Outcome Assessment Plan: Healthcare Administration

College: Piedmont College dedicates itself to the transformative power of education through reciprocal learning, the development of compassionate leaders, and the stewardship of our local and global communities.

School of Nursing and Health Sciences: The R.H. Daniel School of Nursing and Health Sciences at Piedmont College shall be recognized as an exemplary professional academic program. The arts & sciences are the foundation upon which the students' intellectual endeavors are built, contributing to the provision of holistic care to clients that includes physical, psychosocial, spiritual, and environmental care. The School of Nursing and Health Sciences is dedicated to respect for diversity and to community outreach.

Program Mission:

The healthcare administration program seeks to prepare undergraduate students for careers as managers or leaders in healthcare-related organizations by providing the theoretical foundations for business administration, health science, and customer service for working with both healthy and clinical populations through exemplary classroom instruction. Furthermore, the program is dedicated to respecting individual diversity and engaging the community by exposing students to a variety of healthcare settings, practitioners, and patient populations.

Program Goals:

1. The Program is committed to enrolling 10 quality students, retaining 80% of students each year, and graduating them four years after program admission.
    a. **Piedmont Goal Reference: GOAL 8.** Piedmont College will provide students the resources to achieve their academic goals in a timely fashion and meet learning outcomes expected in their degree programs.
    b. **Outcome (non-student learning):** The number of students who matriculate into each cohort and persist.
    c. **Measures:**
        1. Number of students declaring an HCAD major (10)
        2. Retention rate by cohort (80%)
        3. Graduation rate by cohort (80%)

2. The Program seeks to provide high quality instruction that integrates cognitive and psychomotor skills into active problem-solving abilities that will culminate in 90% of students having post-graduate placements (employment or graduate school) within six months of graduation.
    a. **Piedmont Goal Reference: GOAL 1.** Piedmont College will attract and retain students, faculty, and staff, and engage alumni and friends, by providing experiences with the College that inspire in them a lifelong affinity with the institution.
    b. **SLO 1**: Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.
        1.1 Propose and apply methods of injury prevention and risk reduction for both healthy and at-risk individuals.
        1.2 Design healthcare administration plans that meet both client and organization goals.
        1.3 Demonstrate oral, written, and visual communication strategies that are organized,

coherent, accurate, and professionally prepared and delivered.

1.4 Critically evaluate research findings to develop differential assessment and treatment plans for clients in different states of wellness.

1.5 Develop promotional strategies for healthy living and injury/disease prevention.

c. **Measures:**
   1. Health Promotion Project (80% at 3.5 on the rubric)-QEP3
   2. Health Processes Poster (80% at 3.5 on the rubric)-QEP3
   3. Alumni Survey (respondents will rate 80% of program attributes at 5.25 and 80% of the SLOs at 4.8)
   4. Capstone Reflection Paper (80% at 3 on the rubric)-QEP2

3. The Program is committed to supporting a minimum of one student in an internship or other experiential learning experience each year.
   a. **Piedmont Goal Reference: GOAL 4.** Piedmont College will offer traditional and innovative academic programs that are rigorous in content and flexible in real-world application.
   b. **SLO 2**: Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.
      2.1 Apply clinical reasoning skills throughout the fitness/wellness assessment process in order to assimilate data, select the appropriate assessment tests, formulate goals, develop plans to meet those goals, and make appropriate referrals.
      2.2 Demonstrate knowledge of healthcare policy, law, finance, and regulatory environments, including local, national, and global trends and adapt this information to best serve the client's needs.
      2.3 Implement, evaluate, and modify healthcare decisions for both healthy and at-risk individuals through collaboration with allied healthcare providers.
      2.4 Create, evaluate, and modify an administration environment conducive to efficiency and enhanced client satisfaction.
      2.5 Demonstrate cultural competence in the care of clients from diverse backgrounds.
   c. **Measures**:
      1. Coding Project (80% at 3.5 on the rubric)
      2. Health Policy Project (80% at 4 on the rubric)-QEP5
      3. Exit Survey (Respondents will score 80% of program attributes ≥5.25 on the rubric, a minimum of one graduate will have completed experiential learning prior to graduation, and 90% will have post-graduate placements within 6 months of graduating)

4. The Program is committed to increasing the number of qualified full-time faculty and providing professional mentoring.
   a. **Piedmont Goal Reference: GOAL 6.** Piedmont College will educate the whole student through co-curricular programs, extra-curricular activities, and experiential learning endeavors.
   b. **SLO 3**: Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.
      3.1 Identify state and national regulations and demonstrate professional, moral, and

ethical judgment when delivering client-centered care.

3.2 Adapt evidence-based practice concepts when making clinical decisions and critically examining health science practice.

3.3 Develop and evaluate promotional and management strategies in the context of a healthcare system (i.e. risk management, healthcare delivery mechanisms, documentation, client privacy, and financial analysis).

3.4 Use appropriate professional guidelines to develop, implement, evaluate, and modify client care strategies in the changing healthcare environment.

3.5 Demonstrate a commitment to professional growth and development.

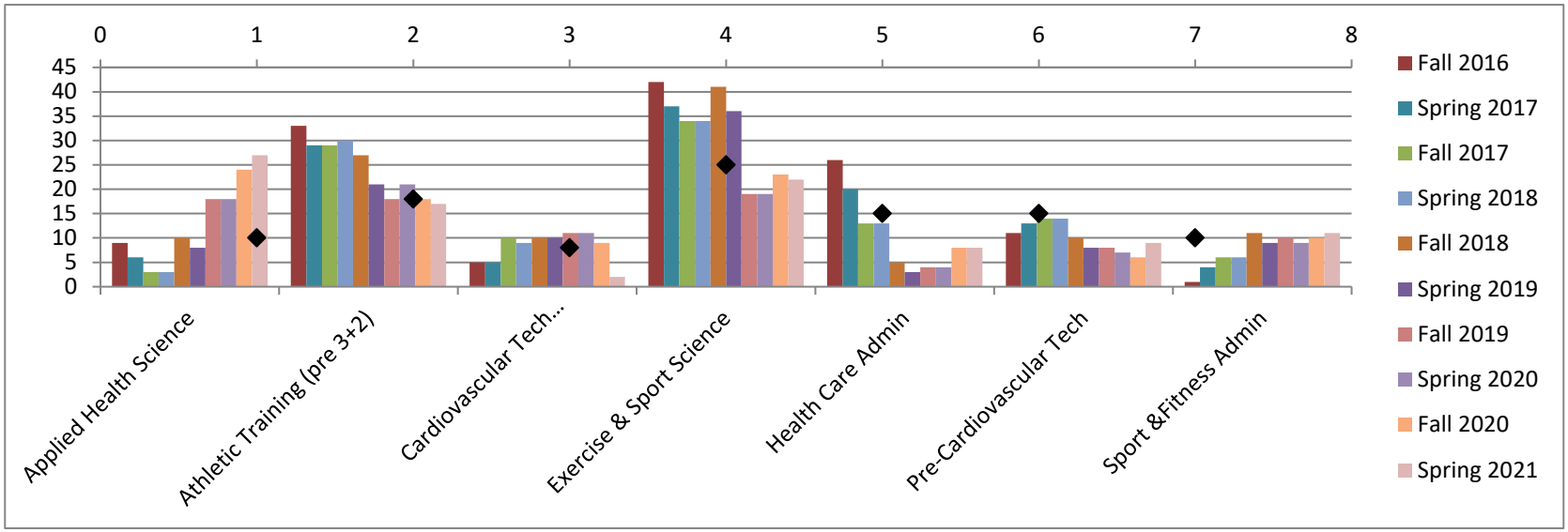
c. **Measures:**

1. Research Methods Paper and Presentation (80% at 3.75 on the rubric)-QEP1
2. Capstone Paper and Presentation (80% at 4.0 on the rubric)-QEP5
3. Piedmont 1101 Reflection Paper (80% at 2 on the rubric)-QEP4, QEP6

Description	Admission rate/declared majors					
Outcome	**Overall Program Effectiveness**: Number of students enrolled in the program each year.					
Sample	All Students declared as HLSC majors in fall and spring					
Program	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
Objectives Measured	PG1;Non-SLO;M1	PG1;Non-SLO;M1	PG1;Non-SLO;M1	PG1;Non-SLO;M1	PG1;Non-SLO;M1	PG1;Non-SLO;M1
Target	10 students enrolled	18 students enrolled	15 PCVT students 8 CVTE students	25 students enrolled	10 students enrolled	10 students enrolled

Results

		Semester in the Program											
Program	**Target**	**Spring 2016**	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**	**Fall 2018**	**Spring 2019**	**Fall 2019**	**Spring 2020**	**Fall2020**	**Spring 2021**	**Avg. Enroll.**
Applied Health Science	10	8	9	6	3	3	10	8	18	18	24	27	12.18
Athletic Training (UG)	18	21	33	29	29	30	27	21	18	21	18	17	24.00
Cardiovascular Tech (Clinical)	8	1	5	5	10	9	10	10	11	11	9	2	7.55
Exercise & Sport Science	25	26	42	37	34	34	41	36	19	19	23	22	30.27
Health Care Admin	10	17	26	20	13	13	5	3	4	4	8	8	11.00
Pre-Cardiovascular Tech	15	10	11	13	14	14	10	8	8	7	6	9	10.00
Sport &Fitness Admin	10		1	4	6	6	11	9	10	9	10	11	7.70



