the individual student's learning contract as validation of their overall learning experience. Students acquire and use a variety of technology-based applications and methods to produce their final measures.

Assessment Instrument: The Capstone Mentor Evaluation contains 10 questions in which the mentor assesses the student using a Likert rating scale. **For PLO #3, the Capstone Mentor Evaluation contains one specific key item that is used to assess the degree to which students demonstrate their ability to acquire knowledge in a technologically advanced manner.** Mentors are asked to assess the following: the student possesses leadership qualities necessary for success in this field.

A Likert rating scale including 5 response options was used for each of the 10 questions, ranging from: Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5).

Population: Capstone students enrolled in HSC 4910 during Fall 2012 to Spring 2016 were assessed by the mentor using the Capstone Mentor Evaluation on their demonstration of PLO #3.

Method 2 - Instructor Evaluation: At the start of the Capstone course (HSC 4910), each student takes the lead in developing an individualized learning contract that outlines what he or she will be expected to accomplish during the Capstone Experience with the mentor. This learning contract is reviewed and needed feedback is provided by both the course Instructor and the mentor during its development. Once a learning contract has been agreed upon by the student, the course Instructor, and the mentor, it is signed by all three stakeholders and is considered the final approved learning contract. At the end of the course, the Instructor assesses the student's performance in accomplishing the strategies, tasks, and measures produced that were outlined in the individual student's learning contract as validation of their overall learning experience. Students acquire and use a variety of technology-based applications and methods to produce their final measures.

Assessment Instrument: The Capstone Instructor Evaluation contains five questions in which the mentor assesses the student using a Likert rating scale. Throughout the Capstone Experience, students are expected to apply critical thinking skills to identify and utilize appropriate technological strategies to fulfill their learning objective and develop their final measures. To evaluate the degree to which students demonstrate their ability to acquire knowledge in a technologically advanced manner, Instructors are asked to assess the following: Student demonstrated critical thinking skills in the development and fulfillment of their learning contract. **For PLO #3 the Capstone Instructor Evaluation contains one specific key item that is used to assess the degree to which students demonstrate their ability to acquire knowledge in a technologically advanced manner.** A Likert rating scale including 5 response options was used for each of the 5 questions, ranging from: Unacceptable (1); Did Not Meet Expectations (2); Marginally Met Expectations (3); Met Expectations (4); Exceed Expectations (5).

Population: Capstone students enrolled in HSC 4910 from Fall 2012 to Spring 2016 were assessed by the instructor using the Capstone Instructor Evaluation on their demonstration of PLO #3. Three-year rolling averages were calculated based on academic years.

III. Criteria for Success

Mentor Evaluation - As noted earlier, the mentor rating score for the attribute used to measure this PLO was reported on a Likert rating scale from Strongly Disagree to Strongly Agree with a maximum score of 5 on each item. When used as an assessment instrument within the classroom environment, the student was evaluated using all 10 criteria for a maximum score of 50 points. The criteria for success on the entire instrument was 35 points or higher. Because this PLO is evaluating students on one specific question, a 70% threshold was determined and equated to a score of 3.5 or higher, this was used for determining success on the rating of their performance of leadership qualities necessary for success in the field as evaluated by the mentor. Questions were not evaluated individually; rather a holistic approach was used to evaluate success.

Instructor Evaluation - As noted earlier, the Instructor rating score for the attribute used to measure this PLO was reported on a Likert rating scale from Poor to Exceeds Expectations with a maximum score of 5 on each of the items. When used as an assessment instrument within the classroom environment, the student was evaluated using all 5 criteria for a maximum score of 25 points. The criteria for success was 17.5 or higher points. Because this PLO is evaluating students on one specific question a, 70% threshold was determined and equated to a score of 3.5 or higher, this was used for determining success on the rating of their performance of leadership qualities necessary for success in the field as evaluated by the student's individual course Instructor. Questions were not evaluated individually; rather a holistic approach was used to evaluate success.

IV. Summary of Assessment Findings

Results via Face-to-Face

The assessment course is offered exclusive via Online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1

Mentor Evaluations: Fall 2012-Spring 2015 (N=340)	
	3. Leadership
1: Strongly Disagree	3
2: Disagree	3
3: Neutral	17
4: Agree	92
5: Strongly Agree	225
Agree/Strongly Agree Combined	317
Total	340

Mentor Evaluations: Fall 2013-Spring 2016 (N=275)	
	3. Leadership
1: Strongly Disagree	4
2: Disagree	1
3: Neutral	14
4: Agree	68
5: Strongly Agree	188
Agree/Strongly Agree Combined	256
Total	275

Method 2

Instructor Evaluations: Fall 2012-Spring 2015 (N=338)	
Rating	2. Critical Thinking
1: Poor	2
2: Fair	5

3: Marginally Met Expectations	20
4: Met Expectations	123
5: Exceeded Expectations	188
Met or Exceeded Expectations	311
Total	338

Instructor Evaluations: Fall 2013-Spring 2016 (N=273)	
Rating	2. Critical Thinking
1: Poor	2
2: Fair	4
3: Marginally Met Expectations	16
4: Met Expectations	91
5: Exceeded Expectations	160
Met or Exceeded Expectations	251
Total	273

V. Discussion and Analysis of Assessment Findings

Most students reached the threshold for meeting the PLO on both the Mentor (93.5% in 2012-2015; 93.8% 2013-2016) and Instructor evaluations (92.0% in 2012-2015; 92.0% 2013-2016). However, the information for this PLO was limited to the Capstone Experience course. Although appropriate for measuring mastery, additional points of measurement during the course of the program could prove informative to the program's continuous quality improvement efforts to maximize student development of skills necessary for their chosen area of study.

