PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS HEALTH SCIENCES ACADEMIC PROGRAM REVIEW

Abstract

The PCCUA Health Science Program Review includes the Health Science Self Study accessed at http://www.pccua.edu/faculty-staff/adhe-information/program-reviews/. The Program Review Report from the External Evaluators and the Institutional Response to Those Observations and Comments.

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PHILLIPS COMMUNITY College of the University of Arkansas completed the Health Sciences Academic Self Study for the Program Review. Two external evaluators provided the program review and the College response to the Review is documented.

External Reviewers

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Teresa Gaines Webster, Vice President of Instruction, Mississippi Delta Community College. Teresa Webster holds a Bachelor of Science in Education with a major in Business and a Master of Education in Administration and Supervision with 18 graduate hours in Computer Science. She served as a high school educator for five years, an instructor at MDCC for 25 years, and has served the college in the position of Vice President of Instruction since July 2016. She worked in her administrative capacity fairly extensively in the writing of accreditation documentation with their recent off-site and on-site reviews by the Southern Association of Colleges and Schools Commission on Colleges at her campus.

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I. Review of Program Goals, Objectives and Activities

A. Are the intended educational (learning) goals for the program appropriate and assessed?

The overall goal of the Health Sciences program is to award students who do not successfully complete the fourth semester of nursing with an AAS in Health Sciences. Using the College assessment plan and the six curricular concepts of the nursing courses included in the Health Sciences program, students possess a wide array of abilities and health related skills that enable them to be employed in a health related field. The program educational goals are appropriate and adequately being assessed as outlined for us. In addition, because students must secure a "C" or better to successfully pass the health sciences curricular courses, those students also meet the college core competencies.

Institutional Response

Historically, students, who failed to complete the last semester of the Associate Degree Nursing Program, separated from the College without earning a two-year degree. This occurred even though these students had completed the minimum number of requisite courses in:
(1) English and fine arts; (2) social and natural sciences; (3) mathematics; (4) computer technology; and (5) specialty area courses like nursing to meet state requirements for an Associate of Applied Science (AAS) degree. In response to this occurrence, the Dean of Allied Health requested to reconfigure the existing AAS in Nursing to establish an AAS in Health Sciences. This request was approved in 2010. Thus, the overall goal to award an AAS in Health Sciences to students who separated from the Associate Degree Nursing Program in the fourth semester was realized.

In addition to encouraging students to pursue careers in health occupations, awarding an AAS in Health Sciences has other benefits. First, the percentage of college graduates in Arkansas is increased. Second, credits earned in Health Sciences are transferrable toward two- and four-year health occupation degrees. Third, program graduates are more likely to be employed and earn higher wages than those without a college degree (U.S. Bureau of Labor Statistics 2016). Fourth, earning a college degree fosters individual self-esteem and promotes community productivity.

Graduates in Health Sciences, who participate in respective course activities and meet established course student learning outcomes, possess the following College Core Competencies:
1. Demonstrate adherence to legal and ethical standards established by society.
2. Use tools of the trade to achieve a specific outcome.
3. Display reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
4. Engage in interactive processes through which there is an exchange of verbal and nonverbal information.

5. Acknowledge that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next (*2017-2018 College Catalog, p. 33*).

A student admitted to the Associate Degree Nursing Program at PCCUA, who does not complete NG 412, Concepts of Nursing Care for Patients with Complex Conditions, with a "C" or better on the first or second attempt, may use prescribed general education, approved elective, and the first three required nursing courses (NG 107, NG 209, and NG 312) in the Associate Degree Nursing curricular pattern to earn an AAS in Health Sciences.

The length and required number of credit hours to earn an AAS in Health Sciences is consistent with college, state, and national standards, as well as best practices. The current Health Sciences curriculum, in 100% time, requires a student to complete 60 credit hours in five semesters to earn an AAS in Health Sciences. This 60 credit hour requirement includes ten credit hours of prerequisite courses. The curriculum consists of 24 credit hours of general education and approved elective courses as well as 36 credit hours of required nursing and science courses. The length of time to complete the curricular pattern may be extended for students who take one or more developmental courses before college level courses.

The College requires students earning an AAS degree to complete the following general education courses: (1) six to nine credit hours in English and fine arts; (2) three credit hours in social science; (3) three credit hours in natural science/mathematics; and (4) three credit hours in computer technology to meet a minimum of 15-18 credit hours. Additionally, students must take six to ten credit hours of approved electives. Students must complete a minimum of 31-38 credit hours in science, their area of study (*College Catalog,* p. 37). The Health Sciences curriculum meets these expectations as outlined in the *College Catalog* (p. 65) and the PCCUA Degree Audit Form.

The College semester is sixteen weeks in length. Curricular credit hours are determined by a 1:1 credit to clock hour ratio for theory and a 1:3 credit to clock hour ratio for nursing clinical labs as well as nursing and science campus labs.

The total number of credit hours required to complete the AAS in Health Sciences complies with the maximum number of credit hours recommended by the Arkansas Department of Higher Education. The curriculum meets a minimum of 15 semester credit hours of general education courses and has more than 31 semester credit hours in a technical area. Required nursing and science courses comprise 60% of the total credit hours required for program completion.

All general education courses may be transferred from another post-secondary institution provided that: (1) credits are earned at a post-secondary institution having regional accreditation to award the associate degree; (2) transferred course credits satisfy the same course content and credits required to meet PCCUA course requirements; and (3) the grade earned for course credits transferred is a "C" or better (*College Catalog*, p. 15). The last 15 credit hours toward an AAS degree must be earned from PCCUA (*College Catalog*, p. 33). Required nursing courses from another post-secondary program may be transferred toward the AAS in Health Sciences provided that they meet the same criteria previously described for general education courses.

As indicated in the *College Catalog*, three additional nursing courses are offered but are not required for program completion. These approved elective nursing courses include: NG 223, Pharmacology for Nurses (3 cr. hrs.); NG 133, Dosage Calculation for Nurses (3 cr. hrs.); and NG 123, Normal Nutrition (3 cr. hrs.). These courses are offered for students who may need additional credit hours to satisfy elective requirements.

Semester and Year Major Nursing and Science Courses Were Last Offered
Typically, science courses are offered during the fall, spring, and summer semesters. Sequenced nursing courses are offered once each academic year. Table 2 illustrates the semester and year major science and nursing courses were last offered.

B. How are the faculty and students accomplishing the goals and objectives?
The overall program objective is to provide students with a health related skill set. Students obtain this skill set through a rigorous health science curriculum which provides students with clinical opportunities as well as opportunities to enhance their skill set through various activities such as health fairs and immunization clinics. The college also has an established Administrative Procedure (AP 370.02) outlining the importance of faculty professional development and allocates financial resources for those purposes.

Faculty, administrators, professional groups, and even four-year institutions are given input in to course development and modifications. A process is in place involving the use of a Faculty Senate Curriculum Committee to submit changes through a form. Once approved by the committee, the request is forwarded to the Vice Chancellor for Instruction for appropriate action. In addition, faculty are required to develop a course syllabus for each course using a template that is submitted to the Dean of Allied Health and then to the Vice Chancellor for Instruction for review. These policies in place afford faculty the opportunity to be fully immersed into the program's goals and objectives. According to faculty vitas, faculty members stay current and abreast of developments in their industry and as listed in Table 9. Students are routinely surveyed at the end of each semester about each faculty member's instructional design and delivery of a course. Survey findings are reviewed by the Dean and any score of two or less on a scale of zero to three requires an improvement plan. Therefore, students are involved in the accomplishment of these goals.

Institutional Response
All full-time faculty credentials meet Higher Learning Commission, College, and State of Arkansas requirements. The Higher Learning Commission requires faculty teaching in occupational associate degree programs to have at least a bachelor's degree in the field and/or combination of education, training, and tested experience. All faculty teaching required nursing courses are credentialed with a master's degree with a major in nursing. Faculty teaching Anatomy and Physiology, must hold a master's degree or higher in the discipline or subfield or have at least 18 graduate credit hours in the discipline in which the faculty teaches. (Higher Learning Commission Guidelines: Faculty Qualifications). All faculty teaching Anatomy and Physiology I and II meet this requirement. The faculty on the Helena-West Helena campus is credentialed with a Doctor of Chiropractic degree which includes at least 18 graduate hours in

the teaching field. The faculty on the Stuttgart campus is credentialed with a master's degree in biology.

In most instances, the College requires faculty to hold a master's degree or higher with a minimum of 18 hours in the faculty's respective teaching field except in certain areas such as technical, vocational, and adult education (PCCUA Administrative Procedure 370.02). All full-time faculty on the Helena-West Helena and Stuttgart campuses are credentialed with a minimum of a master's degree in the appropriate major or have required graduate hours in the teaching area as required by the College and Health Sciences program. They also have at least one or more years of clinical or teaching experience before employment.

The Arkansas State Board of Nursing mandates for faculty teaching required nursing courses in the Health Sciences curricular pattern to: (1) hold a current, unencumbered, nursing license to practice in Arkansas; (2) possess a degree above the associate degree; (3) have previous experience in clinical nursing; and (4) complete 15 continuing education contact hours from an Arkansas State Board of Nursing approved provider before each license renewal (http://www.arsbn.arkansas.gov/lawsRules/Documents/Rules.Chapter6.Effective10.1.13.pdf).

All faculty teaching required nursing courses on each campus meet mandated Arkansas State Board of Nursing degree requirements to teach the required nursing courses in the Health Sciences program. All faculty maintain active, unencumbered licenses to practice as a registered nurse in Arkansas and Mississippi by state or multi-state, compact licensure. All faculty have a minimum of a baccalaureate degree in nursing and a master's degree with a major in nursing. All faculty have one or more years of clinical experience before employment in their current teaching position.

To maintain licensure, all faculty licensed in Arkansas must have at least 15 practice-focused contact hours of continuing education for each two-year licensure (cyclehttp://www.arsbn.org/Websites/arsbn/images/Rules.Chapter02-%20Effective%2001-01-2018.pdf). These hours may be obtained by: (1) completing an Arkansas State Board of Nursing approved continuing education provider course; (2) earning certification or recertification from an Arkansas State Board of Nursing approved certifying provider; and (3) completing a nursing course in an approved academic setting (Arkansas State Board of Nursing Rules and Regulations, pp. 2-6 and 2-7).

C. How is the program meeting market/industry demands and/or preparing students for advanced study?
The program provides students with employable skills upon completion of the AAS in Health Sciences. In addition, students receiving the AAS in Health are encouraged to continue their education by completing a related associate degree program or transferring to a four year university to further pursue an advanced degree in health sciences. Of the 60 graduates of the AAS in Health Sciences, currently 62% are employed in a health related occupation.

During 2011-17, 63 individuals have separated from the Associate Degree Nursing Program. By providing the students an avenue in which to still attain an AAS degree at this juncture, PCCUA is granting these students a unique opportunity to realize graduation attainment. This degree will

give students a sense of accomplishment and the intestinal fortitude to extend their educational goals. Cited in the Areas of Program Concern section are the limited number of employment opportunities without a specific health occupational skill set. As reviewers, we agree that this should be an area of concern; however, it is widely known and supported by data that students with a degree usually have a higher earning power over the course of their lifetime when compared to a person who has no advanced education. Sixty out of sixty-three (95%) students have pursued the Health Sciences degree. We would suggest that this statistic alone supports the need for the AAS degree in Health Sciences offered by PCCUA.

Institutional Response
Market Demand and State Industry Need
Currently, the health care industry is experiencing an expansive growth to meet the health care needs of aging "Baby Boomers" as well as the increased number of insured individuals accessing health services. Research indicates employment in the health care sector grew by slightly more than 20% between 2004 and 2014. Employment in all other sectors grew by 3% during the same time period. The health occupations projected to grow the most between 2014 and 2024 include: (1) personal care aides (458,100); (2) registered nurses (439,300); (3) home health aides (348,400); (4) nursing assistants (262,000); and (5) medical assistants (138,900) (http://www.chwsny.org/wp-content/uploads/2016/04/BLS-Health-Care-Employment-Projections_2016.pdf).