		CVTE		Semester in the Program							
		Cohort Entrance Semester	**Interview**	**Accept**	**FA**	**SP**	**SU**	**GR**		**Retent. %**	**Avg. Enroll.**	**Target Enroll.**
		Fall 2015	1	1	1	1	1	1		1	1.00	8.00
		Fall 2016	6	5	5	5	5	5		1	5.00	8.00
		Fall 2017	9	9	9	8	7	7		0.77778	7.00	8.00
		Fall 2018	10	10	10	10	10	10		1	10.00	10.00
		Fall 2019	11	11	11	11	11	11		1	11.00	10.00
		Fall 2020	5	5	5	5	5			1	5.00	10
Narrative	APHS: Met (255% of target; 25.5 of 10 desired enrolled). Enrollment in this program has grown from 18 in fall 2019 to 27 in spring 2021. We attribute this to adding 3 tracks to better align with students' future goals, and to efforts made during PDMT1101 to help students identify those goals.										
	ATHL: Nearly Met (97% of target; 17.5 of 18 desired enrolled). With the full transition to the 3+2 in 2020, the undergraduate enrollment goal may need to be adjusted downwards to reflect 3 cohorts of students simultaneously, versus four (target of 18 instead of 25). When this is taken into account, the program met the goal (18 fall, 17 spring).										
	CVTE: Not Met (63% of target; 5 of 8 desired enrolled). Enrollment in the clinical year dropped dramatically this year to half the desired number of students. Of the 5 enrolled in the clinical year, only 2 are bachelor degree-seeking students. Pre-CVTE: Not Met (50% of target; 7.5 of 15 desired enrolled). Pre-CVTE enrollments have dropped for the last two years. The program will be discontinued at the end of the 2021-2022 academic year.										
	EXSS: Nearly Met (90% of target; 21.5 of 25 desired enrolled). Enrollment in this program is falling (21 compared to 36 two years ago). Some of this "melt" is likely students identifying other programs in the department (APHS and SFAD) as options that better align with their future goals. It may also reflect more aggressive recruiting from BIOL to capture pre-physical therapy and physician assistant students in that area.										
	HCAD: Not met (80% of target; 8 of 10 desired enrolled). This goal was not met, as the program averaged 8 students this year. However, this is double the enrollment in 2019-2020. Much of this is due to less attrition from the NURS program. However since all of the courses taken by this program are also taken by others, there is no financial advantage to ending it.										
	SFAD: Met (105% of target; 10.5 of 10 desired enrolled). This program has maintained enrollment at its goal (10) for the third year in a row.										
Plan	• Increase APHS target to 18 to capture its growth • Consider marketing strategies to increase on-campus visibility of all programs, but EXSS and HCAD especially										
Timeline for Improvement	• New targets will be used in 2021-2022 data cycle (A. Dondanville) • Marketing strategies for on-campus recruitment will be developed in Fall 2021 (A. Dondanville and E. McKinney)										

Description	Overall Program Effectiveness (Retention/Graduation Rates)
Outcome	Number of students persisting in the program and graduating each year.
Target	80% of students beginning the year in each cohort will persist to the next year and 80% of students will graduate within 4yrs of beginning at Piedmont; 100% of CVTE students will persist each semester and graduate 1 year after admission to the clinical program phase
Sample	All Students declared as HLSC majors

Program	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG1;Non-SLO;M2,3**	**PG1;Non-SLO;M2,3**	**PG1;Non-SLO;M2,3**	**PG1;Non-SLO;M2,3**	**PG1;Non-SLO;M2,3**	**PG1;Non-SLO;M2,3**

Results

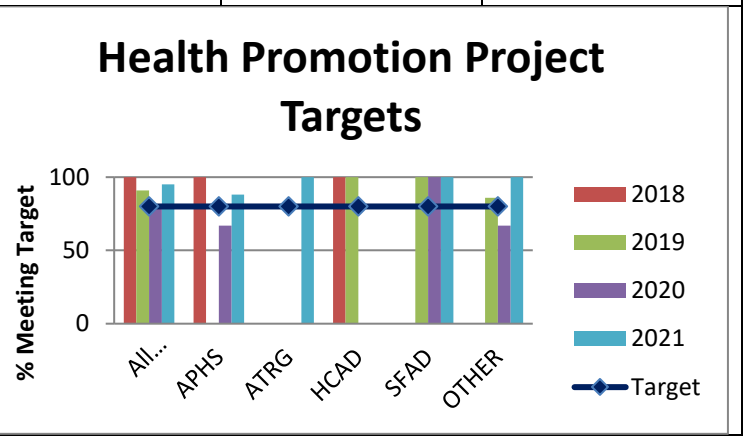
		Semester in the Program																					
Program	**Target**	**Fall 2016**	**S to F**	**Spring 2017**	**F to S**	**Fall 2017**	**S to F**	**Spring 2018**	**F to S**	**Fall 2018**	**S to F**	**Spring 2019**	**F to S**	**Fall 2019**	**S to F**	**Spring 2020**	**F to S**	**Fall 2020**	**S to F**	**Spring 2021**	**F to S**	**Average Retent. %**	**Avg. Enroll.**	**Target Enroll.**
Applied Health Science	10	9	1.125	6	0.667	3	0.5	3	1	10	3.333	8	0.8	18	2.25	18	1	24	1.333	27	1.125	131.3%	6.43	10
Athletic Training (pre 3+2)	18	33	1.571	29	0.879	29	1	30	1.034	27	0.9	21	0.778	18	0.857	21	1.167	18	0.857	17	0.944	99.9%	6.93	25
Cardiovascular Tech (Clinical)	8	5	5	5	1	10	2	9	0.9	10	1.111	10	1	11	1.1	11	1	5	0.455	5	1	145.7%	2.56	8
Exercise & Sport Science	25	42	1.615	37	0.881	34	0.919	34	1	41	1.206	36	0.878	19	0.528	19	1	23	1.211	22	0.957	101.9%	8.64	28
Health Care Admin	15	26	1.529	20	0.769	13	0.65	13	1	5	0.385	3	0.6	4	1.333	4	1	8	2	8	1	102.7%	4.48	10
Pre-Cardiovascular Tech	15	11	1.1	13	1.182	14	1.077	14	1	10	0.714	8	0.8	8	1	7	0.875	6	0.857	9	1.5	101.1%	3.07	15
Sport &Fitness Admin	10	1	1	4		6		6	1	11	1.833	9	0.818	10	1.111	9	0.9	10	1.111	11	1.1	110.9%	3.18	10

Narrative	APHS: Met. This program retained at 112% (-21 percentage points). All students graduated on time.
	Pre-ATHL: Met. This program retained at 94% (+8 percentage points).
	CVTE: Met. This program retained at 100% (does not include students finishing in December due to COVID; no change) Pre-CVTE: Not Met (no pre-CVTE majors retained spring to fall due to closing the program)
	EXSS: Met. This program retained at 96% (-25 percentage points due to students changing majors to APHS). One student chose not to graduate this year; instead, she will return to take pre-PA classes. All others graduated on time.
	HCAD: Met. This program retained at 100%. (no change) All students graduated on time.
	SFAD: Met. This program retained at 110%. (no change) One student will graduate in summer 2021; all others graduated on time.
Plan	• Continue to monitor enrollment numbers and trends to ensure program offerings meet student needs. • Expand the HLSC club to attract higher membership and more quality participation
Timeline for Improvement	• Data trends will be monitored in fall 2021 (A. Dondanville) • The HLSC club will be reinvigorated by attracting new/younger students through freshmen and sophomore level courses Fall 2020 (G. Ryan and B. Reynolds)

Description	Health Promotion Project Paper					
Outcome	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.					
Target	80% of students will score ≥3.5 on the rubric					
Sample	Students enrolled in HSCS2301					
Program	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG2;SLO1;M1** QEP3	**PG2;SLO1;M2** QEP3			**PG2;SLO1;M1** QEP3	**PG2;SLO1;M1** QEP3
Results						

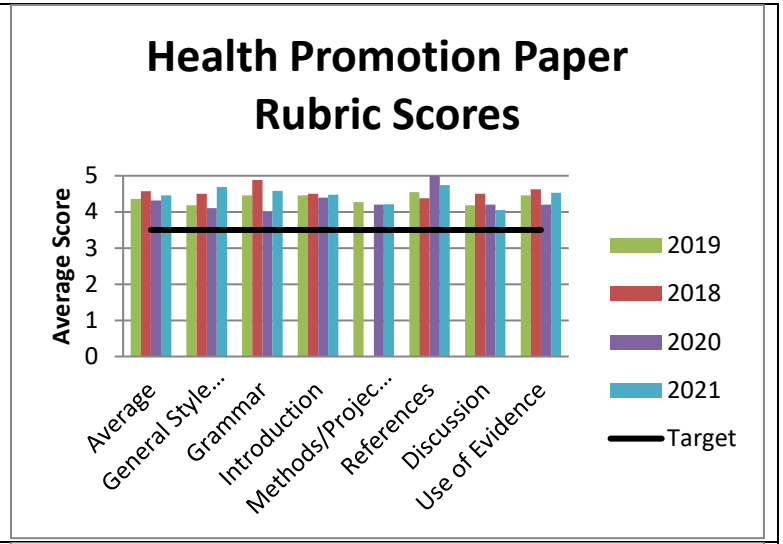
Targets

	Target	2018	2019	2020	2021
All Students	80	100	91	80	95
APHS	80	100		67	88
ATRG	80				100
HCAD	80	100	100		
SFAD	80		100	100	100
OTHER	80		86	67	100