As a result of this assessment, the program has taken several steps to provide more targeted efforts at promoting leadership. The program curriculum was revised, making HSA 4184: Leadership & Management in Health & Human Services Organizations the gateway course for the program starting in the Fall 2016 semester. The revised Leadership curriculum was approved through C&I and the course has gone through revitalization using the National Quality Matters standards. Assessments within this course are closely tied to the course and module learning outcomes. The new course was opened to students in the Fall of 2016. Additionally, a Pre-Capstone class (HSC 4931) was created and the Capstone (HSC 4910) curriculum was modified. The pre-Capstone students will identify a personal career pathway, demonstrate employment preparedness, and explain the role of professional development. The revised Capstone course will allow students more time to apply their knowledge of a chosen professional health care or human services roles through work experience with community mentors, gaining practical experience in a professional role in the health or human services fields. Both the Pre-Capstone and revised Capstone courses are in the queue to be written/re-written through SPC's formal revitalization process over the next 6-12 months.

As noted earlier, Leadership consistently rated lower than the other scores in this PLO (93.2% in 2012-2015, 93.1% in 2013-2016) in the Mentor evaluation. Instructor ratings were slightly lower with scores on each rating staying near 92% for both time periods.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Many of the HSA courses are in the process of going through the formal revitalization process. As courses are completed, more will be revitalized. In general, the core courses that all students are required to take are being revitalized first with Leadership, Community Health and Epidemiology, Pre-Capstone and Capstone being higher on the priority list.
- HSA Faculty / Aug 2017

#4: Apply the principles of sound research design to the critical evaluation of scientific literature related to the health care or human service professions.

I. Use of Past Results

During the 2012-2013 academic year, the Program faculty aligned specific components of the capstone course and its assignments to each of the four PLOs and revised the assessment tools to include Program goal-specific criteria. These changes allowed the program to collect and aggregate quantifiable program-level data for purposes of decision-making and continuous improvement.

Most students reached the threshold for meeting the PLO on both the Mentor (93.4%) and Facilitator evaluations (92.0%). However, the information for this PLO was limited to the Capstone Experience course. Although appropriate for measuring mastery, additional points of measurement during the course of the program could prove informative to the program's continuous quality improvement efforts to maximize student development of skills necessary for their chosen area of study.

With regard to the specific rating on both the Mentor and the facilitator evaluations, there was limited variance to the response ratings across students inhibiting the program's ability to identify specific intervention points. Enhancing the evaluation tools such as by adding additional questions, changing the rating scale for each item, providing more specific operational definitions for each of the items, and providing additional mentor training/education about the assessment are all things to consider as the program moves forward. There may also be a need to use new tools to measure the PLO more comprehensively.

II. Methodology

Means of Assessment: Two methods of assessment are used to evaluate all Capstone students' performance in relation to Learning Outcome #4. The first assessment method is the Capstone Mentor Evaluation which is completed by the student's on-site Capstone Experience Mentor. Each Capstone Mentor completes a rubric-based instrument designed to capture their assessment of the student's performance during their Capstone Experience. The second assessment method is the Capstone Instructor Evaluation which is completed by the student's Capstone Experience Instructor. Each Capstone Instructor completes a rubric-based instrument designed to capture their assessment of the student's performance during their Capstone Experience.

Date(s) of Administration: Fall 2012-Spring 2015 Cohort, Fall 2013-Spring 2016 Cohort (3 year rolling averages)

Method 1 - Mentor Evaluation At the start of the Capstone course (HSC 4910), each student takes the lead in developing an individualized learning contract that outlines what he or she will be expected to accomplish during the Capstone Experience with the mentor. This learning contract is reviewed and needed feedback is provided by both the course Instructor and the mentor during its development. Once a learning contract has been agreed upon by the student, the course Instructor, and the mentor, it is signed by all three stakeholders and is considered the final approved learning contract. At the end of the course, the mentor assesses the student's performance in accomplishing the strategies, tasks, and measures produced that were outlined in the individual student's learning contract.

Assessment Instrument: The Capstone Mentor Evaluation contains 10 questions in which the mentor assesses the student using a Likert rating scale. The students' measures must be founded upon current evidence relative to the field in which they are being mentored. The Capstone Students' measures are reflective of evidence-based research and clearly supported by current, relevant peer-reviewed literature. **For PLO #4, the Capstone Mentor Evaluation contains one specific key item that is used to assess the degree to which each Capstone student demonstrates their ability to apply principles of sound research design to the critical evaluation of scientific literature as evidenced by the completion of their measures.** Mentors are asked to assess the following: the student possesses leadership qualities necessary for success in this field.

A Likert rating scale including 5 response options was used for each of the 10 questions, ranging from: Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5).

Population: Capstone students enrolled in HSC 4910 during Fall 2012 and Spring 2013 were assessed by the mentor using the Capstone Mentor Evaluation on their demonstration of PLO #4.

Method 2 - Instructor Evaluation: At the start of the Capstone course (HSC 4910), each student takes the lead in developing an individualized learning contract that outlines what he or she will be expected to accomplish during the Capstone Experience with the mentor. This learning contract is reviewed and needed feedback is provided by both the course Instructor and the mentor during its development. Once a learning contract has been agreed upon by the student, the course Instructor, and the mentor, it is signed by all three stakeholders and is considered the final approved learning contract. At the end of the course, the mentor assesses the student's performance in accomplishing the strategies, tasks, and measures produced that were outlined in the individual student's learning contract.

Assessment Instrument: The Capstone Instructor Evaluation contains 5 questions in which the Instructor assesses the student using a Likert rating scale. The students' measures must be founded upon current evidence relative to the field in which they are being mentored. The Capstone Students' measures are reflective of evidence-based research and clearly supported by current, relevant peer-reviewed literature. **For PLO #4, the Capstone Instructor Evaluation contains one specific key item that is used to assess the degree to which each Capstone student demonstrates their ability to apply principles of sound research design to the critical evaluation of scientific literature as evidenced by the completion of their measures.** Instructors are asked to assess the following: the student possesses leadership qualities necessary for success in this field.