D. Is there sufficient student demand for the program?
It is projected by the year 2025 that Arkansas will have the fifth highest population for older adults in the US. It is likely that employment in this sector will continue to grow. Since the program inception in 2010, the program has had 60 graduates and of those 60, 38 are currently employed in a health related occupation. As previously mentioned, since 2011, 63 students have separated from the Associate Degree Nursing Program during their last semester. Sixty out of sixty-three (95%) have pursued the Health Sciences degree.

Institutional Response
Sixty students have failed to complete the last semester of the Associate Degree Nursing Program. Accordingly, they were not awarded an AAS in Nursing. Yet, each had earned enough credits in general education, approved electives, and nursing courses to receive an AAS in Health Sciences. Approximately 62% (37/60) of these graduates went on to complete a degree or certificate in a health occupation program, and these graduates are currently employed in health occupations.

In addition to Health Sciences, the Division of Allied Health offers the following health occupation programs: (1) associate degree nursing; (2) practical nursing; (3) nursing assistant; (4) phlebotomy; and (5) medical laboratory technology. Graduates with an AAS in Health Sciences are encouraged to complete one of these programs to obtain a specific health occupation skill set. The Dean of Allied Health, respective allied health program directors/coordinators, and allied health faculty: (1) work closely with service area health care agencies to determine workforce needs; (2) evaluate employer survey responses to determine satisfaction with graduate preparation provided by respective PCCUA health programs; (3) consider recommendations made by respective advisory committees when developing,

maintaining, and revising college health occupation programs to meet employer needs; (4) participate in appropriate professional development activities to remain abreast of current practices in each health field offered; and (5) work closely with area high schools, Career Pathways, UAMS East, and college personnel to recruit students for health occupation programs.

E. Do course enrollment and program graduation and completion rates justify the required resources?
Yes, since the program approval in 2010, 60 students who were previously enrolled in the Associate Degree in Nursing have failed to complete fourth semester requirements of that program. These same 60 students had earned sufficient number of credits in general education, approved electives, and nursing courses to receive an AAS in Health Sciences.

The resources offered by PCCUA are appropriate and justified by the need for these graduates. Students attaining the AAS in Health Sciences degree will use prescribed general education, approved electives, and the first three required nursing courses to be awarded this degree. This process allows the college to use existing faculty and not hire additional faculty as would be needed by the addition of a specific new program. This degree, in my opinion, would not strain any of the institutional resources.

Institutional Research

Number of Health Sciences Majors from 2011 to 2017
Since inception of the AAS in Health Sciences, 63 individuals have separated from the Associate Degree Nursing Program during the last semester. Of these, 95% (60/63) changed their major from Nursing to Health Sciences. Table 14 taken from the Health Science Program Review Self Study, provides the number of students who changed their major from Nursing to Health Sciences from 2011 to 2017.

Table 14: Number of Students Seeking an AAS in Health Sciences from 2011 to 2017							
Academic Year	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Health Sciences Degree	14	2	7	10	17	3	7

Strategies to Recruit, Retain, and Graduate Students
The Vice Chancellor for College Advancement and Resource Development is responsible for organizing college-wide _recruitment_ activities. While the focus is primarily on recruiting local high school students to enroll in health occupation programs, an effort also is made to encourage adults interested in pursuing a second career to consider these programs. Examples of college recruitment activities include, but are not limited to: (1) sponsoring a PCCUA College Career Day; (2) hosting college day activities for local high school students; (3) partnering with UAMS to host a "Day in the Life"; and (4) providing health occupation information to Secondary Center students.

A variety of activities have been implemented to foster student _retention_ and program completion. Examples of these activities include, but are not limited to:

(1) Academic Advising
Advisors are available to discuss individual placement testing results and career choices. They also assist Helena-West Helena and Stuttgart campus students to register for program specific courses, complete graduation applications, and explore transfer options to two- and four-year colleges (*College Catalog*, p. 17).

(2) Student Orientation
As previously discussed, a mandatory orientation session is offered every fall semester on each campus for new and returning students. During these sessions, students are made aware of available resources to facilitate student success and program completion (*College Catalog*, p. 17).

(3) Early Alert/Warning System
This campus-wide electronic system provides a way for faculty to communicate with a student's advisor about issues that may result in a poor academic outcome for the student. The advisor then contacts the student to discuss the faculty's concerns. This early intervention process provides an opportunity to resolve academic or personal issues before they interfere with a student's academic success (http://www.pccua.edu/images/uploads/content_files/PCCUA_FACULTY_HANDBOOK_2017-18_Final.pdf p. 7-8).

(4) Student Email Accounts
Each student is provided with a college email account to improve communication among the student, faculty, and/or college staff (*College Catalog*, p. 29).

(5) GroupMe Social Application /

This is a software application that students in Helena-West Helena science courses are encouraged to down load on their mobile devices. This application provides an avenue for communication between faculty members and peers. Students use this app to: (1) clarify muddy points, develop study groups; (2) receive class announcements; (3) share notes; and (4) encourage peers to complete assignments and course requirements.

(6) Student Support Services
This trio program motivates and supports all eligible students in their academic endeavors through: (1) academic advising; (2) financial aid advising; (3) transfer information; (4) career exploration, peer and computer-assisted tutoring; and (5) peer mentoring (*College Catalog*, p. 18).

(7) Arkansas Career Pathways
This program assists eligible students on each campus with: (1) making career and educational decisions; (2) obtaining employment during school and after graduation; (3) accessing tutorial services; (4) developing employment skills; and (5) accessing computer labs to fulfil academic responsibilities (*College Catalog*, p. 18).

(8) Study Labs/Tutoring
Each campus has a designated area for studying, tutoring, and other academic support

services. Student support staff is available on each campus to assist students. Hours of service are posted on each campus (*PCCUA Student Handbook*, pp. 24-25).

(9) Disability Services
A Disability Coordinator is available on each campus to help students obtain reasonable accommodations for self-disclosed disabilities. The process for accessing these services is published on the College web page at http://www.pccua.edu/students/student-assistance/students-with-disabilities/at and in the *PCCUA Student Handbook*, p. 25.

(10) Faculty Office Hours
Helena-West Helena and Stuttgart faculty hold weekly office hours. In addition to using this time to meet academic and college responsibilities, faculty are available to meet with students individually or in small groups to discuss course and/or program issues. This time allows faculty to discern student needs and implement a personalized plan to address identified needs.

(11)   *Physical Learning Environment*
Each classroom and laboratory setting is equipped with the appropriate technology to support quality instruction and student achievement of specific course student learning outcomes. Faculty carefully select clinical and laboratory learning experiences that allow students to apply theoretical knowledge and develop a deeper understanding of course content.

Graduation
Since an AAS in Health Sciences is only awarded to eligible students who fail to complete the last semester of the Associate Degree Nursing Program at PCCUA, the process for graduating students is unique (*College Catalog*, pp. 64-65). Every student that separates from the Associate Degree Nursing Program, is required to complete an Exit Interview. During this interview, the student's options for program readmission or transfer to another health occupation program are discussed. The student's transcript also is evaluated to determine if requirements for an AAS in Health Sciences have been met. If requirements are met, the student is assisted to submit a graduation application for an AAS in Health Sciences.

Number of Graduates in Health Sciences from 2011 to 2017
Since 2011, 60 students have met curricular requirements for an AAS in Health Sciences. Table 15 from the Health Science Program Review Self Study provides the number of graduates receiving an AAS in Health Sciences each year from 2011 to 2017.

Table 15: Number of Graduates Receiving an AAS in Health Sciences Each Year from 2011 to 2017							
Academic Year	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
AAS in Health Sciences	14	2	7	10	17	3	7

II. Review of Program Curriculum

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

This degree will provide an excellent launching pad for any student wishing to apply for a health-related program or possibly return to the nursing program if established guidelines allow. The intensive nursing training received in prior semesters will catapult a student wishing to study in any related health field and provide academic discipline to pursue any degree outside of the health care area as nursing is a program with extreme academic rigor. Faculty, administrators, professional groups, and even four-year institutions are given input in to course development and modifications thus allowing the program to stay abreast of market/industry needs. The documentation in Table 12 taken from the Health Science Program Review Self Study includes a list of purchases from 2014-2017 that indicates the institution's commitment to purchasing up-to-date technology.

Yes, the curriculum provides students with a variety of skills needed to meet industry needs. In addition, the general education courses required in this program lay a foundation for transfer to a four year university to seek an advanced degree in a related field of study.

Curriculum

Best Practices and Current Trends
Achievement of course student learning outcomes is heavily reliant upon a contemporary learning environment that supports the structure of the Health Sciences program and addresses student needs. As current course content is taught, it relates to and builds upon the learner's previous knowledge base. Learning continually builds, moving from simple concepts and thinking to higher order thinking that is applied to more complex situations.

The faculty recognize that students are adult learners, and as self-directed and problem-centered learners, they need and desire useful information that is readily adaptable to the learning situation. Hence, faculty actively engage students in meaningful learning activities.

Faculty also challenge students to make critical decisions. They use case studies, concept mapping, and problem-solving situations in the classroom and laboratory settings to foster growth and help students see the bigger picture as they progress from a novice learner to an advanced beginner.

Science courses and these contemporary nursing courses, NG 107, NG 209, and NG 312, specifically teach students to: (1) provide safe, quality, evidence-based, patient-centered care; (2) make correct clinical judgments/decisions; (3) work as a team and participate in interdisciplinary collaboration; (4) use effectively information technology; (5) engage in quality improvement activities to mitigate error and improve outcomes; (6) possess leadership and management skills; and (7) abide by legal and ethical guidelines in various health care settings.

Curricular Pattern and Sequence of Courses
The Health Sciences curricular pattern requires students to complete five academic semesters. These semesters include required prerequisites. A minimum grade of "C" is required in each general education, approved elective, science, and nursing course. Prerequisites must be completed before a student may enroll in NG 107, Concepts of Nursing Care for Patients with Chronic, Stable Conditions. General education and approved elective courses may be taken earlier than prescribed or as prescribed co-requisites. Required nursing and science courses must be taken in the sequence stipulated. A graduate who earns an AAS in Health Sciences from PCCUA is not eligible to seek licensure as a registered nurse by taking the NCLEX-RN licensure exam because the graduate has not met the mandatory 23 general education and 40 nursing credit hours required for an AAS in Nursing at PCCUA. Table 1 illustrates the prescribed curricular pattern and sequencing of courses to earn an AAS in Health Sciences at PCCUA.

B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?
The college has many institutional policies and procedures that ensure program curriculum and college standards are met. Because the curricular and college standards are high, industry standards are also met.

PCCUA's Administrative Procedure 370.02 states that college administrators recognize the need for continuing education programs in order for faculty to remain current in their area of discipline. PCCUA fully supports faculty development through a vast array of workshops and in-service trainings.

The college has many institutional policies and procedures that ensure program curriculum and college standards are met. Because the curricular and college standards are high, industry standards are also met.

Institutional Response
Student/Alumni/Employer Satisfaction Survey Results
PCCUA Graduates

Immediately before graduation, all graduates complete a College Graduate Survey to determine satisfaction with their college experience as it pertains to: (1) the quality of instruction received; (2) the program of study; (3) development of leadership skills; (4) attainment of technology skills; (5) achievement of oral and written communication skills; and (6) the ability to think critically and relate knowledge and skills to daily life experiences.

Survey results from each campus are aggregated and reported as an entire graduation cohort, which includes those graduates earning an AAS in Health Sciences. A percentile score less than 80 in each area requires further investigation to improve graduate satisfaction in the low performing area. College Graduate Survey results from 2013 to 2017 are included in Appendix L for review.

PCCUA Health Occupation Program Graduates
As previously stated, all graduates earning an AAS in Health Sciences are encouraged to transfer to a health occupation program. When these graduates transfer to another PCCUA health occupation program, they are tracked in the respective health occupation program from admission to graduation. Three to six months after the graduates complete a respective health occupation program, they are surveyed to determine their satisfaction with preparation by that program. Table 23 provides survey results for graduates completing another health occupation program at PCCUA from 2011 to 2013.