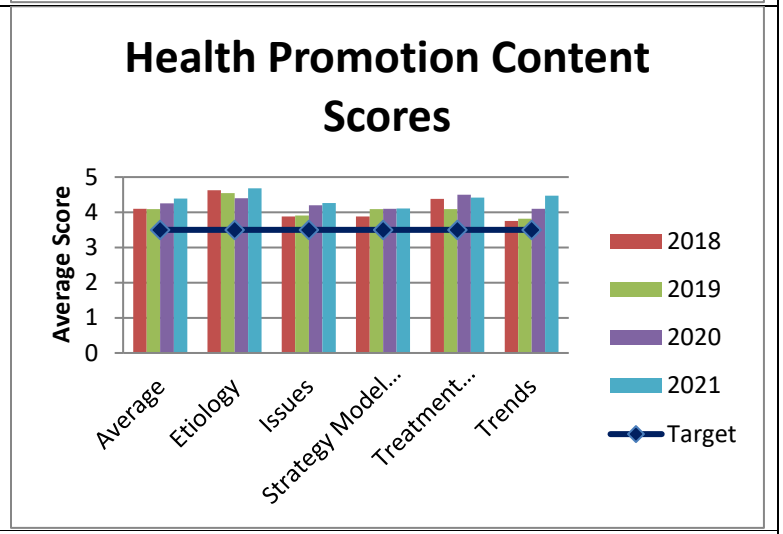
Average Score

	Target	2018	2019	2020	2021
Average	3.5	4.57	4.36	4.32	4.46
General Style and Organization	3.5	4.5	4.18	4.10	4.68
Grammar	3.5	4.88	4.45	4.00	4.58
Introduction	3.5	4.5	4.45	4.40	4.47
Methods/Project Description	3.5		4.27	4.20	4.21
References	3.5	4.38	4.55	5.00	4.74
Discussion	3.5	4.5	4.18	4.20	4.05
Use of Evidence	3.5	4.63	4.45	4.20	4.53



Content Score

	Target	2018	2019	2020	2021
Average	3.5	4.1	4.09	4.25	4.39
Etiology	3.5	4.63	4.55	4.40	4.68
Issues	3.5	3.88	3.91	4.20	4.26
Strategy Model or Theory	3.5	3.88	4.09	4.10	4.11
Treatment Approach	3.5	4.38	4.09	4.50	4.42
Trends	3.5	3.75	3.82	4.10	4.47



Narrative

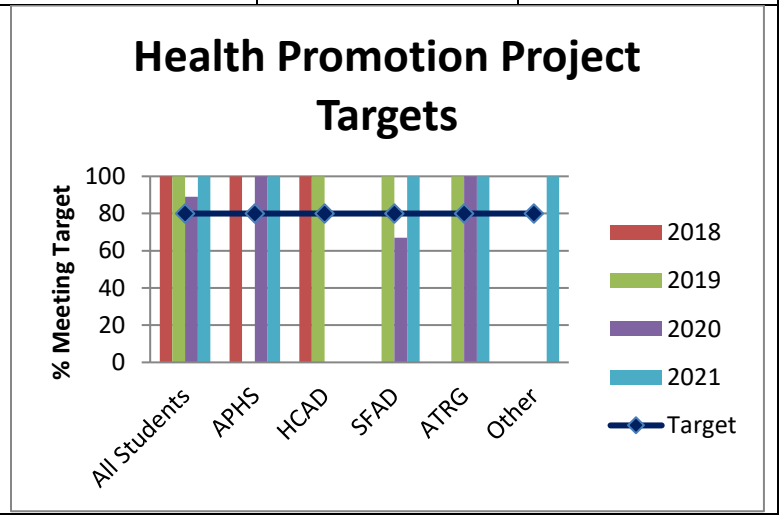
This goal was met, as 95% of overall students enrolled met the target rubric score (19/20). This represents a 15 point percentage point increase from last year. In general, this was a larger and academically stronger overall group that previous classes - especially with writing skills. Theory or model integration continues to be problematic for some students, which should be addressed in future offerings.

APHS: 7/8
Pre-ATRG: 4/4
HCAD:
SFAD: 3/3

	Other: 5/5
Plan	• No changes are planned; this assignment will be given again in its current form.
Timeline for Improvement	• These data will be next collected in spring 2022 (B. Reynolds)

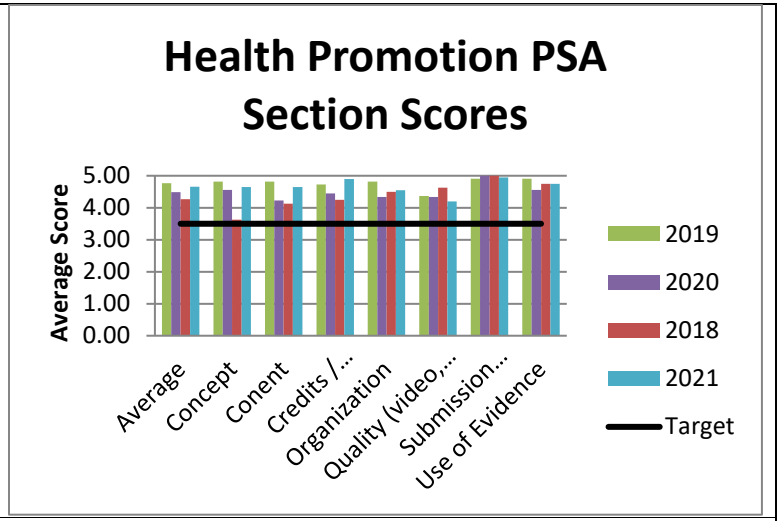
Description	Health Promotion Project PSA					
Outcome	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.					
Target	80% of students will score ≥3.5 on the rubric					
Sample	Students enrolled in HSCS2301					
Program	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG2;SLO1;M1** QEP3	**PG2;SLO1;M2** QEP3			**PG2;SLO1;M1** QEP3	**PG2;SLO1;M1** QEP3
Results	Target					

	Target	2018	2019	2020	2021
All Students	80	100	100	89	100
APHS	80	100		100	100
HCAD	80	100	100		
SFAD	80		100	67	100
ATRG	80		100	100	100
Other	80				100



Average Score

	Target	2018	2019	2020	2021
Average	3.5	4.27	4.77	4.49	4.66
Concept	3.5	3.63	4.82	4.56	4.65
Conent	3.5	4.13	4.82	4.22	4.65
Credits / Citations	3.5	4.25	4.73	4.44	4.90
Organization	3.5	4.5	4.82	4.33	4.55
Quality (video, graphics, sound)	3.5	4.63	4.36	4.33	4.20
Submission Format	3.5	5	4.91	5.00	4.95
Use of Evidence	3.5	4.75	4.91	4.56	4.75



Narrative

This goal was met, as 100% of overall students met or exceeded the rubric target (20/20). This represents an 11 point improvement from last year. This improvement is attributed to class time being dedicated to viewing examples of PSAs and for students to work through their ideas in small groups. This group also was very capable with technology, with many of the PSAs being completed as iMovies, which were much higher quality.

APHS: 8/8
Pre-ATRG: 4/4
HCAD:
SFAD: 3/3
Other: 5/5

Plan

- No changes are planned; this assignment will be given again in its current form.

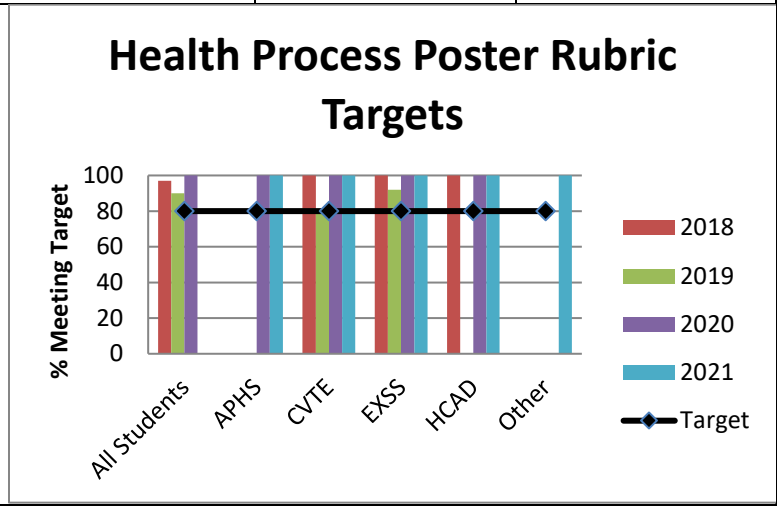
Timeline for Improvement

- These data will be next collected in spring 2022 (B. Reynolds)

Description	Health Process Multimedia Project					
Outcome	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication. (Evaluating Oral and Written Communication Skills, Use of Literature, and Research Methods through Formal Projects and Exercises.)					
Target	80% of students will score ≥3.75 on the rubric					
Sample	Students enrolled in HSCS2220 (formerly HSCS3302 through 2018-2019)					
Program	APHS		CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG2;SLO1;M6** QEP3		**PG2;SLO1;M1** QEP3	**PG2;SLO1;M2** QEP3	**PG2;SLO1;M2** QEP3	
Results	Targets					

	Target	2018	2019	2020	2021
All Students	80	97	90	100	
APHS	80			100	100
CVTE	80	100	80	100	100
EXSS	80	100	92	100	100
HCAD	80	100		100	100
Other	80				100

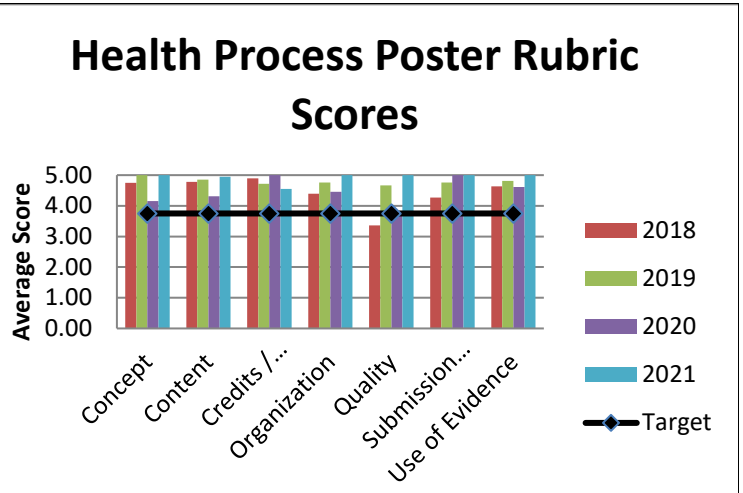
*data in 2020 and beyond taken from HSCS2220