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VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Many of the HSA courses are in the process of going through the formal revitalization process. As courses are completed, more will be revitalized. In general, the core courses that all students are required to take are being revitalized first with Leadership, Community Health and Epidemiology, Pre-Capstone and Capstone being higher on the priority list.
- HSA Faculty / Aug 2017

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B3. Review/revise prerequisites, co-requisites and/or revise sequence of courses offered			
	Many of the HSA courses are in the process of going through the formal revitalization process. As courses are completed, more will be revitalized. In general, the core courses that all students are required to take are being revitalized first with Leadership, Community Health and Epidemiology, Pre-Capstone and Capstone being higher on the priority list.	#1, #2, #3, #4	HSA Faculty Aug 2017

Approvals

Program Administrators:

Lara Maisch - Instructor
Rebecca Ludwig - Dean, College of HealthScience
Teri Trede - Associate Professor
Wendy Shellhorn - Faculty

Approved by Rebecca Ludwig - Dean, College of HealthScience on Nov 2, 2016

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Nov 14, 2016

Dean:

Rebecca Ludwig - Dean

Approved by Rebecca Ludwig - Dean on Nov 15, 2016

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Nov 15, 2016



Program Assessment Followup Report

Program: College of Health Sciences: Health Services Admin, BAS
Option: Health Services Admin
Report Year: 2015-16

Drafted by Rebecca Ludwig on Apr 18, 2017

Program Learning Outcomes

- #1:** Develop the knowledge, skills, attitudes and values necessary for positions of responsibility and leadership in the continually changing health care or human services profession.
- #2:** Provide advanced professional and educational services using the appropriate interpersonal, written communication and critical thinking skills required for successful performance in the health care or human services professions.
- #3:** Acquire knowledge in a technologically advanced manner.
- #4:** Apply the principles of sound research design to the critical evaluation of scientific literature related to the health care or human service professions.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
There are no items to display			

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B3. Review/revise prerequisites, co-requisites and/or revise sequence of courses offered			
	Many of the HSA courses are in the process of going through the formal revitalization process. As courses are completed, more will be revitalized. In general, the core courses that all students are required to take are being revitalized first with Leadership, Community Health and Epidemiology, Pre-Capstone and Capstone being higher on the priority list. Explanation: Strategic Managmt (HSA4140) is completed. Leadership (HSA4184) is completed. Comm Health (HSC3201) is schedule for fall 2017. Pre-cap (HSC4931) is completed. Capstone (HSC4910) scheduled for fall 2017. Ed Concepts (HSA4243) is done. Healthcare Delivery (HSA3104), and Research (HSA3702) are in progress. Updated subplans are completed. Plan for Completion: We have completed 4 courses for revitalization, 2 are in progress, and 2 are in the cue. It will take some time to complete the revitalization process for all courses.	#1, #2, #3, #4	HSA Faculty Dec 2018

Evaluation of the Impact of Action Plan Items on Program Quality

The purpose of course revitalization is to align course work with current industry standards and practices. Leadership HSA4184 is now the foundational course which includes assessments that are repeated at the end of the program to assist students in assessing their career readiness. It introduces soft skills desired by our prospective employers and helps students make the connection between course work and employment expectations. In the new pre-capstone course, students design a well-constructed capstone learning experience and identify professional skills and behaviors that will be expected in the workplace. This allows students the opportunity to apply the skills learned in pre-capstone and to engage fully in their actual workforce project. During capstone, students will also reflect on their growth throughout the program and further explore their career preferences.

The revitalization process improves course quality in accordance with the Quality Matters Standards. Courses become more interactive, follow the same layout, and presents instructional materials in an optimal learning format. Therefore, student success is expected to be maximized.

Approvals

Program Administrators:

Rebecca Ludwig - Dean, College of HealthScience
Teri Trede - Associate Professor

Approved by Rebecca Ludwig - Dean, College of HealthScience on Apr 18, 2017

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Apr 27, 2017

Dean:

Rebecca Ludwig - Dean

Approved by Rebecca Ludwig - Dean on Apr 27, 2017

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Apr 27, 2017



Appendix C: 2017-18 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for March 2017, November 2017, and April 2018 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: <http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees>



Health Services Administration - BAS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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HSC/HSA Advisory Committee Meeting

Thursday March 23, 2017 3:30 PM HEC (66th and Park Blvd)

Provost Conference Room in Administration (glass block area off of main lobby) or via conference call

Attended: Sandy Shull, Chad Oakley, Kathi Timothy, Cindy McNulty, Tricia Holloway (via phone), Samantha Staley, Mary Haumschild, Dean Rebecca Ludwig, Teri Trede, Lara Maisch, Eboni Anderson, Wendy Shellhorn.

Did not attend: Dennis Dansby, Kandy Swanson, Matt Brown, Paige Brett, Phil Weichmann, Jane Walker, Maureen Cottom, Mark Haumschild, and Michelle Hampton.

- I. Call to Order- Welcome & Introductions Trede
 - a. Minutes from fall 2016 meeting (attached)
Eboni Anderson motioned to accept; Cindy McNulty seconded.

- II. Academic Community events Ludwig
 - a. Career Fair with Speed Dating week of October 16, 2017
Academic communities' discussion – students who have a peer group are more likely to participate. This is a college-wide affair. This is one of the events for the academic communities – professionals from the community will be asked to come to campus and for students to be able to ask questions and talk with the professionals about real life experience.