Employers
Employers hiring graduates who only earn an AAS in Health Sciences are not queried about preparation provided by the program. However, employers hiring graduates in Health Sciences who went on to complete another health occupation program at PCCUA are asked to complete an Employer Satisfaction Survey three to six months after they separate from the respective health occupation program. The purpose of this survey is to determine employers' overall satisfaction with graduate preparation by the respective health occupation program for entry level practice in a health care setting. The faculty uses survey results for program development, maintenance, and revision.

Program Alignment with Current Local and State Job Market Needs
As previously stated, graduates completing an AAS in Health Sciences do not obtain a specific occupational skill set. These graduates are exposed to nursing information as well as an interdisciplinary approach to delivery of health care. After completing an AAS in Health Sciences, program graduates are encouraged to enroll in a specific health occupation program.

Like the rest of the nation, Arkansas has an aging population and this increases the demand for a competent health care workforce in Arkansas. According to the Arkansas Department of Workforce Services, employment opportunities are expected to grow 10% for registered nurses and 5% for licensed practical nurses (LPNs) by 2020. Less skilled nursing support jobs like nursing assistants are predicted to grow by 8% (http://www.arkansasnext.com/post/94572/where-the-jobs-are-check-out-these-4-thriving-arkansas-industries#Health). Hospitals, private labs, and dialysis clinics in Arkansas also are seeking to employ phlebotomist (https://www.ihiremedtechs.com/t-phlebotomist-s-arkansas-jobs.html).

At the end of each health occupation program, graduates are asked if they are seeking employment, and if they have accepted a job in their respective field. Survey results indicate that all graduates seeking employment in the graduates' health occupation field have been offered employment within six months of graduation. Most of these graduates are employed in Arkansas.

Job Placement and Area of Employment
Since inception of the AAS in Health Sciences, 60 individuals have earned a degree. Of these graduates, 63% (38/60) are currently employed in a health care occupation. Table 25 taken from the Health Science Program Review Self Study provides the number of AAS in Health Sciences graduates between 2011 and 2017 and the percentage employed in a health care occupation.

Table 25: Number of AAS in Health Sciences Graduates from 2011 to 2017 and the Percentage Employed in a Health Care Occupation							
Academic Year	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Health Sciences Degree	**14**	**2**	**7**	**10**	**17**	**3**	**7**
Registered Nurse	*5		5	2	8	2	
Practical Nurse	1			3	3		4
Pharmacy Technician							1
Nursing Assistant	1	1					
Phlebotomist	2						
Percentage Employed in Health Care Occ.	64%	50%	71%	50%	65%	67%	71%
* Also completed a phlebotomy program							

Since the purpose of the AAS in Health Sciences is to award a degree for credits earned in courses containing information that can be used in a variety of health occupation programs, only employment of program graduates completing a certificate or degree in another health occupation program has been tracked.

Average Hourly Rates for Program Graduates
As previously discussed, an AAS in Health Sciences is awarded to recognize information obtained by former nursing students and provide them with an avenue for pursuing a career in health care. It is also possible that these individuals may be employed in occupations other than health care while they are waiting to enroll in a specific health occupation program. The full-time, median, weekly income for individuals credentialed with an associate degree is $819 (https://www.bls.gov/emp/ep_chart_001.htm). Graduates who go on to pursue an associate degree or technical certificate in a health occupation may earn the following full-time, median, weekly wage in these fields: (1) registered nurses, $1,154; (2) licensed practical nurses $749; (3) nursing assistant, $503; (4) phlebotomist, $586; and (5) pharmacy technician, $594 (*https://www.bls.gov/cps/cpsaat39.pdf* and https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm).

Certificate or Degree Requirements for Initial or Continued Employment
A major concern confronting community colleges today is a high dropout rate. The goal of awarding an AAS in Health Sciences is to foster program completion and degree attainment. By comparison, individuals credentialed with a two-year degree have lower unemployment rates than high school dropouts. Graduates with a two-year academic degree have a 4.8% unemployment rate compared to a 4.0% unemployment rate for graduates with a two-year occupational degree. Hence, graduates with an AAS in Health Sciences are encouraged to obtain a two- or four-year health occupation degree to improve employability

C. Are program exit requirements appropriate?
The program has appropriate exit requirements. In order to receive the AAS in Health Sciences students must possess a minimum 2.0 GPA and earn a "C" or better in the required curricular courses.

Because of the interdisciplinary nature of the AAS in Health Sciences degree, students are not required to meet a capstone course requirement. However, students much earn a grade of "C" or better in each course in the required curriculum and have an overall 2.0 GPA to graduate.

Students not meeting these requirements are not awarded the degree.

The program has appropriate exit requirements. In order to receive the AAS in Health Sciences students must possess a minimum 2.0 GPA and earn a "C" or better in the required curricular courses.

Institutional Response
Program Exit Requirements|
Students who earn an AAS in Health Sciences are not required to meet a capstone course requirement. However, these students must earn a grade of "C" or better in each course in the required curricular pattern and have a 2.0 grade point average to progress to graduation. Students, who fail to meet this requirement, are not awarded an AAS in Health Sciences.

D. Does the program contain evidence of good breath/focus and currency, including consistency with good practice?
Yes, the program demonstrates evidence of good practice. Resources such as simulation labs, updated computer labs and library resources all ensure that students are exposed to the most current teaching and learning materials.

As evidenced in Table 12, I feel that the Health Sciences program is adequately funded in order to make required purchases in order to stay current in today's market and trends. Even though there is a library budget listed in Table 10 and a Distance Education allocation of monies in Table 13, I do not see a budget listed specifically to the Health Sciences area. It appears that there is a plethora of library, distance education, technology and other resources available to meet the needs of students and promote good practice.

Institutional Response
Best Practices and Current Trends
Achievement of course student learning outcomes is heavily reliant upon a contemporary learning environment that supports the structure of the Health Sciences program and addresses student needs. As current course content is taught, it relates to and builds upon the learner's previous knowledge base. Learning continually builds, moving from simple concepts and thinking to higher order thinking that is applied to more complex situations.

The faculty recognize that students are adult learners, and as self-directed and problem-centered learners, they need and desire useful information that is readily adaptable to the learning situation. Hence, faculty actively engage students in meaningful learning activities.

Faculty also challenge students to make critical decisions. They use case studies, concept mapping, and problem-solving situations in the classroom and laboratory settings to foster growth and help students see the bigger picture as they progress from a novice learner to an advanced beginner.

Science courses and these contemporary nursing courses, NG 107, NG 209, and NG 312, specifically teach students to: (1) provide safe, quality, evidence-based, patient-centered care; (2)

make correct clinical judgments/decisions; (3) work as a team and participate in interdisciplinary collaboration; (4) use effectively information technology; (5) engage in quality improvement activities to mitigate error and improve outcomes; (6) possess leadership and management skills; and (7) abide by legal and ethical guidelines in various health care settings.

E. Are students introduced to experiences within the workplace and introduced to professionals in the field?
Yes, student are introduced to workplace experiences in the curricular courses within clinical labs offered at accredited health facilities. Through these clinical experiences, students are introduced to a variety of healthcare professionals. Students have the opportunity to learn from industry professionals through clinical practices as well as through encouraged participation in community events such as Relay for Life, St. Jude Marathon, local health fairs, etc.

Institutional Response

Course content within the Associate Degree Nursing Program emphasizes the need to integrate management and care for patients. The content included in the curriculum is designed to simulate the clinical environment so students will be acquiring workplace skills upon entry to the program. A safe, quality health care is emphasized in each nursing course to ensure that providers are aware of the demands and obligations in the workplace. Each nursing courses includes clinical rotations in a variety of healthcare facilities. During these clinical learning experiences, students are expected to collaborate and work with members of the inter-professional team, the patient, and the patient's support persons.

F. Does the program promote and support interdisciplinary initiatives?
Yes. Students meet the college core competencies in all required course work which promotes interdisciplinary initiatives. Students conduct health fairs, assist with mass flu immunization clinics, as well as participate in disease awareness programs that promote screening, early detection, intervention, and healthy behaviors. Students take a vast array of academic courses which allow them to be well-rounded individuals and allow them to participate in class activities with students outside the Health Sciences program.

Institutional Response
While nursing courses in the required curricular pattern for the Associate Degree Nursing Program teach students to provide and manage nursing care for patients, course content also emphasizes the importance of an interdisciplinary approach to health care. The purpose of other health occupations as well as the role of those providers in the delivery of safe, quality health care is emphasized in each nursing course. Information about other health occupations also exposes students to other health career options. Hence, the overall objective of the AAS in Health Sciences is to recognize information obtained by former fourth semester associate degree nursing students and provide them with an avenue for obtaining a health occupation skill set.

All students earning an AAS in Health Sciences are required to take general education courses. This requirement helps students to: (1) explore and consider new ideas; (2) develop a sound knowledge base; (3) obtain creative and critical thinking skills; (4) network with students in

other disciplines; and (5) reach their full potential as well-rounded individuals. While opportunities for service learning are limited in a rigorous Health Sciences curriculum, students have conducted health fairs, assisted with mass flu immunization clinics, as well as participated in breast cancer and cardiac disease awareness programs that promote screening for early cancer detection and intervention as well as healthy behaviors to reduce the risk of cardiac disease.

Requisite general education courses in the established curricular pattern also help prepare the Health Sciences graduate for a health occupation. For example, English Composition (EH 113 and 123) improves students' ability to communicate health-related information and interact effectively with the interdisciplinary health care team. General Psychology (PSY 213) enhances the students' knowledge of fundamental concepts, principles, and theories used to comprehend human behavior as well as individuals' adaptation to their physical and social environments. College Algebra (MS 123) fosters an understanding of numerical numbers, develops the skills necessary to calculate body mass, and correctly interpret health information tables. A computer technology course improves the students' ability to use technology associated with distance educational modalities and information technology to promote health. Finally, Anatomy and Physiology I and II (BY 154 and 164), provide a basic understanding of human anatomy and physiology, so students can differentiate between what is normal and abnormal.

G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?
The program requires students to meet student learning outcomes which promotes cultural diversity. Table 16 of the Health Science Program Review Self Study outlines the specific curricular student learning outcomes and aligns these outcomes with the college core competencies and one of those is awareness and understandings about cultural diversity.

Institutional Response

Not only the Core Competencies, but also the mission of the college promotes diversity. It is: "…The College is committed to helping every student succeed. We provide high-quality, accessible, educational opportunities and skills development to promote lifelong learning, and we engage in the lives of our students and our communities." The mission clearly states that the College wants every student to succeed and that the faculty and staff are fully vested in their lives. The curriculum provides courses in psychology, sociology, and history which allow students to understand human behavior, cultural behavior of groups, and historical understanding of our ancestors. Students experience cultural diversity when they participate in health fairs and other community education programs. The Vice Chancellor for College Advancement and Resource Development organizes college-wide recruitment activities which focus primarily on high school students enrolling in a health science program, but also on adults who wish to pursue a second career through enrollment in a health science program. These community based activities foster cultural diversity.

III. Review of Academic Support

A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

Yes, students have access to professional and academic advisors on all campuses. Advisors attend in-service meetings for professional development and to remain abreast of current advising procedures. Students are required to meet with their advisor in order to register for classes as well as make any schedule change such as dropping courses. Advisors are available at all campuses to discuss testing results, career choices, help with registration of specific courses, complete graduate applications and help students who wish to transfer to four-year institutions. Students are made aware during their orientation session of these available services.

Institutional Response
An advisement office is located on each campus. The Vice Chancellor for Student Services and Registrar coordinates advising services on all campuses. The College has two types of advisors, professional and academic. A professional advisor is located on each campus. Their primary responsibility is to advise all college students, which includes those taking courses delivered face-to-face or by distance technology. Each campus also has designated academic advisors who advise students in addition to other teaching or college responsibilities. Both professional and academic advisors attend advising in-services and have a copy of the current *PCCUA Advising Handbook.* All advisors have access to student records and files through Datatel, a college-wide educational platform.

Advisors meet with students interested in enrolling in courses at the College. During these meetings, advisors discuss the admission process. Students also are directed to test for placement when indicated. During registration, all students are assigned an academic or professional advisor on the individual's respective campus. This advisor assists students with course recommendations and the registration process. Courses are added and dropped as appropriate. A Change of Major form is completed when a student finishes developmental work, completes required prerequisites, or changes a major. Advisors listen to student concerns, complete graduation and degree audit forms, as well as contact students at risk for academic failure.