Average Score

	Target	2018	2019	2020	2021
Concept	3.75	4.75	5.00	4.15	5.00
Content	3.75	4.78	4.86	4.31	4.94
Credits / Citations	3.75	4.90	4.71	5.00	4.56
Organization	3.75	4.39	4.76	4.46	5.00
Quality	3.75	3.36	4.67	3.77	5.00
Submission Format	3.75	4.27	4.76	5.00	5.00
Use of Evidence	3.75	4.63	4.81	4.62	5.00

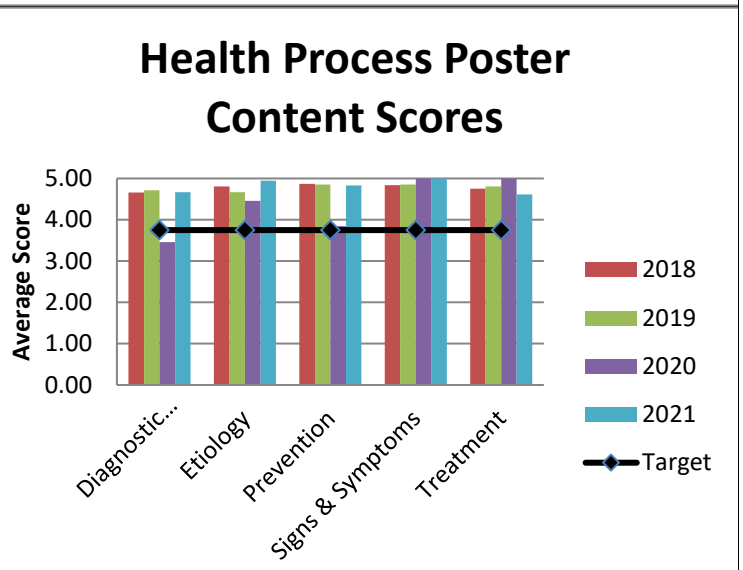
*data in 2020 and beyond taken from HSCS2220



Average Score

	Target	2018	2019	2020	2021
Diagnostic Procedures	3.75	4.66	4.71	3.46	4.67
Etiology	3.75	4.81	4.67	4.46	4.94
Prevention	3.75	4.87	4.86	3.85	4.83
Signs & Symptoms	3.75	4.84	4.86	5.00	5.00
Treatment	3.75	4.75	4.81	5.00	4.61

*data in 2020 and beyond taken from HSCS2220



Narrative

Note: HSCS3302 is no longer offered; the assignment was moved to HSCS2220 (the replacement course) in spring 2020.

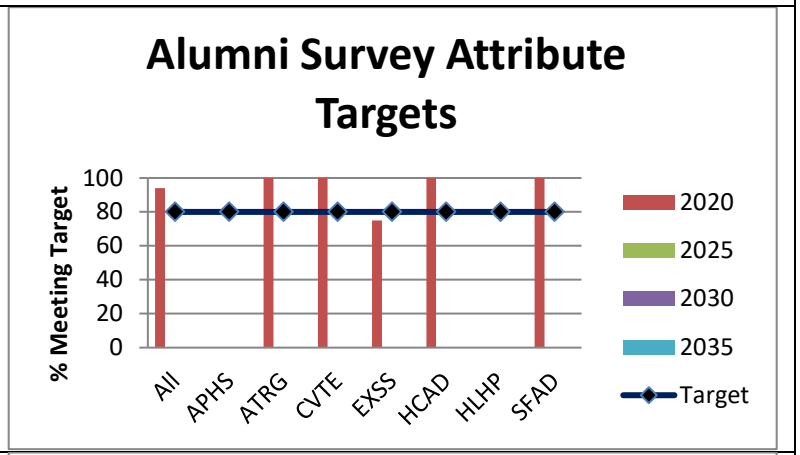
This goal was met, as 100% of students met or exceeded the rubric target (19/19). Overall, scores are the same as last year, but this includes increases in “diagnostic procedures“ (+1.21), “etiology” (+0.48), and “prevention” (+0.98), and a decrease (-0.39) in “treatment”. The scores for, “diagnostic procedures” and “ treatment”, while still meeting the target, were largely due to students simply not including the information and/or utilizing either a vague or overly scientific reference that would not be understood by the target population.

APHS: 4/4
CVTE: 6/6
EXSS: 5/5

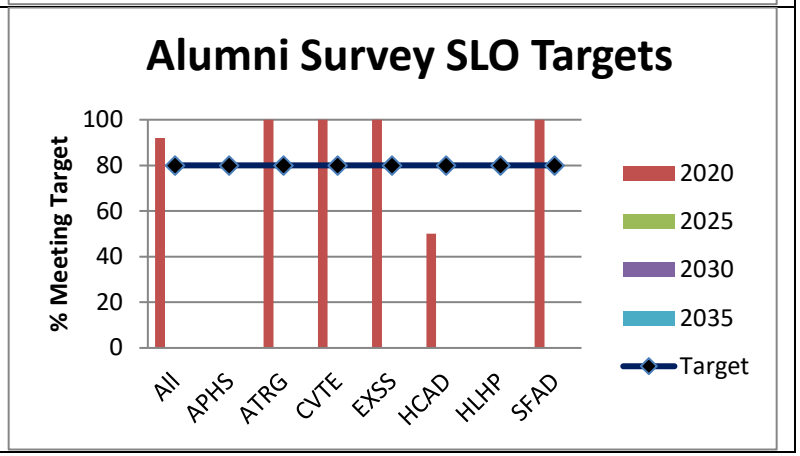
	HCAD: 1/1 SFAD: n/a Other: 2/2
Plan	• The assignment and rubric will be used again in fall 2021. • The assignment instructions will be updated to more clearly identify what information should be included and how that information should be presented to the target audience regarding the areas mentioned in the narrative.
Timeline for Improvement	• These data will be next collected in fall 2021 (J. Fouts).

Description	Alumni Survey					
Outcome	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.					
Target	Respondents will score 80% of program attributes >5.25 (out of 6) on the rubric and rate 80% of SLOs >4.8 (out of 6)					
Sample	Students who have graduated (conducted every 5 years)					
Program	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG2;SLO1;M3**	n/a	**PG2;SLO1;M4**	**PG2;SLO1;M3**	**PG2;SLO1;M3**	**PG2;SLO1;M3**
Results	Attributes: This target was met, 94% of all respondents rated program attributes greater than 5.25 (17 of 18). SLOs: This target was met, as 92% of all respondents rated program SLOs greater than 4.8 (12 of 13). Note: not all respondents completed this portion of the survey.					

	Target	2020	2025	2030	2035
All	80	94			
APHS	80				
ATRG	80	100			
CVTE	80	100			
EXSS	80	75			
HCAD	80	100			
HLHP	80				
SFAD	80	100			

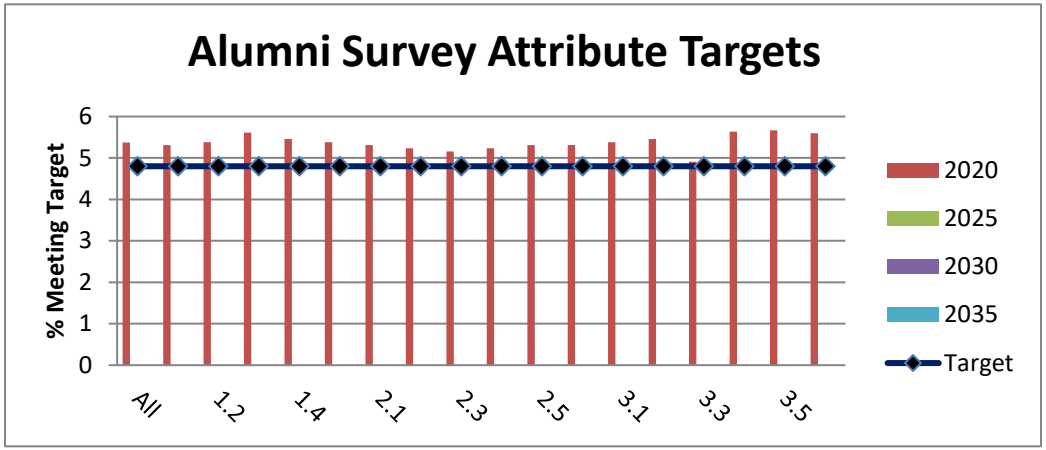


	Target	2020	2025	2030	2035
All	80	92			
APHS	80				
ATRG	80	100			
CVTE	80	100			
EXSS	80	100			
HCAD	80	50			
HLHP	80				
SFAD	80	100			



	Target	2020	2025	2030	2035
My major adequately prepared me for my current professional	5.25	5.72			
My major adequately prepared me to take credentialing exams	5.25	5.60			
The academic courses at Piedmont were diverse and provided	5.25	5.91			
The clinical and/or internship experiences helped me decide	5.25	5.88			
The Piedmont faculty understood current professional trends	5.25	5.63			
Average	5.25	5.76			

	Target	2020	2025	2030	2035
All	4.8	5.37			
1.1	4.8	5.31			
1.2	4.8	5.38			
1.3	4.8	5.62			
1.4	4.8	5.46			
1.5	4.8	5.38			
2.1	4.8	5.31			
2.2	4.8	5.23			
2.3	4.8	5.15			
2.4	4.8	5.23			
2.5	4.8	5.31			
2.6	4.8	5.31			
3.1	4.8	5.38			
3.2	4.8	5.45			
3.3	4.8	4.91			
3.4	4.8	5.64			
3.5	4.8	5.67			
3.6	4.8	5.60			



Narrative

This is the first year of data collection, and overall, there was only one student of the eighteen who responded that felt the program (EXSS) didn't meet the mark on attributes and one of thirteen (HCAD) who rated the program SLOs poorly. It is interesting that each of these two students rated the other portion of the survey at or above the target level. Unfortunately, we feel that the response rate was too low (23%; 18 of 79).