 - b. Student Success Showcase in spring and fall – take to the next level. Students who are in the program but want to make it bigger. Dean Ludwig talked with Dr. Carver about this. Make it an outreach event, invite the community, get other programs involved in the showcase as well. Help to promote HEC in the Pinellas County community as well as networking for students with prospective students. Dr. Trede talked about how it could be an opportunity for students to look professional and to have the polish needed before going into their career. Students can put this on their resume and “display” their poster instead of “presenting” – makes students more comfortable.

- III. Update on AS-HSC program Anderson
 - a. A.A. transfer plan meeting with USF for public health set for 3/29/17
Wanting to expand options for students. Create a transfer packet for USF in particular. Eboni Anderson reached out to USF to better understand their programs

and the requirements in order to provide a clearer picture. B.S. in Public Health degree is also offered at USF. USF is open to working with SPC students – Eboni Anderson is working on a transfer plan for students to move from an A.A. to a B.S. degree. Taking 10 credits from the A.S. to merge with the A.A. degree – Eboni Anderson will be meeting with people from USF to further talk with them about the plan. Once something is in place then it will be about marketing and making students more aware of public health. Some examples of students from the recent HEC Open House were given – looking at other options from nursing programs, in order to allow another avenue for students to look into. Students need to have a back-up plan if they are not immediately accepted into their “first” choice of competitive programs. Students need to have better perspective/expectations of what jobs they will be able to get with a bachelor’s degree with no health care experience – cannot leave the program and expect to be able to run a hospital and make six figures right after graduation. Mary Haumschild asked why we would want to have students transfer to USF instead of our own BAS – HSA degree. Mary Haumschild also asked what percentage of students come from the AS program from SPC into the BAS- HSA degree. A lot of students have to be careful in transferring credits due to financial aid criteria. Students can no longer “explore” what they want to be – need to decide in their first 15 credit hours what they want to do with their career – need to decide sooner how to make it through college successfully but at a faster pace than years ago. Need students to come up with a more realistic plan for students – how to get through school, think about career and what is actually able to happen.

- b. Transfer plan for Health Sciences requested by USF
See above item A.
- c. AS-HSC-Gen professional development opportunities via Corporate Training
Create more opportunities for students for professional development – need to be tied to education and career goals. Eboni Anderson had a meeting with Giovanna Taylor, Michelle Hampton, Perkins Grant Coordinator, and Kengia Johnson-Sabree about what can be offered to students. Brain storming about other certificate programs that can be added for students to take or other conferences that students can attend. Different options for students to consider – a lot will be based on the expense that students can afford. This is all about increasing resume skills, retention and interest in the program. Michelle Hampton sends out invitations for career fairs, different opportunities for student to participate in which can then be sent on to all classes offered through SPC.

d. Non-completion rate adversely affecting Perkins Grant

- i. All enrolled AS-HSC students now coded & moving more into AA prior to enrollment

300 students were coded in the A.A. program. AS Health Science – enrollment is down compared to last year. However, per Dean Ludwig this is a good thing as the program is funded by Perkins Grant money. Attrition numbers are high as students are often waiting for acceptance into competitive programs. Retention can often be low – which affects Perkins funding. Huge influx of students meant more money from Perkins but low retention means that the program could lose money. By resetting students coding into a better program it will better help the retention numbers and get students into a better mind frame – get them into the program they “need” to be in, in case students decide the program is ultimately for them or cannot get into the competitive programs.

- ii. Progression milestones remains in progress to move students into a plan B if not likely to get into limited enrollment program

Eboni and Damon Kuhn have talked about tracking students through the program. From the 15-21 credit hour mark, students need to talk to an advisor about where they are in their program and consideration moving forward into a competitive program or other options available to them. Some classes that are offered for professional development, continued education are offered online, face to face or are also available as evening classes.

IV. Update on BAS-HSA program

Trede

- a. Course revitalization

Right in the middle of course revitalization. As an institution we are Quality Matter certified – are courses are certified to be more student friendly and more in line with accreditation standards. BAS – HSA has always been ahead of the curve. Leadership has been revitalized and is now the gateway course – a lot of the advisory committee recommendations have been encased in this class. Meyers-Briggs, Focus 2, resume updating, professional bio for conferences, professional memo about changes, etc. – students have been extremely receptive to the class. Pre-Capstone course will begin in the Summer of 2017 and will hopefully help students to have better polished students when they are out in the community.

- b. Removed admission barriers
Approval through the Curriculum Committee in progress.
- c. Auto-accept AS graduates of health programs
Need to increase enrollment (SPC down 3.5%) – be out in the community talking with people and making more students aware of the program.
- d. Allow enrollment in 2 courses prior to admission
For students who are not completely done with the A.S. or A.A. degree they are now allowed into the program 2 classes from graduation. This allows students to see what the program is about before fully graduating from their lower division degrees.

V. Program data

Ludwig

- a. BI enrollment & grads (see below)
AS Health Science – enrollment is down compared to last year. We are working to help students get recoded ASAP if they are not going to be competitive to get into a limited enrollment program and do not plan to finish AS-HSC. The program is included in the Perkins funding, and high attrition adversely affects the grant requirements. Huge influx of students when AS-HSC began meant more money from Perkins, but low retention means that the college could lose significant amount of Perkins funding.

BAS program on track to have increased enrollment. Decrease in graduates over a period of time – per Dr. Wendy Shellhorn there is a lag time between admission and graduation. Some take fewer classes at a time or are waiting to take general education classes, which holds up graduation in the long run. Academic communities and clearly defined program plans may help students better prepare and move from admission to graduation at a better pace. Per Dr. Teri Trede, typically enrollment swings based on the economy. Need to continue to be visible and competitive.