All students, who intend to withdraw from a program or drop a course, are encouraged to first meet with an advisor to discuss their options and how their decision will affect their financial aid, scholarship award, and/or tuition and fees owed to the College. Once the decision is made to withdraw from the College or drop a class, the advisor begins the process by giving the student a drop form. The student is directed to have the faculty sign the drop form in the appropriate place for each course being dropped. Students are told to submit the completed drop form to Admission Office personnel to complete the drop process. When students are not able to meet with an advisor, they may submit their intent in writing along with personal proof of identity to personnel in the Admission Office.

A mandatory college orientation session is provided at the beginning of each fall semester. During this session, all new and returning students are made aware of college: (1) policies; (2) procedures; (3) available support services; and (4) programs offered.

The College complies with the American Disabilities Act of 1990 and the Rehabilitation Act Section 504 (173) by providing all students with accommodation services as outlined in Administrative Procedure 363.07. Each campus has a designated Disability Coordinator who assists students to obtain reasonable accommodations for self-disclosed and documented disabilities. Examples of reasonable accommodation previously provided by faculty teaching major Health Sciences courses include, but are not limited to: (1) private testing; (2) untimed testing; (3) paper testing; and (4) provision of an electronically amplified stethoscope.

The Office of the Registrar maintains an official copy of: (1) admission paper work; (2) transfer credit awarded; (3) all official college transcripts; and (4) the degree conferred at PCCUA. Students must request copies of their transcripts in writing. Within the State of Arkansas, transcripts are sent electronically. Paper transcripts are sent out of state. No charge is incurred for requesting an official PCCUA transcript.

B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?
Yes, students have access to many services designed for retention. As previously stated, students have access to academic advising services which are designed to promote retention. In addition, several college programs are in place to promote retention. Examples of these activities are a mandatory student orientation and the college wide early alert system which all faculty to communicate with student advisors when a student may be in academic jeopardy.

PCCUA has an electronic early alert/warning system which alerts advisors to help counsel the student about academic or personal issues before a student's academic success is hindered. In addition, each student is provided an email account to foster communication among the students, faculty and staff as well as access to the GroupMe social application which allows students to be engaged in school communication as well as share information with fellow students about class activities.

Institutional Response
Support Services for Students Enrolled in Distance Technology Courses
The same support services are available to students taking courses delivered face-to-face or through distance technology. These same services are available on each campus for students in Health Sciences. Student service programs are designed to support and foster academic success. As outlined in the *2017-2018 College Catalog* on pp. 14-18 and 22-29, support services include, but are not limited to: (1) admissions; (2) testing and placement; (3) academic advising; (4) disability services; (5) orientation; (6) registration and records; (7) student activities and organizations; as well as (8) other support services such as: (a) Student Support Services (TRIO), (b) Arkansas Career Pathways, (c) campus designated learning centers, (d) financial aid, (e) scholarships, and (f) veteran's benefits.

The Vice Chancellor for Student Services and Registrar is responsible for and oversees all student services. This individual serves all campuses in this capacity. Descriptions of available student support services are available in the *College Catalog (pp. 14-17)*, *2017-2018 PCCUA Student Handbook (pp. 23-25)*. This information also is posted on the College webpage at

and bulletin boards. Professional staff, providing student services on each campus, are identified for students in the *2017-2018 College Catalog* (pp. 144-148).

Student activities and organizations are viewed as an integral part of student life and are open to all students. Examples of activities offered include: (1) Baptist Collegiate Ministry; (2) Book Club; (3) intramural sports; (4) Men Enrolling Toward Advancement (META); (5) Phi Theta Kappa; and (6) Student Ambassadors (*2017-2018 College Catalog*, pp. 17-18).

Title IV Student Support Services is a federal program. Services are directed toward promoting the success of low income, disabled, and first-generation college students on each campus. Specifically, the goals of this service are to increase retention and graduation rates as well as encourage students to transfer to four-year institutions (*2017-2018 College Catalog,* p. 18).

Arkansas Career Pathways supports all students on each campus who are Arkansas residents. To qualify, these students must have an underage child and meet additional program requirements. Students are provided with: (1) additional advising services; (2) assistance with employment; (3) supplemental tutoring; (4) employment skills; (5) access to additional computer labs; and (6) financial support. For example, students who participate in this program have received stipends for gas and childcare services (*2017-2018 College Catalog,* p. 18).

A designated learning center is available on each campus. These centers may provide all students with: (1) computer access for studying; (2) printing; (3) tutoring; (4) testing; and (5) other student support services. The location of each center is published in the *2017-2018 PCCUA Student Handbook* on p. 25.

A variety of federal, state, and local financial assistance opportunities are available to all students (*2017-2018 College Catalog*, pp. 22-28). All students are encouraged to apply for scholarships and assistance from area organizations to finance their educational endeavors. Even though the faculty teaching nursing and science courses is not directly involved with the allocation of monetary awards, these faculty assist students to procure scholarships. For example, the faculty may refer or write a letter of support for students seeking financial assistance.

The Office of Veteran's Affairs provides veterans and their eligible dependents assistance in seeking educational benefits. Assistance also is available for procuring payment for educational expenses (*2017-2018 College Catalog,* p. 23). This office is located within the Office of the Registrar on the Helena-West Helena campus.

In addition to these support services, the *2017-2018 College Student Handbook* (p. 21) clearly outlines the procedures for all students to obtain a student email account. Accounts are generally created within 24 hours after students register for one or more courses. Detailed instructions are provided for students to access their email account as well as what to do if they are not able to access their account for any reason.

Access to library resources are the same for students enrolled in courses delivered by the web, synchronous interactive video, and face-to-face.

IV. Review of Program Faculty

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Yes, as charted in Table 5 provided in the Health Sciences Program Review Self Study outlined all faculty teaching in the program meet the minimum requirements set forth by the Higher Learning Commission and the State of Arkansas.

All full-time faculty credentials meet Higher Learning Commission, College, and State of Arkansas requirements. Adjunct/Part-time faculty are not employed to teaching required nursing and science courses. Faculty members must have at least a bachelor's degree in the field and/or combination of education, training, and tested experience. PCCUA faculty are all credentialed with a master's degree with a major in nursing as evidenced in the faculty vita in the appendix. In addition, the Arkansas State Board of Nursing mandates the faculty have: (1) a current, unencumbered, nursing license to practice in Arkansas; (2) a degree above the associate degree; (3) previous clinical nursing experience; (4) 15 continuing education contact hours from an Arkansas State Board of Nursing provider before license renewal. All PCCUA faculty meet these requirements.

The college has many institutional policies and procedures that ensure program curriculum and college standards are met. Because the curricular and college standards are high, industry standards are also met.

Institutional Response
Full-Time Faculty
All full-time faculty credentials meet Higher Learning Commission, College, and State of Arkansas requirements. The Higher Learning Commission requires faculty teaching in occupational associate degree programs to have at least a bachelor's degree in the field and/or combination of education, training, and tested experience. All faculty teaching required nursing courses are credentialed with a master's degree with a major in nursing.

Faculty teaching Anatomy and Physiology, must hold a master's degree or higher in the discipline or subfield or have at least 18 graduate credit hours in the discipline in which the faculty teaches. (Higher Learning Commission Guidelines: Faculty Qualifications, p. 4). All faculty teaching Anatomy and Physiology I and II meet this requirement. The faculty on the Helena-West Helena campus is credentialed with a Doctor of Chiropractic degree which includes at least 18 graduate hours in the teaching field. The faculty on the Stuttgart campus is credentialed with a master's degree in biology.

In most instances, the College requires faculty to hold a master's degree or higher with a minimum of 18 hours in the faculty's respective teaching field except in certain areas such as technical, vocational, and adult education (PCCUA Administrative Procedure 370.02). All full-time faculty on the Helena-West Helena and Stuttgart campuses are credentialed with a minimum of a master's degree in the appropriate major or have required graduate hours in the

teaching area as required by the College and Health Sciences program. They also have at least one or more years of clinical or teaching experience before employment.

The Arkansas State Board of Nursing mandates for faculty teaching required nursing courses in the Health Sciences curricular pattern to: (1) hold a current, unencumbered, nursing license to practice in Arkansas; (2) possess a degree above the associate degree; (3) have previous experience in clinical nursing; and (4) complete 15 continuing education contact hours from an Arkansas State Board of Nursing approved provider before each license renewal (http://www.arsbn.arkansas.gov/lawsRules/Documents/Rules.Chapter6.Effective10.1.13.pdf).

All faculty teaching required nursing courses on each campus meet mandated Arkansas State Board of Nursing degree requirements to teach the required nursing courses in the Health Sciences program. All faculty maintain active, unencumbered licenses to practice as a registered nurse in Arkansas and Mississippi by state or multi-state, compact licensure. All faculty have a minimum of a baccalaureate degree in nursing and a master's degree with a major in nursing. All faculty have one or more years of clinical experience before employment in their current teaching position.

To maintain licensure, all faculty licensed in Arkansas must have at least 15 practice-focused contact hours of continuing education for each two-year licensure (cyclehttp://www.arsbn.org/Websites/arsbn/images/Rules.Chapter02-%20Effective%2001-01-2018.pdf). These hours may be obtained by: (1) completing an Arkansas State Board of Nursing approved continuing education provider course; (2) earning certification or recertification from an Arkansas State Board of Nursing approved certifying provider; and (3) completing a nursing course in an approved academic setting (Arkansas State Board of Nursing Rules and Regulations, pp. 2-6 and 2-7). Table 5: illustrates each faculty's compliance with minimum Higher Learning Commission, PCCUA, and Arkansas State Board of Nursing requirements for faculty teaching nursing courses. Faculty licensed in Mississippi must have at least 20 practice-focused continuing education hours for each two year licensure cycle.

Part-Time Faculty Academic Credentials
Part-time and adjunct faculty are not employed to teach required nursing and science courses in the Health Sciences curricular pattern. All full-time nursing faculty are responsible for delivering nursing course theory, campus lab, and clinical instruction, as well as evaluating student performance. All full-time science faculty are responsible for delivering the theory and laboratory components of each science course. All faculty, regardless of employment status, are expected to meet the same academic credentials previously described. //www.nurse.com/state-nurse-ce-requirements/mississippi).

B. Are the faculty orientation and faculty evaluation processes appropriate?
Yes. College Administrative Procedure 370.05 details how faculty are evaluated. Each semester students complete an anonymous evaluation of instruction for faculty. In addition, faculty are required to submit an annual portfolio reviewed by the faculty division dean or chair and a committee of peer reviewers. Lastly, faculty meet with their division dean/chair to course management and discuss their portfolio evaluation results. New faculty are given a New

Employee Checklist to complete which orients them to college policy and procedures as well as attend an orientation conducted by the Vice Chancellor for Instruction.

Faculty members participate in an annual, mandatory evaluation process in accordance with Administrative Policy 370.05. It is three-fold: (1) a student evaluation; (2) a teaching portfolio reviewed by the dean and peer review committee; (3) the Dean's evaluation of course management skills. Blank evaluation forms are included in the appendices.

Institutional Response
All full-time faculty participate in an annual, mandatory evaluation process in accordance with Administrative Policy 370.05. Faculty evaluation is based upon evidence from three sources: (1) a student evaluation of instructional delivery and design skills; (2) a teaching portfolio reviewed by the division dean and a peer review committee; as well as (3) the Dean or Chair's evaluation of course management skills.

Each semester, students on each campus complete a college survey to evaluate each faculty's instructional design and delivery of a course. An appointed college staff member conducts the survey to maintain student anonymity. Data for faculty on each campus is tabulated by the Director of Student Success and Institutional Effectiveness and results are sent to the respective Dean or Chair. Survey evaluation findings are reviewed and distributed by the appropriate Dean or Chair to respective faculty for review.

Annually in January, faculty submits a personal portfolio to the appropriate Dean or Chair. Each faculty developed portfolio must address four components: (1) teaching; (2) college service; (3) professional development; and (4) community service. An established matrix directs the faculty on what should be included for each component.