Attributes:
APHS
ATRG: 4/4
CVTE: 7/7
EXSS: 3/4

SLOs:
APHS
ATRG: 4/4
CVTE: 2/2
EXSS: 4/4

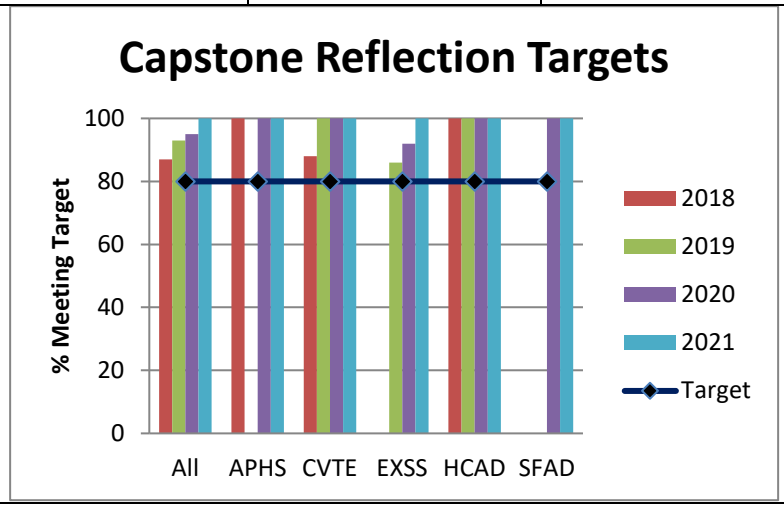
	HCAD: 2/2 SFAD: 1/1	HCAD: 1/2 SFAD:1/1
Plan	• The survey will be sent to graduates again in Fall 2025.	
Timeline for Improvement	• HLSC: This survey will be distributed in Fall 2025. (A. Dondanville)	

Description	Capstone Reflection Paper					
Outcome	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
Target	80% of students will score ≥3.0 on the rubric					
Sample	Students enrolled in HSCS4450					
Program	APHS		CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG2;SLO1;M5** QEP2		**PG2;SLO1;M3** QEP2	**PG2;SLO1;M4** QEP2	**PG2;SLO1;M4** QEP2	**PG2;SLO1;M5** QEP2

Results

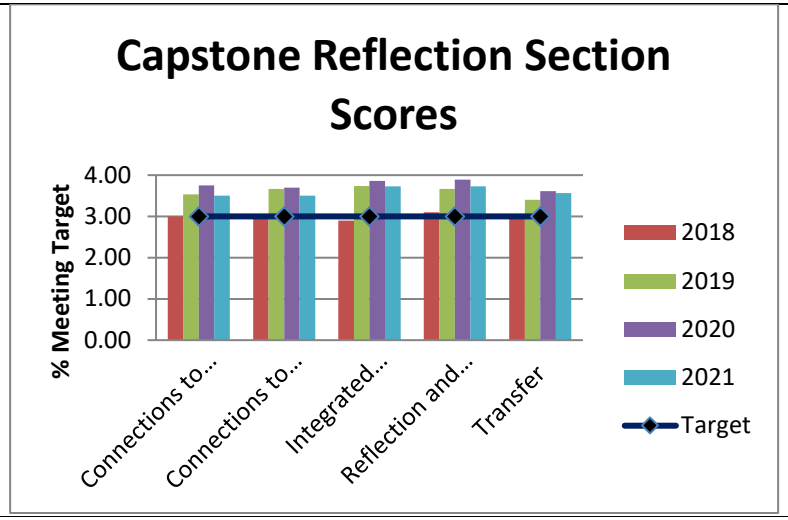
Targets

	Target	2018	2019	2020	2021
All	80	87	93	95	100
APHS	80	100		100	100
CVTE	80	88	100	100	100
EXSS	80		86	92	100
HCAD	80	100	100	100	100
SFAD	80			100	100



Average Score

	Target	2018	2019	2020	2021
Connections to Discipline	3	3.00	3.53	3.75	3.5
Connections to Experience	3	3.00	3.67	3.69	3.5
Integrated Communication	3	2.90	3.73	3.86	3.73
Reflection and Self-Assessment	3	3.10	3.67	3.89	3.73
Transfer	3	3.00	3.40	3.61	3.57



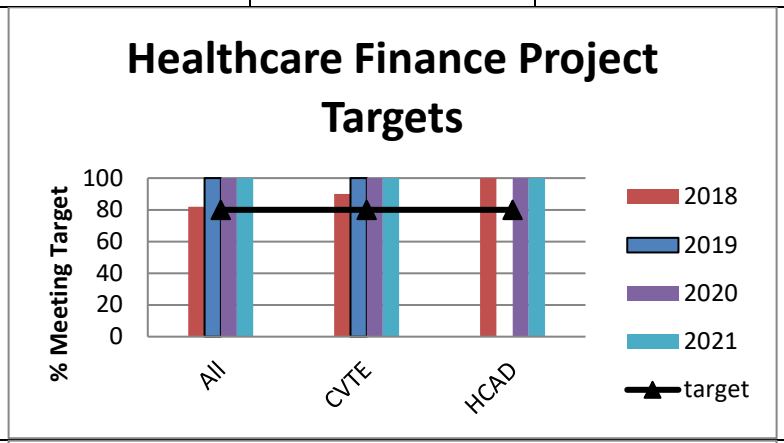
Narrative	This goal was met, as 100% of all students (11/11) scored >3 on the associated rubric. While this is a slight increase from last year (+5), individual content scores dropped. This is likely due to a different individual scoring students this year compared to last. Overall, we are pleased with the effort put forth on the assignment making connections between varied aspects of their education. APHS: 2/2 CVTE: 2/2 EXSS: 3/3 HCAD: 1/1 SFAD: 3/3
Plan	• Continue assessing undergraduate students in the capstone course (HSCS4450); no change in administration planned, but a new faculty member will lead the course in spring 2022 (G. Ryan).
Timeline for Improvement	• Next data collection in spring 2022

Description	Healthcare Finance Project					
Outcome	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities. (Evaluating Oral and Written Communication Skills, Use of Literature, and Research Methods through Formal Projects and Exercises)					
Target	80% of students will score ≥4.0 on the rubric and section scores will average ≥4.0 overall					
Sample	Students enrolled in HSCS3330					
Program	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
Objectives Measured			PG3;SLO2;M2		PG3;SLO2;M1	

Results

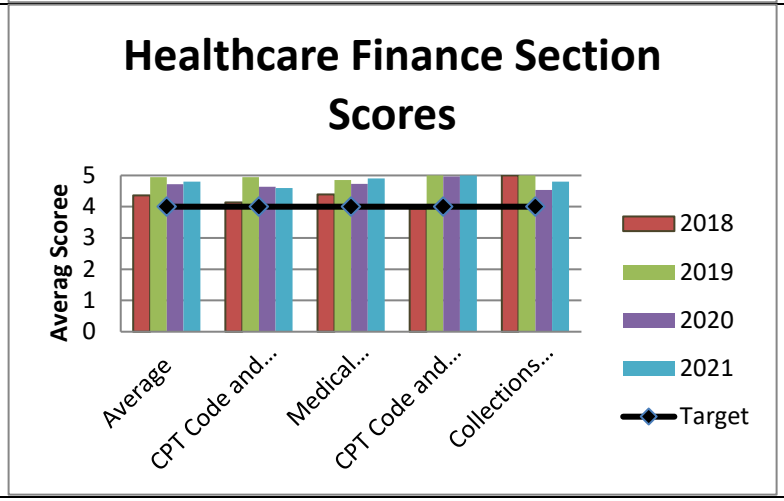
Targets

	target	2018	2019	2020	2021
All	80	82	100	100	100
CVTE	80	90	100	100	100
HCAD	80	100		100	100



Average Score

	Target	2018	2019	2020	2021
Average	4	4.36	4.95	4.72	4.8
CPT Code and UB-40 (ER Visit)	4	4.14	4.95	4.63	4.6
Medical Necessity Letter	4	4.39	4.85	4.73	4.9
CPT Code and UB-40 (FU Visit)	4	3.93	5	4.97	5
Collections Letter	4	5	5	4.53	4.8



Narrative	This target was met, as 100% of students (2/2) scored at or above 4.0 on the rubric. Overall, this assignment seems to pull several concepts together and provide real-world practice into focus. When exploring the individual subsection scores, they were consistent with last year (relatively no change). CVTE: 1/1 HCAD: 1/1
Plan	• Continue implementing the project and course as designed.
Timeline for Improvement	• Next data collection period is spring 2022 (M. McKinney)