Kathi Timothy asked what the Advisory Committee could do in order to help increase enrollment in our health programs. Will invite committee to participate in future recruitment events. They could also participate in health in-service days at various organizations to talk about the A.S. and BAS programs.

- b. Viability report information (attached)
Explanation of what the report and process is for the viability report – attached are the action plans for the AS and BAS programs. Start revitalization process – this has

started in the BAS program, provide more adjunct support - level of quality and consistency – Eboni Anderson is developing a plan for the AS degree program. DISC assessment and Focus 2 starting in Leadership and cultivating in the Capstone course will be pursued in BAS-HSA. Heard the Advisory Committee when they asked for more “team” assignments – we have added more assignments in the course, trying to also figure out how to evaluate the effectiveness of these efforts.

VI. As may occur

- a. The spring Student Success Showcase is scheduled for Thursday May 4th 5:30-6:30 PM in the HEC Lobby. The programs participating will be the same as in the past; we plan for the expansion to occur the 2017-2018 academic year (Fall 2017).

5:10pm, Motion to adjourn the meeting by Eboni Anderson, seconded by Cindy McNulty

ATTACHMENTS

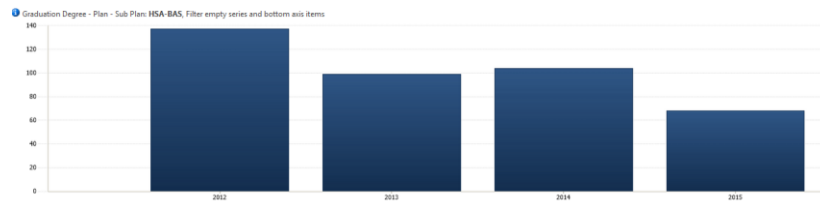
Program Data

Unduplicated Headcount

	Fall 505	Spring 510	Summer 515	2015-2016	Fall 520	Spring 525
Health Sciences-AS	3675	3314	1524	5135	2787	2519
Health Sciences – AS Core Courses	201	185	116	420	206	174
Health Services Administration- BAS	316	319	175	603	329	330

Graduates

	Fall 505	Spring 510	Summer 515	2015-2016	Fall 520
Health Sciences-AS	3	5	5	13	10
Health Services Administration- BAS	31	33	4	68	44



HSA-BAS Grads

137

99

104

68

Academic Program Viability Reports

Purpose: To enhance the program viability report process, it was decided in 2013, that program specific data would be extracted from Pulse/Business Intelligence. The same model will be employed in 2016.

Background: This is the tenth year in which the Academic Program Viability Report (APVR) has been published. The APVR was designed as an abbreviated yearly summative evaluation of a program's viability. It provides key College stakeholders such as the Executive Committee, a snapshot of relevant program specific information in order to highlight program trends and issues. Program level action plans are included in the report as part of the program viability report process.

The APVR contains detailed measure descriptions as well as individual program reports for all lower and upper division programs designated by the active academic organization levels. The nine required measures include *unduplicated student count, SSH Enrollment, performance, percent full metric, number of program graduates, internships, industry certification, placement data, and employment trends.*

Viability Process:

Program Specific Charts: The process begins with the creation of trend charts for each of the programs. Program directors or deans generate six of the measures in Pulse/BI, and Academic Effectiveness staff provides industry certifications, placement and employment data from external sources.

Follow-up Report: The Program Action Plan follow-up captures the qualitative results of the previous year's action plan items. This completed form, located in each program's SharePoint folder, is part of the APVR along with each program's individual program charts and the current year's action plan.

Program Action Plans: Once the measures have been uploaded to SharePoint, program administrators review the data and discuss various actions (between 1 and 3) that could be implemented by their program(s) to improve performance. A Program Action Plan form in WITS is used to capture the action items. [Note: the ninth area, employment trend information, is not charted and cannot be directly impacted by program performance].

Program Meetings: Meetings are held with program administrators, deans, and staff from Academic Effectiveness and Workforce to discuss each program's performance. After the program specific meetings have been conducted, and appropriate parties are in agreement, the completed follow-up report and action plan form are included in the APVR.

Program Action Plan

Program: Health Services Administration, Lower Division

Date Completed: 10/21/2016

Prepared By: Eboni Anderson

I. Action Plan Items - Due September 2017

	Action Item	Viability Measure Addressed	SPC Strategic Priority	Responsible Party
1	Course revitalization - At least one of the six AS-Health Sciences core courses will go through the online course revitalization process.	Course Success/W-WF-F Rates	Classroom Experience (Academic and Instructional Enhancements)	Adam Smith
2	Adjunct faculty support - Academic Chair will work with the AS-Health Sciences adjunct faculty to make the online learning process consistent across the entire program. This will include the standardization of welcome messages, use of the A.S. Student Outreach Survey for Instructors, incorporation of the syllabus quiz, and the promotion of the HSA Style Guide in all of the online courses.	Course Success/W-WF-F Rates	Classroom Experience (Academic and Instructional Enhancements)	Eboni Anderson

II. Special Resources Needed:

No resources are required.

III. Area(s) of Concern/Improvement:

None.

Program Action Plan

Program: Health Services Administration, Upper Division

Date Completed: 12/14/2016

Prepared By: Rebecca Ludwig

I. Action Plan Items - Due September 2017

	Action Item	Viability Measure Addressed	SPC Strategic Priority	Responsible Party
1	Add using DISC; Focus 2 in Leadership and Capstone to see if response change over time in the program.	Graduates	Classroom Experience (Academic and Instructional Enhancements)	Instructor in Charge
2	Investigate potential methods for evaluating the students' team/collaboration skills since a group project is incorporated into most courses.	Job Placement	Classroom Experience (Academic and Instructional Enhancements)	Instructor in Charge

II. Special Resources Needed:

Both action items focus on workplace preparedness as a result of their academic experience. If a cost is associated with using focus 2, then funding will be needed. Depending on the options for evaluating the student's collaboration skills, funding for that initiative may be needed too, if a meaningful method is identified.