Every faculty's portfolio is evaluated by the Peer Review Committee. Membership on this committee is determined by: (1) the faculty member being evaluated selecting one faculty member from the individual's division; (2) the Dean or Chair selecting a second faculty member from the individual's division; and (3) the PCCUA Faculty Senate Faculty Development Committee selecting a third faculty member from a division other than the designated division for the faculty being evaluated.

Evaluation of a portfolio is based on four criteria: (1) teaching; (2) college service; (3) professional development; and (4) community service. An established Peer Evaluation Tool on exhibit is used by each member of the Peer Review Committee to evaluate the portfolio. The Peer Evaluation tool is the same matrix used by faculty to develop the portfolio. Peer evaluators also use this tool to assign points for each component included in the portfolio.

The Dean or Chair uses an established Dean's or Chair's Evaluation of Faculty Member Tool to evaluate the faculty portfolio. This tool includes the same criteria as the one used by peer evaluators and also includes additional criteria for evaluation of course management skills. Points are accrued and weighted by the matrix. In addition to the Dean or Chair and peer evaluations, student evaluations are included in the total rating for overall faculty performance.

At the end of each academic year, the faculty receives a copy of his/her individual overall composite rating. An annual conference is scheduled with the appropriate Dean or Chair to discuss faculty performance. Faculty may either concur with or appeal evaluation results. A copy of the faculty evaluation appeal process and timeline is available for review in Appendix E. Confidential faculty evaluations are maintained in the Office of the Student Success and Institutional Effectiveness. Table 6 confirms all faculty teaching science and nursing courses have a mean evaluation rating of two or above on a scale of zero to three for demonstrating knowledge of subject matter for the past three academic years.

C. Is the faculty workload in keeping with best practices?
Yes. As shown in Table 8 taken from the Health Science Program Review Self Study, faculty maintain a workload in keeping with best practices. Faculty teaching the required general education, science and nursing elective courses teach those alone. The courses taught as part of the curricular pattern in Health Sciences teach those with a team approach allowing faculty to teach areas in which they specialize. PCCUA has a unique point system whereby regular hours are evenly distributed and overload hours are equitably offered to their faculty members. Faculty are not required to accept an overload.

Institutional Response
Average Number of Courses and Number of Credit Hours Taught by Full-Time Faculty Teaching Major Health Sciences Courses in 2017-2018

Excluding general education courses, the AAS Health Sciences curricular pattern requires students to complete 36 credit hours of nursing and science courses and nine credit hours of approved electives which may include three non-required nursing courses. Faculty utilization is determined by: (1) faculty/student ratios, (2) faculty placement within the curriculum; (3) areas of interest; (4) expertise; (5) experience; and (6) geographic location. Assignments for teaching required nursing and science courses for the Health Sciences degree are divided equitably among the faculty. All participate in curricular design, delivery, and evaluation.

Faculty assigned to teach science and elective nursing courses for the Health Sciences degree teach alone. Whereas, faculty assigned to teach required nursing courses in the Health Sciences curriculum team teach by taking turns delivering course content. For example, four faculty are assigned to teach the theory component of NG 107. Class responsibilities are divided equitably among these four faculty. This approach allows faculty time for class preparation, other scholarly activities, as well as college and departmental responsibilities. Students benefit from a team teaching approach since the nursing faculty typically teach content in areas of experience and familiarity. Table 8 depicts the average number of courses, number of credit hours, as well as semester taught by full-time faculty during the 2017-2018 academic year.

V. Review of Program Resources
A. Is there an appropriate level of institutional support for program operation?
Yes. Several areas of institutional support for the program exist. Financial support for professional development activities allow faculty to keep abreast of current trends in their professional areas. In addition, institutional support for the program is demonstrated by the

college commitment to library resources, labs, technology resources and support staff.

PCCUA supports the health sciences division with fully equipped science and nursing laboratory classrooms at all campuses. In addition there are simulations, up-to-date available computers labs, concept media videos, and iClickers also available for student use.

Institutional Response
The College sufficiently supports the program by employing an experientially, qualified faculty and support staff on each campus. The College also provides the necessary resources to support instruction and achievement of student learning outcomes by maintaining and equipping didactic and laboratory classrooms and computer labs. Appropriate technology and simulation learning resources are available for faculty and student use. The library on each campus has a budget that adequately supports library supplies and services, holdings, and travel. Table 12 in the Program Review Self Study provides a comprehensive list of equipment purchases for the past three academic years.

B. Are faculty, library, professional development and other program resources sufficient?
Program resources are more than sufficient. The college Administrative Procedure 370.02 demonstrates the commitment to professional development of all faculty. Table 9 taken from the Health Science Program Review Self Study details professional development activities over a two year period for faculty teaching in the Health Sciences program. In addition to professional development, the college is committed and provides financial and human resources in areas of library holdings, computer labs, science labs and technology resources.

PCCUA offers division money to participate in faculty development and additional monies may be requested for national, regional, state or other local professional development activities.

Institutional Response
All faculty are experientially qualified and credentialed with a master's degree or higher as indicated in the faculty curriculum vitas included in Appendix D. All science and nursing faculty have participated in college or grant funded professional development activities over the past two years. Table 9 provides specific examples of these college or grant funded faculty development activities from 2015 to 2017. Table 11 identifies available library electronic databases and the number of respective online references relevant to nursing and human anatomy and physiology. A thorough description of fully equipped and maintained science and nursing laboratory classrooms, simulation equipment, computer labs, technology resources, and learning resources such as equipment bags, Concept Media videos, and IClickers are as described in the Self-Study report on pp.35-40.

VI. Review of Program Effectiveness
A. Indicate areas of program strength.
Program strengths include fiscal support, administrative support, a highly qualified faculty, professional development activities, a current curriculum, faculty evaluation processes, and the

opportunity for program completion and degree achievement.

I am impressed with the Dean's desire to offer this Health Sciences major option in order for students to realize their dream of a college degree even though they may not have successfully completed their final semester of nursing. This offers a milestone for the student and serves as a tool of encouragement for the student to possibly return and fully complete the nursing program if procedures allow or enter another Health Sciences program. I am encouraging my Dean of Health Sciences on my campus to explore this option for our students. There seems to be widespread college support of all health science programs and offering this as a major really does not cost the college any more financial resources as the courses in which these students receive credit are already being offered. The completion of this degree more than likely provides the graduate with more future earning power just because of degree attainment. Fully credentialed faculty are offering these courses in an environment in which students may flourish with all of the up-to-date listed resources at their disposal.

Institutional Response
Areas of program strength identified by the faculty include the following

- Administrative support
- Adequate fiscal support
- Faculty credentials
- Faculty professional development and service activities
- Current, contemporary curriculum
- Instructional resources
- Student resources
- Physical classroom and campus learning environments
- Accessible in distant locations
- Provides an opportunity for program completion and degree attainment
- Improves the population's educational level in communities served

B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.

The program was designed to allow students who had not been successful in the completion of the fourth semester of nursing to obtain a degree. Because of this, the student population for this program is at academic risk. In addition, the area is economically depressed which may mean graduates aren't able to attain full time employment.

Limited number of full-time employment opportunities could be a concern without a specific health occupational skill set. The documentation provided states that beginning in the spring of 2018, graduates will be surveyed as well as employers about the satisfaction of the program. In addition, job tracking for these graduates will begin. Inviting potential employers to a college-sponsored job fair over the next 2-5 years may expose employers and students to this degree and find opportunities that both may not know existed. Just employing a graduate with this much

background in health care could surely serve health clinics and hospitals in a more robust way than with an employee who has no knowledge of the health care field.

Institutional Response

The faculty identified program concerns as the following:

- Limited number of employment opportunities without advancing one's education to obtain a specific health occupational skill set
- Economically depressed service area that fails to guarantee full-time hours for health occupation employees
- Unknown changes that may affect the future delivery of health care services
- High-risk student population
- Limited number of eligible program participants

C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

The institution has identified areas for program development such as beginning a graduate satisfaction survey, employer survey and graduate job placement tracking. This information will allow the program to make necessary program improvements if any are needed.

Due to the aging baby boomers, health occupations are projected to grow the most between 2014 and 2024 to include: personal care aides, registered nurses, home health aides, nursing assistants, and medical assistants. It might be worth exploring opportunities with community employers the possibility of offering a "preceptor" type partnership whereby the employer agrees to hire the health sciences graduate and offers part or full tuition for the student to return to enroll in a health sciences program to gain a complete skill set and realize graduation in that program. If the graduate is employed and truly shows promise, employers may be willing to work with these students as an investment in the community.

Institutional Response

Beginning in the spring of 2018, all graduates earning an AAS in Health Sciences will be asked to complete a program Graduate Satisfaction Survey. A minimal cost will be incurred for survey duplication and distribution. Beginning in the spring of 2018, employers who hire graduates earning only an AAS in Health Sciences will be asked to complete a survey. This survey will ask employers to rate their satisfaction with graduate preparation for employment by the program. A minimal cost will be incurred for survey duplication and distribution. Beginning in the spring of 2018, job placement for all graduates earning an AAS in Health Sciences will be tracked. No additional labor cost will be incurred. The faculty will continue to: (1) monitor courses within the Health Sciences curricular pattern; (2) evaluate program and learning resources; as well as (3) obtain graduate and employer feedback to maintain program integrity. No additional labor cost will be incurred.

VII. Review of Instruction by Distance Technology (if program courses offered by distance)

A. Are the program distance technology courses offered/delivered in accordance with best practices?

There appears to be ample training and support for faculty and staff participating in the online mode of delivery. The University of Arkansas system maintains a statewide contract with Blackboard, their chosen Learning Management System. Blackboard is used in face-to-face, hybrid, distance learning, and synchronous interactive modalities. In addition, there are adequate funds allocated to distance learning.

Yes. The college has procedures in place to support both faculty teaching via distance learning and students taking distance learning courses. Financial support as well as human resources are allocated for distance learning courses. In addition, courses are held to the same standards as on campus courses.

Institutional Response

The College is a member of the University of Arkansas Online Consortium (http://aaonline.uacch.edu/). This consortium is accredited by the Higher Learning Commission. Consortium members are responsible for establishing a universal schedule for delivery of web-based courses. Distribution of these courses is equitably divided among all members of the consortium. In addition to face-to-face consortium meetings each summer, fall, and spring semester, individuals are available for web-based conferences and/or personal conversations when necessary.

All faculty teaching courses delivered by distance learning technology are offered training opportunities each academic year. These opportunities are provided to ensure that faculty teaching web-based, hybrid, or synchronous interactive video courses can effectively use distance learning technology resources to deliver course content.

B. Does the institution have appropriate procedures in place to assure the security of personal information?

Yes, the college has procedures in place, Students taking distance courses are required to enter a unique user ID to access course materials. Faculty are also required to proctor at least 1 exam if that course is taught online. The identity of the student is verified through a photo ID before accessing this proctored exam.

Before taking a proctored exam, a proctor verifies the student's photo ID. Safe Assign software and Respondus Lockdown Browser help maintain test security. Students have a username and password to access tests through Blackboard. FERPA guidelines are adhered to with regard to student records. Student educational records are kept indefinitely in a locked, fire-proof vault. Academic files are kept in secured file cabinets. Records from Blackboard are archived indefinitely. Security measures are definitely in place for PCCUA according to this documentation.

Institutional Response
The College funds support the salary and benefits for: (1) a Distance Learning Coordinator; (2) distance multimedia technicians; (3) an Institutional Technology Director; and
(4) information technology support personnel for all campuses. Each campus has a budget for distance learning. Resources are used to maintain classroom equipment and software licenses required for distance education such as: (1) Respondus; (2) BlackBoard; (3) Microsoft Office 365; (4) TruConference; and (5) Arkansas Research and Education Optical Network (AR-EON) charges for Internet connection.

C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?

The college has allocated both human and financial resources to a technology infrastructure as shown in Table 13.

All students are provided with a current *PCCUA Student Handbook* which outlines technological guidelines for PCCUA web services. Students enrolled in the ADN program receive additional instructions through the *ADN Student Handbook*. The Distance Learning Coordinator formally introduces students to Blackboard during the mandatory college orientation session with ADN faculty providing additional training to their students. Students and faculty have support via a "Help Desk" ticket at any time which is addressed as soon as possible. Technology services consistently receives satisfactory remarks on their biannual surveys.