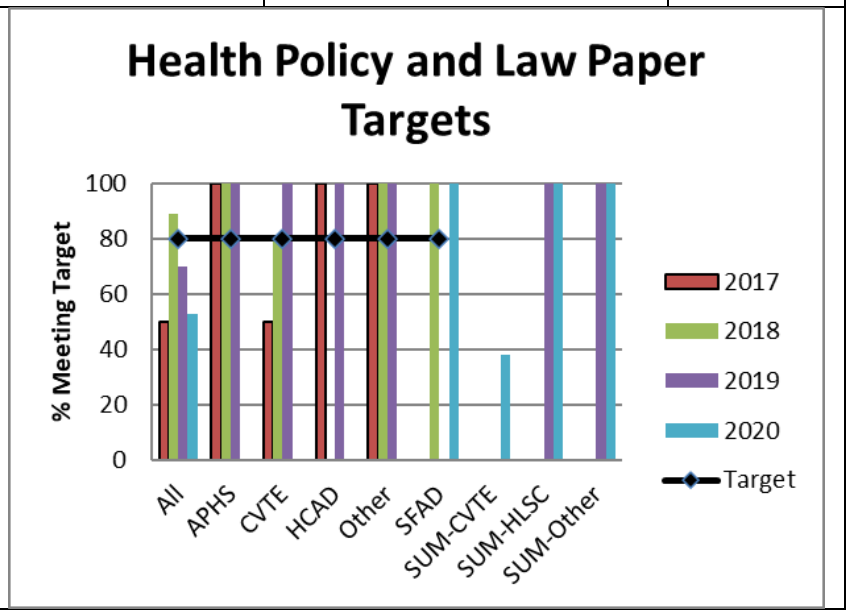
Description	Health Policy and Law Project Paper					
Outcome	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities. (Evaluating Oral and Written Communication Skills, Use of Literature, and Research Methods through Formal Projects and Exercises)					
Target	80% of students will score ≥4.0 on the rubric and section scores will average ≥4.0 overall					
Sample	Students enrolled in HSCS4411					
Program	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG3;SLO2;M3** QEP5		**PG3;SLO2;M1**		**PG3;SLO2;M2** QEP5	

Results

Target

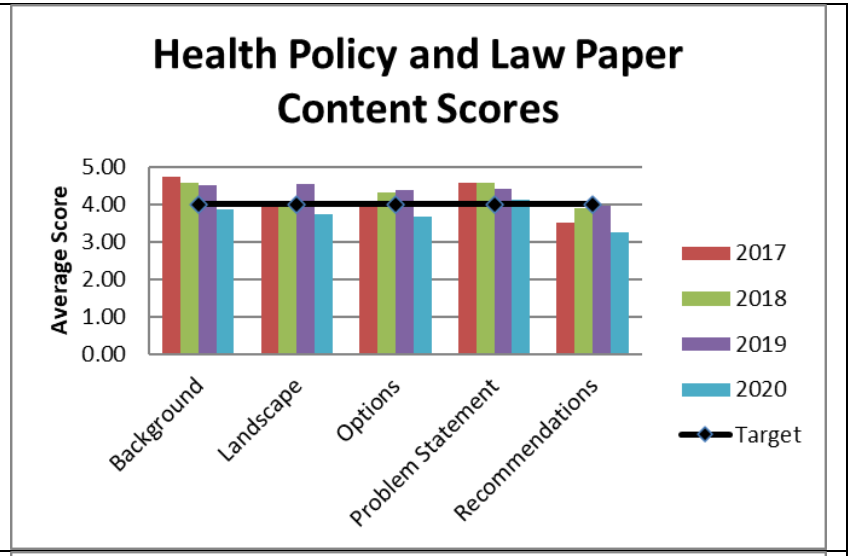
	Target	2017	2018	2019	2020
All	80	50	89	70	53
APHS	80	100	100	100	0
CVTE	80	50	80	100	0
HCAD	80	100		100	
Other	80	100	100	100	
SFAD	80		100		100
SUM-CVTE				0	38
SUM-HLSC				100	100
SUM-Other				100	100

*data disaggregated for summer/fall beginning in 2019



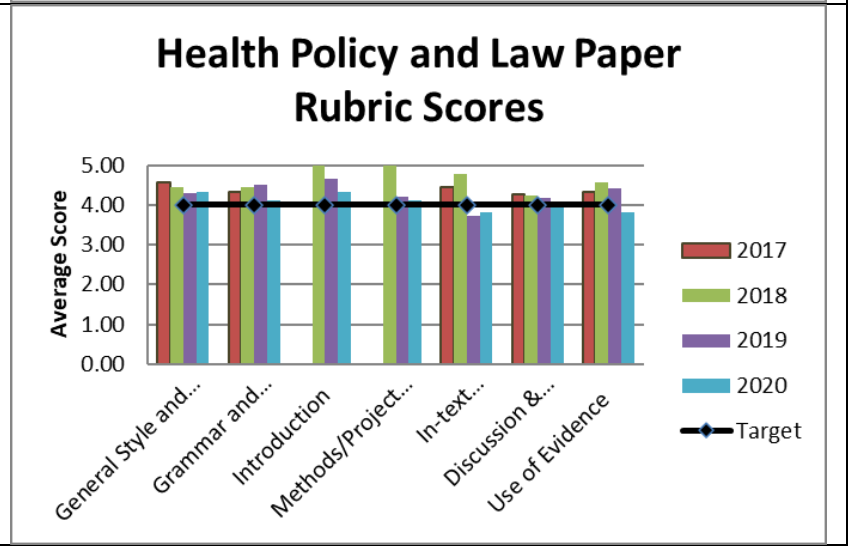
Average Score

	Target	2017	2018	2019	2020
Background	4	4.75	4.56	4.50	3.88
Landscape	4	4.06	4.00	4.54	3.75
Options	4	4.00	4.33	4.38	3.69
Problem Statement	4	4.56	4.56	4.42	4.13
Recommendations	4	3.50	3.89	3.96	3.25



Average Score

	Target	2017	2018	2019	2020
General Style and Organization	4	4.56	4.44	4.29	4.31
Grammar and Word Choice	4	4.31	4.44	4.50	4.13
Introduction	4		5.00	4.67	4.31
Methods/Project Description	4		5.00	4.21	4.13
In-text Citations/References	4	4.44	4.78	3.71	3.81
Discussion & Recommendations	4	4.25	4.22	4.17	4.00
Use of Evidence	4	4.31	4.56	4.42	3.81



Narrative	This goal was not met overall, as only 67% of students met or exceeded the rubric target (8/12 - Two students in FA20 did not submit the assignment). This represents a –3 reduction from last year and a –22 reduction from 2018. This is the second year summer data has been included, and it has been disaggregated from the fall. While the data shows some consistency, it also highlights the struggles of students to communicate their ideas in a written format. The same type of scores are not seen in the presentations, which cover the same content. While it is possible students are simply more comfortable presenting the information than writing it, it must be considered that assignments are not providing students with enough opportunities to convey their ideas in a written format. APHS: 0/1 CVTE: 0/1 HCAD: Other HLSC: 3/3 Summer HLSC: 1/1 Summer CVTE: 3/8 Summer Other: 1/1
Plan	• Continue to offer the assignment as designed, while re-designing other written assignments to more closely align with the skills required of the final project.
Timeline for Improvement	• Data will be collected in summer and fall 2021 (J. Koshuta)

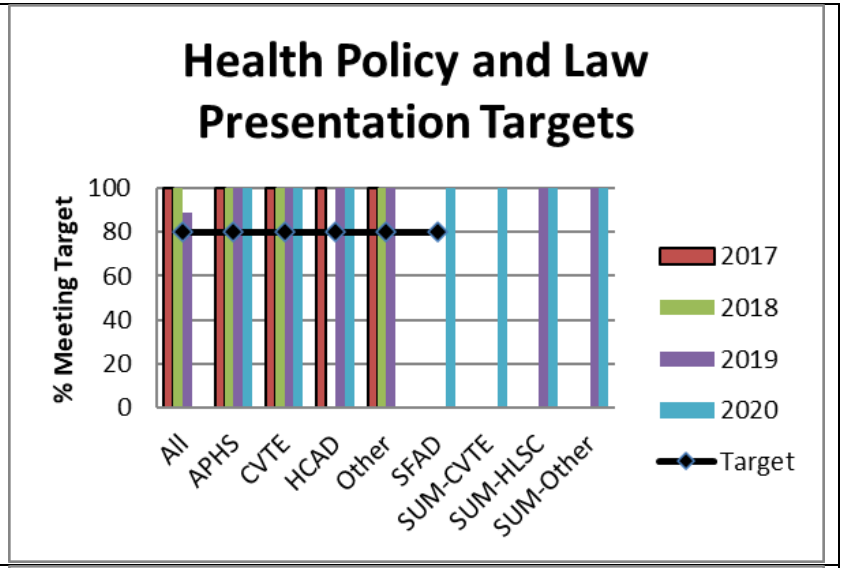
Description	Health Policy and Law Project Presentation					
Outcome	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.					
Target	80% of students will score ≥4.0 on the rubric and section scores will average ≥4.0 overall					
Sample	Students enrolled in HSCS4411					
Program	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG2;SLO2;M2** QEP5		**PG4;SLO3;M1**		**PG2;SLO2;M2** QEP5	

Results

Target

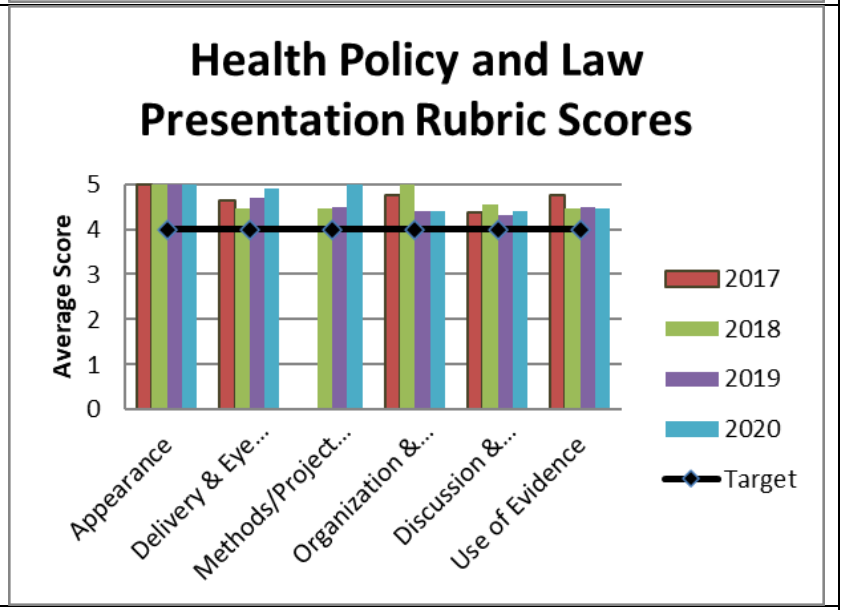
	Target	2017	2018	2019	2020
All	80	100	100	89	
APHS	80	100	100	100	100
CVTE	80	100	100	100	100
HCAD	80	100		100	100
Other	80	100	100	100	
SFAD	80				100
SUM-CVTE				0	100
SUM-HLSC				100	100
SUM-Other				100	100

*data disaggregated for summer/fall beginning in 2019



Average Score

	Target	2017	2018	2019	2020
Appearance	4	5	5	5	5
Delivery & Eye Contact	4	4.63	4.44	4.70	4.89
Methods/Project Description	4		4.44	4.50	5.00
Organization & Visual Aids	4	4.75	5.00	4.40	4.39
Discussion & Recommendations	4	4.38	4.56	4.30	4.39
Use of Evidence	4	4.75	4.44	4.50	4.44



Narrative

This goal was met, as 100% of students met or exceeded the rubric target. This represents a +11 improvement from last year. This is the second year summer data has been included, and it has been disaggregated from the fall. While these results show that students are capable of providing high quality work for presentations, it is confounding that is does not translate to the written projects.