III. Area(s) of Concern/Improvement:

Improvement- Revitalized courses to meet QM standards are starting to be offered to students. As sufficient data becomes available, the effect on student success should be analyzed.

Improvement- Program updating/revision process initiated in 2014 has been completed. The admission criteria has been simplified to remove student barriers, including open enrollment in two courses for those not meeting admission requirements.

HSA Advisory Committee Meeting

September 16, 2016

10 a.m. - Carillon Hilton

Members Present: Mark Haumschild, Patricia Holloway, Paige Brett, Phil Wiechmann, Dennis Dansby, Cindy McNulty, Samantha Staley, Lara Maisch, Teri Trede, Eboni Anderson, & Rebecca Ludwig

Invited Guests Present: Mary Haumschild, John Crane, & Eric Carver

Members Absent: Matthew Brown, Sandy Malkin, Jennie Orama, Wendy Shellhorn, Kandy Swanson, Kathi Timothy, and Jane Walker

- I. Call to Order- Welcome & Introductions Trede
- II. Outstanding Capstone Mentor Award: Gina Kravitz Anderson/Ludwig
- III. Outstanding Capstone Affiliate Award: Largo Medical Center Anderson/Ludwig
- IV. Program data Ludwig
 - Dr. Ludwig thanked all Capstone mentors as well as those who serve on our Advisory committee.
 - Dr. Ludwig discussed headcount for both the Bachelors and Associates program.
 - Students who are not selected for limited enrollment programs (such as Nursing) will come into our Associate in Science program.
 - b. BI enrollment & grads
 - i. Dr. Ludwig discussed graduates and decline from 2012 to present number of students. Most students have General Education courses to finish, which is why graduation numbers are steady or low. Also when program first started there was a massive influx of students, this is why the program graduated so many students early on.
 - ii. As economy improves enrollment starts to drop. Since enrollment numbers are starting to come back up hopefully there will also be a correlation with graduation.
 - iii. Need to case manage student more to have a plan B and C if their plan A (Nursing) does not work out. Program of choice for students is not always viable.
 - iv. Collaborative Lab planned to map out pathways to get/create options for those not getting into program of choice.
 - v. Dr. Carver discussed increasing menu of options, targeting students earlier, case manage before applications are submitted, and career counseling. End goal is better informed students.
 - vi. Applications into A.S. Health Science is 1/5 of SPC population.
 - vii. Mark Haumschild talked about Galen College of Nursing and their strategy of enrollment. PSAV strategy.

- viii. Dr. Carver talked about advising and then being able to transfer classes to other colleges or universities.
- ix. Dr. Ludwig also talked about the ratchet down on financial aid and how they are only paying for classes that are a part of the degree requirement.
- x. Mr. Dansby asked about Business Intelligence and projection with data/graduation
- xi. Dr. Carver talked about the age groups and the differences in how they approach learning/education. Survey group that leaves program/college and engage them. Dealing with a number of clinical spots in Pinellas County in order to bring in more students. With limited spots means limited enrollment for those needing clinical as a part of their program.

c. Viability report information

- i. Dr. Ludwig included a one page report for preview of Advisory Committee members along with follow-ups and evaluations for years before. Need to look at data, how to move forward and what might need to be changed.

V. Academic Community

Ludwig

- Dr. Ludwig gave out a community brochure - community general education courses tailored to the community of health sciences programs. This will help student to identify with their "community" of peers within the same programs.
- Dr. Carver referenced the August Board of Trustees meeting which discussed about new building concepts for the Health Education Center, site development, working with funds and simulation within the community.
- Dr. Ludwig also discussed possibilities of more mini clinics to offer selective services to the community

VI. Update on A.S. Health Science Degree program

Anderson

Plan B for students who are denied entry into the limited enrollment programs

- We are in the process of integrating an alternate plan called the AA in General Studies plan (which is like a default plan) that is projected to launch in Spring 2017.
- It aligns with Career and Academic Pathways.
- The AA code is about catering to students coming under the personal path program (the new student).
 - 27 transfer plans are available.
 - As of 9/16/16, 747 students have switched to the AA pathway.
- As Dr. Marvin Bright said, the focus should be on "having the end in mind."

The Personal Pathways Program

- Purpose and goal – To increase student retention and persistence rates by increasing the inventory of student options that will guide students to making well thought-out and comprehensive academic and career choices (i.e., nursing students that

were complete but not competitive to enter the program). Additionally, the goal is to cross-pollinate courses to see if students can pick up certificates along the way to increase their chances of landing the careers of their choice after graduation.

- Students can create their personal pathway with their academic advisor (and through the Career and Academic Communities Triad) to ensure that they are on the right path to meeting their academic and career goals. This, of course, is communication-driven.
- Options – Some of the options include completing the AS in Health Sciences general program, and then moving forward into the BAS-HSA program if they so choose. Or, students have the option to complete further education through the various transfer/FUSE plans here in Florida to make the transfer process relatively seamless for our graduates/students. For example, SPC already has articulation agreements with USF and Florida Gulf Coast University. Furthermore, we can take advantage of the University Partnership Center (UPC) academic exploration resource.