Institutional Response
The University of Arkansas System maintains a system-wide agreement with BlackBoard, a learning management system, to provide managed hosting services to each college in the system. BlackBoard is used to: (1) communicate with faculty, students, and peers; (2) deliver course content; and (3) assess student achievement of learning outcomes. This learning management system is available for faculty and student use in: (1) traditional; (2) hybrid;
(3) synchronous interactive video; and (4) web-based courses.
Faculty are required to teach a hybrid course before teaching a solely delivered
web-based course. Each faculty developed web-based course must be approved by a committee composed of consortium peers before the web-based course may be offered for the first time to students. Typically, faculty teach a maximum of two online courses per semester.
All web-based courses are held to the same standard as on campus courses. These courses are evaluated by faculty and students annually. At the end of each web-based course, students complete an anonymous online survey to evaluate course delivery and design. A committee composed of three consortium peers uses a Course Assessment Tool to annually evaluate the design of each web-based course. Both evaluation findings are used to develop, maintain, or revise web-based courses.

D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?

Yes, the college uses the same policy and procedures for distance courses as they do traditional on campus courses. Faculty teach no more than 2 online courses per semester. Faculty are given additional compensation for teaching course via distance technology.

The institution has a rigorous point system in place to determine equitable faculty overloads. Faculty teaching a web-based course with a maximum of 30 students are compensated $1,500 per course. If a faculty member is assigned to two online courses that may have a total enrollment that exceeds 60 students, the instructor is compensated an additional $50 per student.

Institutional Response

As described in PCCUA Administrative Procedure 364.01, a faculty's teaching load is determined by both credit and student contact hour. A point system delineates when a faculty meets or exceeds the expected teaching load of 30 points per fall or spring semester. Total points equal the number of credit hours taught plus the number of contact hours taught. Points to determine a faculty's teaching load are allocated as follows: (1) one point for each contact hour in the classroom (non-lab courses); (2) one point for each credit hour taught; (3) six points per semester for student advising; (4) two-thirds of a point for each laboratory hour. When a faculty exceeds 30 points per semester, and all full-time-faculty teaching in the same discipline have 30 points, the faculty who exceeds 30 points receives an overload compensation of $250 for each point over 30. Faculty members have the option to accept or decline an overload when offered. Faculty teaching via synchronous interactive video receive one point for each distance site and one point for the first ten students enrolled at each remote site. Faculty are compensated $250 for sending a course to each distance site and another $250 per site when more than ten students are enrolled in a course delivered to a distance site.

Faculty teaching a web-based course with a maximum of 30 students are compensated $1,500 per course. On occasion, faculty assigned to teach two online courses may have a total enrollment that exceeds 60 students. When this occurs, the faculty is compensated an additional $50 per student.

E. Are policies on intellectual property in accordance with best practices?

College administrative procedure 365.02 details the process for determining intellectual property and are in accordance with best practice.

There is a PCCUA Administrative Procedure 365.02 which outlines intellectual property rights. "Faculty, who solely create scientific and technological developments and personally finance these endeavors on the individual's own time, are considered to be the sole owner and beneficiary. Whereas, faculty who create college funded scientific and technological developments for the College on college time are owned by the College. In some instances, joint ownership may be authorized." This certainly seems to be a fair policy.

Institutional Response
PCCUA Administrative Procedure 365.02, outlines the process for determining intellectual property rights. Faculty, who solely create scientific and technological developments and personally finance these endeavors on the individual's own time, are considered to be the sole owner and beneficiary. Whereas, faculty who create college funded scientific and technological developments for the College on college time are owned by the College. In some instances, joint ownership may be authorized.

VIII. Review of Program Research and Service

A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?
Yes. Since program inception, the program has had 60 graduates. The curricular courses in the program are assessed as well as the science and general education courses in the program. Students must earn a "C" or better in curricular and science courses.

Tables 17-21 Health Science Program Review Self Study express in detail the mastery of student learning outcomes from years 2014-2017. Seventy-four percent must achieve mastery of the SLO or an intervention plan is implemented to improve student achievement.

Institutional Response
The College has an established college-wide assessment plan. All students receiving an associate degree from PCCUA possess these five competencies: (1) social and civic responsibility; (2) technological utilization; (3) analytical and critical thinking; (4) communication; and (5) cultural awareness (*College Catalog*, p. 33).

Nursing courses included in the Health Sciences curricular pattern focus on six major curricular concepts: (1) patient-centered care; (2) clinical judgment; (3) quality improvement; (4) collaboration and teamwork; (5) information management; and (6) leadership, management, legal, and ethical issues. These concepts are the basis for six clearly articulated course student learning outcomes included in the NG 107, NG 209, and NG 312 syllabi. The related competencies for each respective course student learning outcome are measurable behaviors that students must engage in to demonstrate achievement of each course student learning outcome. Each nursing course is leveled by course student learning outcomes and related competencies as well as a specific population of patients across the lifespan. Sequencing of nursing courses reflects higher cognitive levels, a different patient population, and a more encompassing scope of practice as a nurse. Hence, students who achieve NG 107, NG 209, and NG 312 course student learning outcomes and related competencies also possess the five established PCCUA competencies for all graduates earning an associate degree from PCCUA. There is a correlation between the five college competencies and the six curricular concepts reflected in the course student learning outcomes included in NG 107, NG 209, and NG 312 course syllabi.

In addition to nursing courses, science and general education support courses in the required curricular pattern for Health Sciences focus on assisting students to meet course student learning outcomes which are also linked to one or more established college core competencies. Since students must earn a grade of "C" or better in each course in the health Sciences curricular

pattern, all graduates who complete requirements for an AAS in Health Sciences possess established college core competencies.

B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?
Yes, a variety of assessment measures are used. Results are used to make changes in the program to assist student success.
PCCUA consistently surveys and measures graduate satisfaction through graduates and employers and is measuring job placement of its graduates on an annual basis as evidenced in Tables 23-25 provided in the Health Science Program Review Self Study.

Institutional Response
Immediately before graduation, all graduates complete a College Graduate Survey to determine satisfaction with their college experience as it pertains to: (1) the quality of instruction received; (2) the program of study; (3) development of leadership skills; (4) attainment of technology skills; (5) achievement of oral and written communication skills; and (6) the ability to think critically and relate knowledge and skills to daily life experiences.

Survey results from each campus are aggregated and reported as an entire graduation cohort, which includes those graduates earning an AAS in Health Sciences. A percentile score less than 80 in each area requires further investigation to improve graduate satisfaction in the low performing area.

As previously stated, all graduates earning an AAS in Health Sciences are encouraged to transfer to a health occupation program. When these graduates transfer to another PCCUA health occupation program, they are tracked in the respective health occupation program from admission to graduation. Three to six months after the graduates complete a respective health occupation program, they are surveyed to determine their satisfaction with preparation by that program.

IX. Local Reviewer Comments

A. How is the program meeting market/industry demands and/or preparing students for advanced study?
Students are prepared for advanced study in a health related field upon completion of the program. Table 22 in the Health Science Program Review Self Study provided an overview of the number of students who have transferred to a health occupation program upon completion of the Health Sciences program.

The Associate Degree in Health Sciences is serving a dire need for students who need to realize degree attainment when it becomes evident that they will not obtain a nursing degree. Students need that degree for self-esteem and an impetus to move forward with education, hopefully, in the health care field. As previously stated, the United States has an aging population with baby boomers and employment opportunities in the health care field are expected to increase. Results

show that graduates seeking employment in the graduates' health occupation field have been offered employment (mostly in the state of Arkansas) within six months of graduation.

Institutional Response
Employers hiring graduates who only earn an AAS in Health Sciences are not queried about preparation provided by the program. However, employers hiring graduates in Health Sciences who went on to complete another health occupation program at PCCUA are asked to complete an Employer Satisfaction Survey three to six months after they separate from the respective health occupation program. The purpose of this survey is to determine employers' overall satisfaction with graduate preparation by the respective health occupation program for entry level practice in a health care setting. The faculty uses survey results for program development, maintenance, and revision.

A major concern confronting community colleges today is a high dropout rate. The goal of awarding an AAS in Health Sciences is to foster program completion and degree attainment. By comparison, individuals credentialed with a two-year degree have lower unemployment rates than high school dropouts. Graduates with a two-year academic degree have a 4.8% unemployment rate compared to a 4.0% unemployment rate for graduates with a two-year occupational degree. Hence, graduates with an AAS in Health Sciences are encouraged to obtain a two- or four-year health occupation degree to improve employability (https://www.nytimes.com/2014/05/29/upshot/the-jobless-rate-for-community-college-graduates-is-also-low.html).

B. What program modifications are needed?
The only modification that is needed is to track students upon completion of the program.
I do not see that there are any program modifications necessary. The listed electives tend to provide background for any health care field even outside of nursing.

Institutional Response

Beginning in the spring of 2018, all graduates earning an AAS in Health Sciences will be asked to complete a program Graduate Satisfaction Survey. A minimal cost will be incurred for survey duplication and distribution. Beginning in the spring of 2018, employers who hire graduates earning only an AAS in Health Sciences will be asked to complete a survey. This survey will ask employers to rate their satisfaction with graduate preparation for employment by the program. A minimal cost will be incurred for survey duplication and distribution. Beginning in the spring of 2018, job placement for all graduates earning an AAS in Health Sciences will be tracked. No additional labor cost will be incurred. The faculty will continue to: (1) monitor courses within the Health Sciences curricular pattern; (2) evaluate program and learning resources; as well as (3) obtain graduate and employer feedback to maintain program integrity. No additional labor cost will be incurred.

X. Report Summary

A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.

In the next 5 years, trained individuals will be needed in the health occupation field. The field continues to grow and with new laws in healthcare and insurance coverage more employees will be needed to meet these demands.

In my opinion, this program meets the needs of students needing degree attainment. An educated citizen is a shining beacon in impoverished areas like PCCUA's and my own. The major goal seems to be to encourage students to reenroll in a health care program, and the background gained in this program of study will certainly serve the student well in whichever program they wish to pursue. Since the amount of health care workers needed in the next few years is expected to be on the rise nationwide, students should be able to use this degree to possibly even expedite their time in a future health care program and put them in the workforce at a faster pace.

Institutional Response

The Dean and faculty agree with the observations and comments.

B. Include reviewer comments on overall program quality, state program review process, etc.

The Health Sciences program is a quality program that has allowed 60 individuals to earn a degree that would have otherwise not earned a degree. The state review process provides an additional program assessment measure to allow the program to make any necessary adjustments to maintain the highest quality program.

My overall opinion of this program is extremely favorable. It serves a critical student need and will help contribute graduates to a society in dire need of health care workers. Even though these graduates will not have a specific skill set that they may contribute through a state license, they will be able to help out in assistant type positions where licenses are not required and will be certainly educated in health care much more than the average employee with no health care education at all. I would hope that employers in the area will be so impressed with these graduates that they would help sponsor these same graduates as students wishing to reenter a health care program at PCCUA and obtain another degree which will enable them to become licensed by the State of Arkansas.

Institutional Response

The Dean and faculty agree with the observations and comments.

Outside Reviewer Information

Stephanie Loveless, Masters in Public Health from Tulane University and a Bachelors in Health Education from the University of Arkansas at Little Rock. She currently is the Associate Director of Outreach at University of Arkansas Medical Sciences-(UAMS) Regional East campus. Her responsibilities include providing health education programs for a seven county service area and assisting with the daily operation and management of services provided by UAMS East.

Teresa Gaines Webster, Vice President of Instruction, Mississippi Delta Community College. Teresa Webster holds a Bachelor of Science in Education with a major in Business and a Master of Education in Administration and Supervision with 18 graduate hours in Computer Science. She served as a high school educator for five years, an instructor at MDCC for 25 years, and has served the college in the position of Vice President of Instruction since July 2016. She worked in her administrative capacity fairly extensively in the writing of accreditation documentation with their recent off-site and on-site reviews by the Southern Association of Colleges and Schools Commission on Colleges at her campus.