APHS: 2/2
CVTE: 1/1
HCAD: 1/1

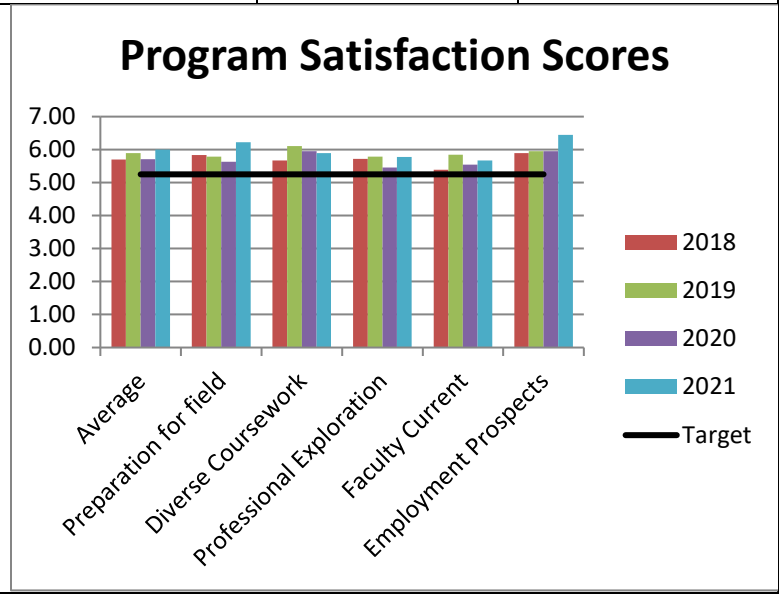
	Other HLSC: 3/3 Summer HLSC: 1/1 Summer Other: 1/1 Summer CVTE: 8/8
Plan	• Continue to offer the assignment as designed, while working on the skills necessary to translate the content to a written format.
Timeline for Improvement	• Data will be collected in summer and fall 2021 (J. Koshuta)

Description	Exit Survey					
Outcome	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.					
Target	Respondents will score 80% of program attributes ≥5.25 on the rubric, a minimum of one graduate will have completed experiential learning prior to graduation, and 90% will have post-graduate placements within 6 months of graduating (CVTE students within 3 months)					
Sample	Students enrolled in HSCS4450 and CVTE graduates in July					
Program	APHS		CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG3;SLO2;M4**		**PG3;SLO2;M6**	**PG3;SLO2;M3**	**PG3;SLO2;M3**	**PG3;SLO2;M3**

Results

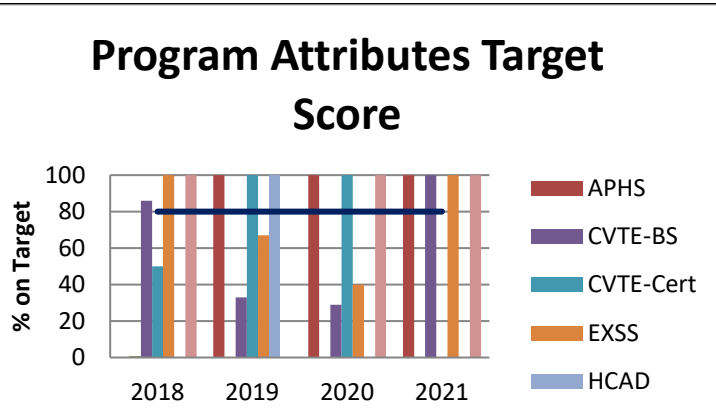
Program Satisfaction Scores

	Target	2018	2019	2020	2021
Average	5.25	5.70	5.89	5.71	6.00
Preparation for field	5.25	5.83	5.79	5.64	6.22
Diverse Coursework	5.25	5.67	6.11	5.95	5.89
Professional Exploration	5.25	5.72	5.79	5.45	5.78
Faculty Current	5.25	5.39	5.84	5.55	5.67
Employment Prospects	5.25	5.89	5.95	5.95	6.44



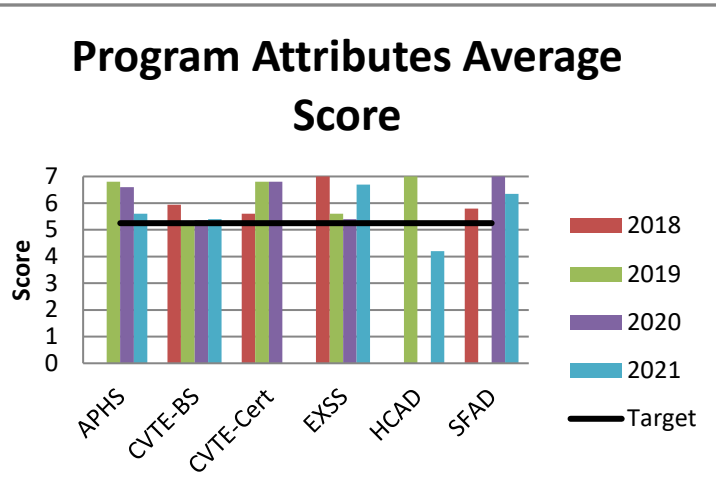
Targets

	2018	2019	2020	2021
Target	80	80	80	80
APHS		100	100	100
CVTE-BS	86	33	29	100
CVTE-Cert	50	100	100	
EXSS	100	67	40	100
HCAD		100		0
SFAD	100		100	100



Average Score

	Target	2018	2019	2020	2021
APHS	5.25		6.8	6.6	5.6
CVTE-BS	5.25	5.94	5.2	5.37	5.4
CVTE-Cert	5.25	5.6	6.8	6.8	
EXSS	5.25	7	5.6	5.4	6.7
HCAD	5.25		7		4.2
SFAD	5.25	5.8		7	6.35



Did you complete an internship or work in your anticipated field while in school?

	2018	2019	2020	2021
None	4	2	0	1
Internship	4	1	5	4
Compass Points	7	3	6	5
Worked	6	2	8	0
Clinical Education	7	3	11	1

In the first 6 months following graduation, what will you do?

	2018	2019	2020	2021
Attend UG college	1	0	0	0
Attend grad school	7	6	3	2
Work as GA in field	2	6	3	0
Work as GA out of field	0	0	1	0
Work in field	7	7	12	5
Other work	4	2	0	1
Undecided/Not employed	2	4	3	1

<table>
<tr><td></td><td>Do you plan to complete additional degrees?

<table><tr><th></th><th>2018</th><th>2019</th><th>2020</th><th>2021</th></tr><tr><td>None</td><td>7</td><td>6</td><td>2</td><td>1</td></tr><tr><td>BA/BS</td><td>3</td><td>0</td><td>0</td><td>0</td></tr><tr><td>NURS</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>MS/MA/MAT</td><td>4</td><td>6</td><td>6</td><td>4</td></tr><tr><td>MBA</td><td>2</td><td>1</td><td>1</td><td>2</td></tr><tr><td>PhD/EdD/Other Professional</td><td>5</td><td>6</td><td>7</td><td>2</td></tr></table></td><td>Have you completed (or plan to complete) additional professional certifications before or after graduating from Piedmont College?