VII. Update on BAS-HSA Program

a. Course revitalization

Trede

- i. Revitalization is in full swing. We have 3 courses in process at the moment, with at least 4 more beginning in the next few months.
- ii. We are trying to incorporate more applied experience and more career-based ties to the material and assignments/tasks in the new courses - i.e., identifying possible careers relative to the course material, using more case-based or career-based scenarios/case studies to help students apply what they are learning. We just started a new program curriculum plan in August which features a "Pre-Capstone" course to give students extra time to develop their Learning Contracts/project plans so they can focus more fully on the hands-on experience in the actual Capstone course.
- iii. We have added some new things to the Leadership course, now the Gateway course, such as the DISC and Focus 2 career assessment. These will be repeated in one of the Capstone courses so students can reflect on progress, changes made, etc.

b. Final Critical Thinking Assessment

Maisch

- i. For a few years the HSA program used a Critical Thinking Assessment called the Health Sciences Reasoning Test. It showed improvement in several areas of critical thinking over the course of the program. However, the logistical barriers proved too great and so at the last meeting, the Advisory Committee agreed that it could be replaced with other assessments.
- ii. One actions that being taken to replace the originally used assessment is: The Courses in the HSA program were restructured, Leadership became the Gateway course with Health Care Delivery in the United States being one of the few courses students may take in that same first modmester. Leadership has some self-assessments such as the DISC that allow students to reflect on their leaderships styles

- iii. Another action being taken to replace the originally used assessment is: A Pre-Capstone course was added to the revised curriculum and the course will be written in this academic year. The Capstone course will be enhanced to focus more on the professional skills and behaviors needed for the workforce.
 - iv. The same and/or complimentary assessments will be incorporated into these two courses to offer additional methods of assessing these critical work skills.
 - v. The Advisory Committee will be kept informed of the assessment methods being used.
- c. COHS Showcase Maisch
 - i. Will be Thursday December 1, 2016 from 5:30 to 6:30 p.m. in the HEC lobby. Please come to see the accomplishments of our students. All COHS students are invited to present.
 - ii. A pre-Capstone course was developed to better prepare students for their Capstone project. At the same time, the Capstone is being modified to help focus more on the professional skills students will need, including a greater emphasis on displaying the final project.
 - iii. The faculty are considering a general requirement for students to either present their findings to key stakeholders and/or displaying their project at the showcase. The logistics for how to display projects of students living too far away to attend the event in person are being considered.
 - iv. An invitation is posted in the Student Commons for students. However, more promotion opportunities are being explore

HSC/HSA Advisory Committee Meeting

Thursday Nov 16, 2017 4 PM HEC (66th and Park Blvd)

Attended: Cindy McNulty, Samantha Staley, Laura Mosby, Kathleen Clark, Phil Weichmann, Teri Trede, Wendy Shellhorn, Lara Maisch, and Rebecca Ludwig

Absent: Paige Brett, Mark Haumschild, Mary Haumschild, Kathi Timothy, Sandy Shull, Chad Oakley, Dennis Dansby, Kandy Swanson, Jane Walker, Rafael Sciullo, and Carrie Hepburn

I. Call to Order- Welcome & Introductions Trede

- a. Minutes from spring 2017 meeting (attached)
Called to order 4:04 p.m. and minutes accepted.

II. Outstanding Capstone Mentor & Outstanding Capstone Affiliate Awards Shellhorn

Laura Mosby has mentored 6-8 of Capstone students for the program. Laura was at the meeting to accept her award for Outstanding Capstone Affiliate Award. There is an individual plaque and a perpetual plaque kept in the program office.

Carrie Hepburn is the Outstanding Capstone Mentor but was unable to attend to receive her plaque. Wendy Shellhorn will deliver it to her. There is also a perpetual plaque kept in the program office.

III. Academic Community events Ludwig

- a. Open House for week 5 cancelled due to Hurricane Irma.
- b. Career Fair in October that was well attended.
- c. Student Success Showcase today
Week 10 event on November 16, 2017 at 5:30 p.m. Invited community partners, magnet high school students, prospective students, students who will be doing Capstone within the next semester as well as current students, advisory committee members and all other communities of interest.

IV. Update on AS-HSC program Ludwig

- a. AA transfer plan to USF for public health completed. Students will complete the HSA – AS degree and then can transfer over to USF for their bachelor's plan in public health.

- b. Transfer plan for Health Sciences requested by USF rejected as we do not want to compete with our own AS-HSC program.
- c. Academic Chair to be replaced in August 2018- need someone permanent for long term stability.
- d. Non-completion rate still adversely affecting Perkins Grant
 - i. All enrolled AS-HSC students now coded & moving more into AA prior to enrollment
Found approximately 100 students who should have been coded as AA not AS degree students. Moving to the correct coding allows us to have a higher completion rate.
 - ii. Progression milestones remains in progress to move students into a plan B if not likely to get into limited enrollment program
Students need to have a plan B and C instead of putting all of their eggs into one basket.

V. Update on BAS-HSA program

Trede

- a. Course revitalization
Still undergoing course revitalization within our program. Ed Concepts, Leadership, and Healthcare Delivery courses were completed in revitalization.
Feedback from students and adjuncts has been very positive. Leadership more focused on leadership concepts and skills needed in the workplace.
- b. Adding new sub-plans
 - i. Gerontology/Aging for fall 2019.
Objectives have to go through Curriculum process, then hire an “expert” in order to design and create the course. Once the course has been completed it has to be reviewed by a Course Reviewer. In order to get half a dozen courses through the process, it takes a while.
 - ii. Documentation Improvement Specialist for HIT. Once students complete the subplan, they can sit for the exam for Certified

Documentation Improvement Specialist. Students who can complete the certification exam have to have work experience in compliance.

- iii. Replacing pre-cap and capstone for RET to create program meeting CoARC accreditation criteria in partnership with HCC and Polk. Have a RET subplan and CoARC has now approved a bachelors program for RET. Need to add in/change two courses in order to be qualified for offering a bachelor's program in RET. This will also go live in Fall of 2019.