Phillips Community College of the University of Arkansas

Health Sciences Academic Program Review

External Reviewer's Report –Teresa Gaines Webster

I.   Review of Program Goals, Objectives and Activities
    A.   Are the intended educational (learning) goals for the program appropriate and assessed?

The overall goal of attaining an AAS degree in Health Sciences is to provide students formerly enrolled in the fourth semester of associate degree nursing an occupational skill set. This degree provides an interdisciplinary approach to health care and encourages students to continue pursuit of health occupation degrees. Attainment of a degree means that graduates are more likely to be employed. Other benefits cited are: percentage of college graduates in the State of Arkansas is increased as well as earning a college degree increases a graduate's self-worth and enables them to be more productive citizens of the community.

These goals are realized and assessed through participation in course activities that foster the following College Core Competencies:

1. "Demonstrate adherence to legal and ethical standards established by society.
2. Use tools of the trade to achieve a specific outcome.
3. Display reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
4. Engage in interactive processes through which there is an exchange of verbal and nonverbal information.
5. Acknowledge that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next."

    B.   How are the faculty and students accomplishing the program's goals and objectives?

Faculty, administrators, professional groups, and even four-year institutions are given input in to course development and modifications. A process is in place involving the use of a Faculty Senate Curriculum Committee to submit changes through a form. Once approved by the committee, the request is forwarded to the Vice Chancellor for Instruction for appropriate action. In addition, faculty are required to develop a course syllabus for each course using a template that is submitted to the Dean of Allied Health and then to the Vice Chancellor for Instruction for review. These policies in place afford faculty the opportunity to be fully immersed into the program's goals and objectives. According to faculty vitas, faculty members stay current and abreast of

developments in their industry and as listed in Table 9. Students are routinely surveyed at the end of each semester about each faculty member's instructional design and delivery of a course. Survey findings are reviewed by the Dean and any score of two or less on a scale of zero to three requires an improvement plan. Therefore, students are involved in the accomplishment of these goals.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

The documentation cites that 63 individuals have separated from the Associate Degree Nursing Program during the last semester during years 2011-2017. By providing the students an avenue in which to still attain an AAS degree at this juncture, PCCUA is granting these students a unique opportunity to realize graduation attainment. This degree will give students a sense of accomplishment and the intestinal fortitude to extend their educational goals. Cited in the Areas of Program Concern section are the limited number of employment opportunities without a specific health occupational skill set. I agree that this should be an area of concern; however, it is widely known and supported by data that students with a degree usually have a higher earning power over the course of their lifetime when compared to a person who has no advanced education. Table 25 lists data supporting that 63% (38/60) of AAS in Health Science graduates are now working in a health hare occupation which, in my opinion, points to the success of this degree.

D. Is there sufficient student demand for the program?

Since 2011, 63 students have separated from the Associate Degree Nursing Program during their last semester. Sixty out of sixty-three (95%) have pursued the Health Sciences degree. I would suggest that this statistic alone supports the need for the AAS degree in Health Sciences offered by PCCUA.

E. Do course enrollments and program graduation/completion rates justify the required resources?

The resources offered by PCCUA are appropriate and justified by the need for these graduates. Students attaining the AAS in Health Sciences degree will use prescribed general education, approved electives, and the first three required nursing courses to be awarded this degree. This process allows the college to use existing faculty and not hire additional faculty as would be needed by the addition of a specific new program. This degree, in my opinion, would not strain any of the institutional resources.

II. Review of Program Curriculum

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

This degree will provide an excellent launching pad for any student wishing to apply for a health-related program or possibly return to the nursing program if established guidelines allow. The intensive nursing training received in prior semesters will catapult a student wishing to study in any related health field and provide academic discipline to pursue any degree outside of the health care area as nursing is a program with extreme academic rigor. Faculty, administrators, professional groups, and even four-year institutions are given input in to course development and modifications thus allowing the program to stay abreast of market/industry needs. The documentation provides Table 12 which includes a list of purchases from 2014-2017 that indicates the institution's commitment to purchasing up-to-date technology.

B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?

PCCUA's Administrative Procedure 370.02 states that college administrators recognize the need for continuing education programs in order for faculty to remain current in their area of discipline. It is evidenced in Table 9 that PCCUA fully supports faculty development through a vast array of workshops and in-service trainings.

C. Are program exit requirements appropriate?

Because of the interdisciplinary nature of the AAS in Health Sciences degree, students are not required to meet a capstone course requirement. However, students much earn a grade of "C" or better in each course in the required curriculum and have an overall 2.0 GPA to graduate. Students not meeting these requirements are not awarded the degree.

D. Does the program contain evidence of good breadth/focus and currency, including consistency with good practice?

As evidenced in Table 12, I feel that the Health Sciences program is adequately funded in order to make required purchases in order to stay current in today's market and trends. Even though there is a library budget listed in Table 10 and a Distance Education allocation of monies in Table 13, I do not see a budget listed specifically to the Health Sciences area. It appears that there is a plethora of library, distance

education, technology and other resources available to meet the needs of students and promote good practice.

E. Are students introduced to experiences within the workplace and introduced to professionals in the field?

Students have the opportunity to learn from industry professionals through clinical practices as well as through encouraged participation in community events such as Relay for Life, St. Jude Marathon, local health fairs, etc.

F. Does the program promote and support interdisciplinary initiatives?

Students conduct health fairs, assist with mass flu immunization clinics, as well as participate in disease awareness programs that promote screening, early detection, intervention, and healthy behaviors. Students take a vast array of academic courses which allow them to be well-rounded individuals and allow them to participate in class activities with students outside the Health Sciences program.

G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

The mission of the college is: "…The College is committed to helping every student succeed. We provide high-quality, accessible, educational opportunities and skills development to promote lifelong learning, and we engage in the lives of our students and our communities." The mission clearly states that the College wants every student to succeed and that the faculty and staff are fully vested in their lives. The curriculum provides courses in psychology, sociology, and history which allow students to understand human behavior, cultural behavior of groups, and historical understanding of our ancestors. Students experience cultural diversity when they participate in health fairs and other community education programs. The Vice Chancellor for College Advancement and Resource Development organizes college-wide recruitment activities which focus primarily on high school students enrolling in a health science program, but also on adults who wish to pursue a second career through enrollment in a health science program. These community based activities foster cultural diversity.

III. Review of Academic Support

    A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

    Advisors are available at all campuses to discuss testing results, career choices, help with registration of specific courses, complete graduate applications and help students who wish to transfer to four-year institutions. Students are made aware during their orientation session of these available services.

    B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

    PCCUA has an electronic early alert/warning system which alerts advisors to help counsel the student about academic or personal issues before a student's academic success is hindered. In addition, each student is provided an email account to foster communication among the students, faculty and staff as well as access to the GroupMe social application which allows students to be engaged in school communication as well as share information with fellow students about class activities.

IV. Review of Program Faculty

    A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

    All full-time faculty credentials meet Higher Learning Commission, College, and State of Arkansas requirements. Adjunct/Part-time faculty are not employed to teaching required nursing and science courses. Faculty members must have at least a bachelor's degree in the field and/or combination of education, training, and tested experience. PCCUA faculty are all credentialed with a master's degree with a major in nursing as evidenced in the faculty vita in the appendix. In addition, the Arkansas State Board of Nursing mandates the faculty have: (1) a current, unencumbered, nursing license to practice in Arkansas; (2) a degree above the associate degree; (3) previous clinical nursing experience; (4) 15 continuing education contact hours from an Arkansas State Board of Nursing provider before license renewal. All PCCUA faculty meet these requirements.

    B. Are the faculty orientation and faculty evaluation processes appropriate?

    Faculty members participate in an annual, mandatory evaluation process in accordance with Administrative Policy 370.05. It is three-fold: (1) a student evaluation; (2) a teaching portfolio reviewed by the dean and peer review committee; (3) the Dean's evaluation of course management skills. Blank evaluation forms are included in the appendices.

C.   **Is the faculty workload in keeping with best practices?**

Table 8 shows the extensive list of credit hours and courses taught by PCCUA faculty during the 17-18 academic year. PCCUA has a unique point system whereby regular hours are evenly distributed and overload hours are equitably offered to their faculty members. Faculty are not required to accept an overload.

V.   **Review of Program Resources**
A.   **Is there an appropriate level of institutional support for program operation?**

PCCUA supports the health sciences division with fully equipped science and nursing laboratory classrooms at all campuses. In addition there are simulations, up-to-date available computers labs, concept media videos, and iClickers also available for student use. Table 12 indicates major equipment purchases from 2015 to 2018. These purchases, in my opinion, indicate full support of this program.

B.   **Are faculty, library, professional development and other program resources sufficient?**

PCCUA offers division money to participate in faculty development and additional monies may be requested for national, regional, state or other local professional development activities. According to Table 10, the library seems to have a sufficient budget to equip health sciences students with the needed books, journals, newspapers, and electronic resources needed to pursue their degree.

VI.   **Review of Program Effectiveness**

A.   **Indicate areas of program strength.**

I am impressed with the Dean's desire to offer this Health Sciences major option in order for students to realize their dream of a college degree even though they may not have successfully completed their final semester of nursing. This offers a milestone for the student and serves as a tool of encouragement for the student to possibly return and fully complete the nursing program if procedures allow or enter another Health Sciences program. I am encouraging my Dean of Health Sciences on my campus to explore this option for our students. There seems to be widespread college support of all health science programs and offering this as a major really does not cost the college any more financial resources as the courses in which these students receive credit are already being offered. The completion of this degree more than likely provides the graduate with more future earning power just because of degree attainment. Fully credentialed faculty are offering these courses in an environment in

which students may flourish with all of the up-to-date listed resources at their disposal.

B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.

Limited number of full-time employment opportunities is listed as a concern without a specific health occupational skill set. The documentation states that beginning in the spring of 2018, graduates will be surveyed as well as employers about the satisfaction of the program. In addition, job tracking for these graduates will begin. Inviting potential employers to a college-sponsored job fair over the next 2-5 years may expose employers and students to this degree and find opportunities that both may not know existed. Just employing a graduate with this much background in health care could surely serve health clinics and hospitals in a more robust way than with an employee who has no knowledge of the health care field.

C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

Due to the aging baby boomers, health occupations are projected to grow the most between 2014 and 2024 to include: personal care aides, registered nurses, home health aides, nursing assistants, and medical assistants. It might be worth exploring opportunities with community employers the possibility of offering a "preceptor" type partnership whereby the employer agrees to hire the health sciences graduate and offers part or full tuition for the student to return to enroll in a health sciences program to gain a complete skill set and realize graduation in that program. If the graduate is employed and truly shows promise, employers may be willing to work with these students as an investment in the community.

VII. Review of Instruction by Distance Technology (if program courses offered by distance)

A. Are the program distance technology courses offered/delivered in accordance with best practices?

There appears to be ample training and support for faculty and staff participating in the online mode of delivery. The University of Arkansas system maintains a statewide contract with Blackboard, their chosen Learning Management System. Blackboard is used in face-to-face, hybrid, distance learning, and synchronous interactive modalities. In addition, there are adequate funds allocated to distance learning.

B. Does the institution have appropriate procedures in place to assure the security of personal information?

Before taking a proctored exam, a proctor verifies the student's photo ID. Safe Assign software and Respondus Lockdown Browser help maintain test security. Students have a username and password to access tests through Blackboard. FERPA guidelines are adhered to with regard to student records. Student educational records are kept indefinitely in a locked, fire-proof vault. Academic files are kept in secured file cabinets. Records from Blackboard are archived indefinitely. Security measures are definitely in place for PCCUA according to this documentation.

C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?

All students are provided with a current *PCCUA Student Handbook* which outlines technological guidelines for PCCUA web services. Students enrolled in the ADN program receive additional instructions through the *ADN Student Handbook*. The Distance Learning Coordinator formally introduces students to Blackboard during the mandatory college orientation session with ADN faculty providing additional training to their students. Students and faculty have support via a "Help Desk" ticket at any time which is addressed as soon as possible. Technology services consistently receives satisfactory remarks on their biannual surveys.

D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?

The institution has a rigorous point system in place to determine equitable faculty overloads. Faculty teaching a web-based course with a maximum of 30 students are compensated $1,500 per course. If a faculty member is assigned to two online courses that may have a total enrollment that exceeds 60 students, the instructor is compensated an additional $50 per student.

E. Are policies on intellectual property in accordance with best practices?

There is a PCCUA Administrative Procedure 365.02 which outlines the process for determining intellectual property rights. "Faculty, who solely create scientific and technological developments and personally finance these endeavors on the

individual's own time, are considered to be the sole owner and beneficiary. Whereas, faculty who create college funded scientific and technological developments for the College on college time are owned by the College. In some instances, joint ownership may be authorized." This certainly seems to be a fair policy.

VIII. Review of Program Research and Service

A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?

Tables 17-21 express in detail the mastery of student learning outcomes from years 2014-2017. Seventy-four percent must achieve mastery of the SLO or an intervention plan is implemented to improve student achievement.

B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?

PCCUA consistently surveys and measures graduate satisfaction through graduates and employers and is measuring job placement of its graduates on an annual basis as evidenced in Tables 23-25.

IX. Local Reviewer Comments

A. How is the program meeting market/industry demands and/or preparing students for advanced study?

The Associate Degree in Health Sciences is serving a dire need for students who need to realize degree attainment when it becomes evident that they will not obtain a nursing degree. Students need that degree for self-esteem and an impetus to move forward with education, hopefully, in the health care field. As previously stated, the United States has an aging population with baby boomers and employment opportunities in the health care field are expected to increase. Results show that graduates seeking employment in the graduates' health occupation field have been offered employment (mostly in the state of Arkansas) within six months of graduation.

B. What program modifications are needed?

I do not see that there are any program modifications necessary. The listed electives tend to provide background for any health care field even outside of nursing.

X.   Report Summary

A.   Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.

In my opinion, this program meets the needs of students needing degree attainment. An educated citizen is a shining beacon in impoverished areas like PCCUA's and my own. The major goal seems to be to encourage students to reenroll in a health care program, and the background gained in this program of study will certainly serve the student well in whichever program they wish to pursue. Since the amount of health care workers needed in the next few years is expected to be on the rise nationwide, students should be able to use this degree to possibly even expedite their time in a future health care program and put them in the workforce at a faster pace.

B.   Include reviewer comments on overall program quality, state program review process, etc.

My overall opinion of this program is extremely favorable. It serves a critical student need and will help contribute graduates to a society in dire need of health care workers. Even though these graduates will not have a specific skill set that they may contribute through a state license, they will be able to help out in assistant type positions where licenses are not required and will be certainly educated in health care much more than the average employee with no health care education at all. I would hope that employers in the area will be so impressed with these graduates that they would help sponsor these same graduates as students wishing to reenter a health care program at PCCUA and obtain another degree which will enable them to become licensed by the State of Arkansas.

Outside Reviewer Information

Teresa Gaines Webster, Vice President of Instruction, Mississippi Delta Community College.

Teresa Webster holds a Bachelor of Science in Education with a major in Business and a Master of Education in Administration and Supervision with 18 graduate hours in Computer Science. She served as a high school educator for five years, an instructor at MDCC for 25 years, and has served the college in the position of Vice President of Instruction since July 2016. She worked in her administrative capacity fairly extensively in the writing of accreditation documentation with their recent off-site and on-site reviews by the Southern Association of Colleges and Schools Commission on Colleges at her campus.

Phillips Community College of the University of Arkansas
Health Sciences Academic Program Review
External Reviewer's Report

I. Review of Program Goals, Objectives and Activities

A. Are the intended educational (learning) goals for the program appropriate and assessed?

The overall goal of the Health Sciences program is to award students who do not successfully complete the fourth semester of nursing with an AAS in Health Sciences. Using the College assessment plan and the six curricular concepts of the nursing courses included in the Health Sciences program, students possess a wide array of abilities and health related skills that enable them to be employed in a health related field. The program educational goals are appropriate and adequately being assessed as outlined in Table 16. In addition, because students must secure a "C" or better to successfully pass the health sciences curricular courses, those students also meet the college core competencies.

B. How are the faculty and students accomplishing the goals and objectives?

The overall program objective is to provide students with a health related skill set. Students obtain this skill set through a rigorous health science curriculum which provides students with clinical opportunities as well as opportunities to enhance their skill set through various activities such as health fairs and immunization clinics. Table 9 outlines faculty professional development activities. The college also has an established Administrative Procedure (AP 370.02) outlining the importance of faculty professional development and allocates financial resources for those purposes.

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program provides students with employable skills upon completion of the AAS in Health Sciences. In addition, students receiving the AAS in Health are encouraged to continue their education by completing a related associate degree program or transferring to a four year university to further pursue an advanced degree in health sciences. Of the 60 graduates of the AAS in Health Sciences, currently 62% are employed in a health related occupation.

D. Is there sufficient student demand for the program?

It is projected by the year 2025 that Arkansas will have the fifth highest population for older adults in the US. It is likely that employment in this sector will continue to grow. Since the program inception in 2010, the program has had 60 graduates and of those 60, 37 are currently employed in a health related occupation.

E. Do course enrollment and program graduation and completion rates justify the required resources?

Yes, since the program approval in 2010, 60 students who were previously enrolled in the Associate Degree in Nursing have failed to complete fourth semester requirements of that program. These same 60 students had earned sufficient number of credits in general education, approved electives, and nursing courses to receive an AAS in Health Sciences.

II Review of Program Curriculum

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?
Yes, the curriculum provides students with a variety of skills needed to meet industry needs. In addition, the general education courses required in this program lay a foundation for transfer to a four year university to seek an advanced degree in a related field of study.

B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?
The college has many institutional policies and procedures that ensure program curriculum and college standards are met. Because the curricular and college standards are high, industry standards are also met.

C. Are program exit requirements appropriate?
The program has appropriate exit requirements. In order to receive the AAS in Health Sciences students must possess a minimum 2.0 GPA and earn a "C" or better in the required curricular courses.

D. Does the program contain evidence of good breath/focus and currency, including consistency with good practice?
Yes, the program demonstrates evidence of good practice. Resources such as simulation labs, updated computer labs and library resources all ensure that students are exposed to the most current teaching and learning materials.

E. Are students introduced to experiences within the workplace and introduced to professionals in the field?
Yes, student are introduced to workplace experiences in the curricular courses within clinical labs offered at accredited health facilities. Through these clinical experiences, students are introduced to a variety of healthcare professionals.

F. Does the program promote and support interdisciplinary initiatives?
Yes. Students meet the college core competencies in all required course work which promotes interdisciplinary initiatives.

G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?
The program requires students to meet student learning outcomes which promotes cultural diversity. Table 16 outlines the specific curricular student learning outcomes and aligns these outcomes with the college core competencies.

III. Review of Academic Support

A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?
Yes, students have access to professional and academic advisors on all campuses. Advisors attend in-service meetings for professional development and to remain abreast of current advising procedures. Students are required to meet with their advisor in order to register for classes as well as make any schedule change such as dropping courses.

B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?
Yes, students have access to many services designed for retention. As previously stated, students have access to academic advising services which are designed to promote retention. In addition, several college programs are in place to promote retention. Examples of these activities are a mandatory student orientation and the college wide early alert system which all faculty to communicate with student advisors when a student may be in academic jeopardy.

IV. Review of Program Faculty

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?
Yes, as charted in Table 5 and outlined in Appendix C, all faculty teaching in the program meet the minimum requirements set forth by the Higher Learning Commission and the State of Arkansas.

B. Are the faculty orientation and faculty evaluation processes appropriate?
Yes. College Administrative Procedure 370.05 details how faculty are evaluated. Each semester students complete an anonymous evaluation of instruction for faculty. In addition, faculty are required to submit an annual portfolio reviewed by the faculty division dean or chair and a committee of peer reviewers. Lastly, faculty meet with their division dean/chair to course management and discuss their portfolio evaluation results. New faculty are given a New Employee Checklist to complete which orients them to college policy and procedures as well as attend an orientation conducted by the Vice Chancellor for Instruction.

C. Is the faculty workload in keeping with best practices?
Yes. As shown in Table 8, faculty maintain a workload in keeping with best practices. Faculty teaching the required general education, science and nursing elective courses teach those alone. The courses taught as part of the curricular pattern in Health Sciences teach those with a team approach allowing faculty to teach areas in which they specialize.

V. Review of Program Resources
A. Is there an appropriate level of institutional support for program operation?
Yes. Several areas of institutional support for the program exist. Financial support for professional development activities allow faculty to keep abreast of current trends in their professional areas. In addition, institutional support for the program is demonstrated by the college commitment to library resources, labs, technology resources and support staff.

B. Are faculty, library, professional development and other program resources sufficient?
Program resources are more than sufficient. The college Administrative Procedure 370.02 demonstrates the commitment to professional development of all faculty. Table 9 details professional development activities over a two year period for faculty teaching in the Health Sciences program. In addition to professional development, the college is committed and provides financial and human resources in areas of library holdings, computer labs, science labs and technology resources.

VI. Review of Program Effectiveness

A. Indicate areas of program strength.
Program strengths include fiscal support, administrative support, a highly qualified faculty, professional development activities, a current curriculum, faculty evaluation processes, and the opportunity for program completion and degree achievement.

B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.
The program was designed to allow students who had not been successful in the completion of the fourth semester of nursing to obtain a degree. Because of this, the student population for this program is at academic risk. In addition, the area is economically depressed which may mean graduates aren't able to attain full time employment.

C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.
The institution has identified areas for program development such as beginning a graduate satisfaction survey, employer survey and graduate job placement tracking. This information will allow the program to make necessary program improvements if any are needed.

VII. Review of Instruction by Distance Technology (if program courses offered by distance)

A. Are the program distance technology courses offered/delivered in accordance with best practices?
Yes. The college has procedures in place to support both faculty teaching via distance learning and students taking distance learning courses. Financial support as well as human resources are allocated for distance learning courses. In addition, courses are held to the same standards as on campus courses.

B. Does the institution have appropriate procedures in place to assure the security of personal information?
Yes, the college has procedures in place, Students taking distance courses are required to enter a unique user ID to access course materials. Faculty are also required to proctor at least 1 exam if that course is taught online. The identity of the student is verified through a photo ID before accessing this proctored exam.

C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?
The college has allocated both human and financial resources to a technology infrastructure as shown in Table 13.

D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?
Yes, the college uses the same policy and procedures for distance courses as they do traditional on campus courses. Faculty teach no more than 2 online courses per semester. Faculty are given additional compensation for teaching course via distance technology.

E. Are policies on intellectual property in accordance with best practices?
College administrative procedure 365.02 details the process for determining intellectual property and are in accordance with best practice.
VIII. Review of Program Research and Service

A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?
Yes. Since program inception, the program has had 60 graduates. The curricular courses in the program are assessed as well as the science and general education courses in the program. Students must earn a "C" or better in curricular and science courses.

B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?
Yes, a variety of assessment measures are used. Results are used to make changes in the program to assist student success.

IX. Local Reviewer Comments

A. How is the program meeting market/industry demands and/or preparing students for advanced study?
Students are prepared for advanced study in a health related field upon completion of the program. Table 22 provides an overview of the number of students who have transferred to a health occupation program upon completion of the Health Sciences program.

C. What program modifications are needed?
The only modification that is needed is to track students upon completion of the program.

X. Report Summary

A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.
In the next 5 years, trained individuals will be needed in the health occupation field. The field continues to grow and with new laws in healthcare and insurance coverage more employees will be needed to meet these demands.

B. Include reviewer comments on overall program quality, state program review process, etc.

The Health Sciences program is a quality program that has allowed 60 individuals to earn a degree that would have otherwise not earned a degree. The state review process provides an additional program assessment measure to allow the program to make any necessary adjustments to maintain the highest quality program.

Outside Reviewer Information

Stephanie Loveless, Masters in Public Health from Tulane University and a Bachelors in Health Education from the University of Arkansas at Little Rock. She currently is the Associate Director of Outreach at University of Arkansas Medical Sciences-(UAMS) Regional East campus. Her responsibilities include providing health education programs for a seven county service area and assisting with the daily operation and management of services provided by UAMS East.