VI. Program data

Ludwig

- a. BI enrollment & grads (see below)

Program Data

Unduplicated Headcount

	2015-2016	Fall 520	Spring 525	Summer 530	2016-2017	Fall 535
Health Sciences-AS	5135	2787	2519	865	2435	1538
Health Sciences – AS Core Courses	420	206	174	106	382	195
Health Services Administration-BAS	603	329	330	197	543	405

Graduates

	2015-2016	Fall 520	Spring 525	Summer 530	2016-2017
Health Sciences-AS	13	10	16	6	32
Health Services Administration-BAS	68	44	28	6	78

Dr. Trede asked about advisory board meeting since Dr. Tonjua Williams took over as the President of the college. Dr. Williams wants to focus on the things that really work and make them better initiative wise and get rid of the ones that are not working or doing anything for the college. Dr. Ludwig mentioned that HEC is a very old building and we need to find a new space to grow. We have numerous programs/schools that want to partner with us. HEC will be getting a new roof and new carpeting in some areas over the holiday break.

HEC is mid-county and we need to be close to clinical sites. Dr. Trede asked for the Advisory Committee members to talk about HEC programs in the community to help us grow and continue to partner.

State funding is focusing more on retention – SPC needs to work on this. State funding defines retention based on students attending fulltime; we have a high number of part time students. Dr. Trede mentioned that in the Moving the Needle conference talk is about 4-year degree plan. However, SPC students are doing the degree in 6-8 years, as many of our students are working full time and have families. Our mission is not the same as state universities.

b. Viability report information (attached)

Handout that was given at the meeting. Viability report is a follow-up for our plan for the year – following up to see what has been completed compared to what we wanted to accomplish during the year. Dr. Ludwig is concerned about stability in the HSA-AS program since Eboni Anderson has left and Dr. Ludwig is retiring at the end of the year.

Action plan for HSA – BAS, revitalized leadership class with assessments such as DISC, Meyers-Briggs, and Focus 2. Students have really enjoyed the assessments so far within the leadership classes. Focus 2 is very eye opening for students and some students need to look at Plan B and Plan C. Team collaboration in classes is becoming more of an issue and is something that students really dislike and often create hostile environments in communicating with each other. Students do not understand that they will be working and collaborating with each other in the working environment. Still on our radar to try to improve this component of our courses.

VII. As may occur

Developing a Medical Marijuana policy for HEC students. Clinical sites will not allow students who use medical marijuana and federal government does not accept illegal drug use (SPC accepts federal funds).

Spring Advisory Committee is April 10, 2018 and is a part of the All College Advisory Committee Event.

Samantha Staley talked about her last two Capstone students and they have several action plans in place for breast feeding/pumping initiatives. Nine employers are being

awarded Gold level, and 6 Childcare Centers are being awarded Gold Level. SPC is one of the employers on the list that will receive an award.

Phil is a part of the New Initiatives Program and is tutoring at the college. Asked about Paramedicine program (Community Paramedicine). Dr. Ludwig discussed the State of Florida is slow to embrace new program initiatives, especially bachelor degree programs, so no support at the state level to accomplish this type of program at this time.

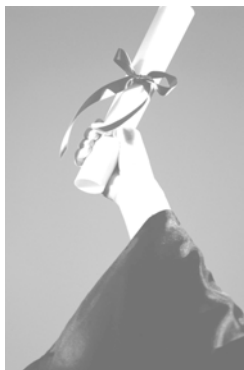
Hospice 40th Anniversary event also today at 4 p.m. which is why Rafael Sciullo was unable to attend.

HSC/HSA Advisory Committee Meeting
Tuesday April 10, 2018 5:00 PM SPC Epi Center

Attended: Mark Haumschild, Cindy McNulty, Samantha Staley, Wendy Shellhorn, Teri Trede,
Katherine Woods

Absent: Paige Brett, Trisha Holloway, Jane Walker, Philip Wiechmann, Dennis Dansby, Kandi Swanson,
Kathi Timothy, Chad Oakley, Sandy Shull

- I. Call to Order – Welcome and Introductions 5:15 PM Trede
- II. Minutes from Fall 2017 meeting (attached) Trede
Cindy McNulty made a motion to accept the minutes. Samantha Staley seconded the motion that passed unanimously.
- III. Old Business
 - a. The curriculum for a geriatric subplan delayed but still targeted to be in place Fall 2019. Program will need input from content experts to help guide curriculum (i.e. Trish Holloway).
 - b. There is a need to expand the Advisory Committee to have representation from within all of the subplans.
 - c. Develop mentors to allow students to get a glimpse of different jobs (i.e., one day of shadowing). Perhaps make videos of the mentors talking about what they are looking for in employees for the jobs they have at their business.
- IV. New Business
 - a. The Three Pillars: Dr. Woods shared a presentation of the Three Pillars: Academic Excellence, Economic Mobility, Community Engagement
 - b. The Student Success Showcase April 19th was discussed.
 - c. HSC AS: Academic pathways, a student retention and the addition of certificate programs were discussed.
 - d. BAS HSA: Academic pathways, new Clinical Documentation Specialist subplan, change in enrollment with an increase from last year; high success rate.
 - e. Discussed opportunities for improvement and role of Advisory Committee.
 - f. Ideas: Cindy McNulty: Telemedicine as a Capstone, Pharmacist at CHC doing pt. education and medication reconciliation/MTM/pharmacy students can do some, Chief Experience Officer (New position type - Customer Service)
 - g. Samantha Staley: 6 SPC students CH Nursing, capstone, past capstone volunteer: working on different aspects of breastfeeding friendly and other baby-friendly initiatives. Allstate has one room. Forwarded a media release to TT/WS re: the accomplishments. Inviting to event Friday, May 4th Amy B. going to present to ACH Breastfeeding meeting.
- V. Meeting adjourn at 6:16pm.



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