<table><tr><th></th><th>2018</th><th>2019</th><th>2020</th><th>2021</th></tr><tr><td>None</td><td>10</td><td>7</td><td>9</td><td>7</td></tr><tr><td>Other</td><td>2</td><td>3</td><td>2</td><td>1</td></tr><tr><td>CSCS/PES</td><td>1</td><td>0</td><td>3</td><td>0</td></tr><tr><td>Personal Trainer or Group Exer.</td><td>1</td><td>1</td><td>1</td><td>0</td></tr><tr><td>OrthoTech</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>CVTE</td><td>3</td><td>4</td><td>5</td><td>0</td></tr><tr><td>BOC ATC</td><td>4</td><td>4</td><td>3</td><td>0</td></tr></table></td></tr>
<tr><td rowspan="3">CVTE Clinical Year Results</td><td>Targets</td><td></td></tr>
<tr><td>Attribute Average Score</td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Narrative HLSC</td><td colspan="2">The overall target was met, as 89% (8/9) of students rated the program attributes >5.25 (11-points improved). Four of six programs with survey responses met or exceeded the target, but CVTE.BS (29%) and EXSS (40%) majors brought the average down. These two majors have historically rated the program lower than the others (33% and 67%, respectively, last year). It is possible that the traditionally very difficult non-HLSC courses that EXSS students take in the senior year (Physics, Organic Chemistry, and Biochemistry) could reduce students' overall perception/satisfaction with school. Similarly, CVTE.BS students are in class or clinicals 8hrs per day 5 days per week, which is also a heavier burden than they would have experienced previously. Lastly, 19/21 (90%) report having post-graduation placement secured (as of April 27, 2020).
APHS: 5.6 (1)
CVTE.BS: 5.4 (1)
CVTE.ND:
EXSS: 6.7 (2)
HCAD: 4.2 (1)
SFAD: 6.35 (4)</td></tr>
<tr><td>CVTE Clinical Year Narrative</td><td colspan="2">The target was met, as 94% of all CVTE clinical year students rated program attributes >4 on the rubric (9/10). Individual areas also remained stable in all but two areas. 1) Exam preparation increased 1.2 points from 3.7 to 4.9, and 2) Improved opportunities dropped 0.6 points from 5 to 4.4. The improved exam preparation scores are likely related to the creation of an exam study site in the college LMS, which offered students the ability to complete practice exams. And the low opportunities score is traced to one student who rated this category 0/5. Of note is that this student was placed on probation 3 times (1 beyond the program maximum) for failure to progress clinically and failing scores on clinical evaluations.</td></tr>
<tr><td>Plan</td><td colspan="2">• EXSS: The EXSS major was modified in spring 2020 to eliminate the need for students to take either Organic Chemistry or Biochemistry (they may still choose to do so, however). The School of Arts and Sciences has also agreed to offer a non-calculus</td></tr>
</table>

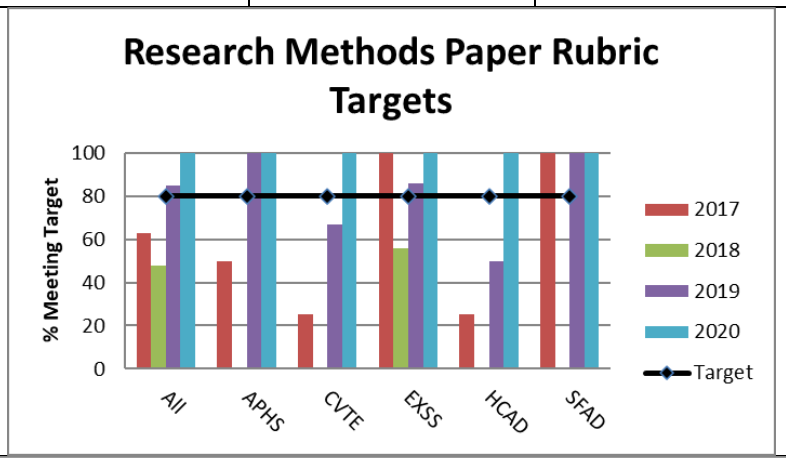
	based Physics sequence beginning in Fall 2021 • HCAD: This program is declining enrollment and may be discontinued (TBD by the CFO)
Timeline for Improvement	• Reassess all programs spring 2022 (all faculty)

Description	Research Methods Paper					
Outcome	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
Target	80% of students will score ≥3.75 on the rubric and individual section scores will average ≥3.75					
Sample	Students enrolled in HSCS4410					
Program	APHS		CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG4;SLO3;M1** QEP1		**PG4;SLO3;M1** QEP1	**PG4;SLO3;M1** QEP1	**PG4;SLO3;M1** QEP1	**PG4;SLO3;M1** QEP1

Results

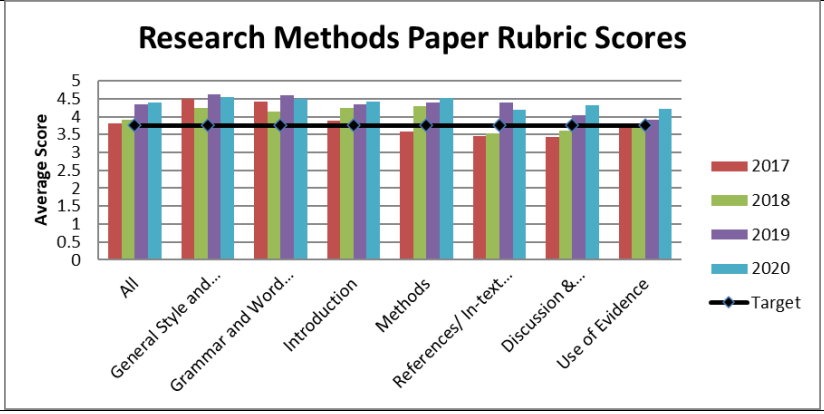
Percent on Target

	Target	2017	2018	2019	2020
All	80	63	48	85	100
APHS	80	50		100	100
CVTE	80	25	0	67	100
EXSS	80	100	56	86	100
HCAD	80	25	0	50	100
SFAD	80	100		100	100



Average Scores

	Target	2017	2018	2019	2020
All	3.75	3.82	3.9	4.33	4.38
General Style and Organization	3.75	4.5	4.24	4.63	4.55
Grammar and Word Choice	3.75	4.42	4.14	4.59	4.5
Introduction	3.75	3.88	4.24	4.35	4.42
Methods	3.75	3.58	4.29	4.39	4.51
References/ In-text Citations	3.75	3.46	3.52	4.39	4.18
Discussion & Recommendations	3.75	3.42	3.62	4.03	4.32
Use of Evidence	3.75	3.73	3.76	3.9	4.21



Narrative	This target was met overall at 100% (11/11), which represents a +15 point increase over last year. The CVTE and HCAD students showed the most

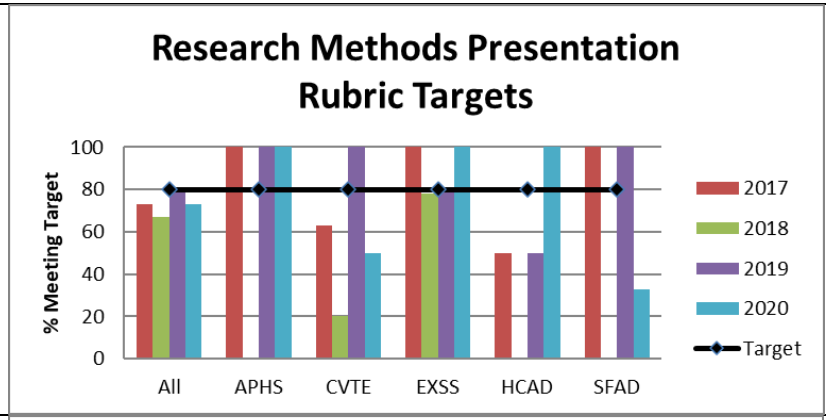
	improvement, at +37 and +50, respectively. Anecdotally, more students reported using the writing center tutors than in previous terms, and the use of two HLHP graduate students as "mentors" appears to be helpful. APHS: 2/2 CVTE: 2/2 EXSS: 3/3 HCAD: 1/1 SFAD: 3/3
Plan	• The additional practice activities in the course appear to have helped clarify which material belongs in each section of the paper. These will be continued in the fall 2021. • This use of graduate HLHP students as informal mentors during group-work editing days appears to be helpful, and will continue (if possible) in 2021.
Timeline for Improvement	• Maintain current course structure and scaffolding assignments in 2021. (A. Dondanville)

Description	Research Methods Presentation					
Outcome	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
Target	80% of students will score ≥3.75 on the rubric and individual section scores will average ≥3.75					
Sample	Students enrolled in HSCS4410					
Program	APHS		CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG4;SLO3;M1** QEP1		**PG4;SLO3;M1** QEP1	**PG4;SLO3;M1** QEP1	**PG4;SLO3;M1** QEP1	**PG4;SLO3;M1** QEP1

Results

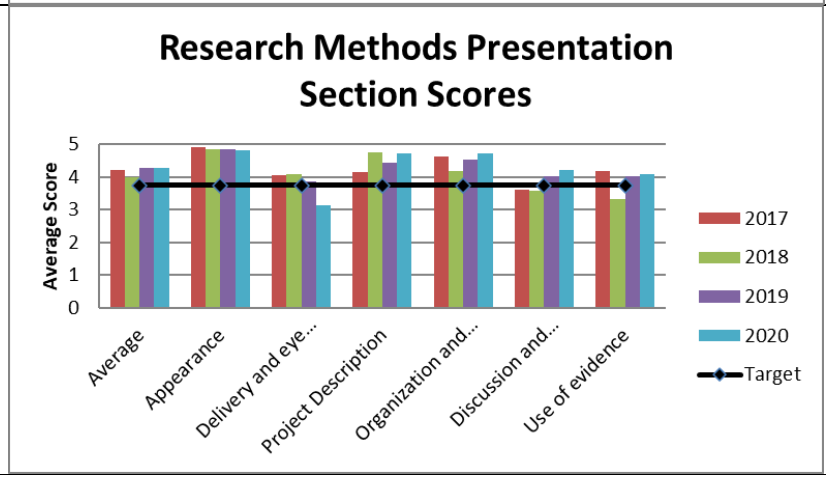
Percent on Target

	Target	2017	2018	2019	2020
All	80	73	67	79	73
APHS	80	100		100	100
CVTE	80	63	20	100	50
EXSS	80	100	78	79	100
HCAD	80	50	0	50	100
SFAD	80	100		100	33



Average Scores

	Target	2017	2018	2019	2020
Average	3.75	4.2	4	4.29	4.29
Appearance	3.75	4.92	4.86	4.85	4.83
Delivery and eye contact	3.75	4.04	4.1	3.85	3.14
Project Description	3.75	4.15	4.76	4.44	4.72
Organization and visual aids	3.75	4.62	4.19	4.52	4.72
Discussion and recommendations	3.75	3.62	3.57	4.04	4.21
Use of evidence	3.75	4.19	3.33	4.04	4.1



Narrative

While this target was almost met overall at 73% (-7 point from threshold), it represents a -6 point decline from last year. There was little change for EXSS and APHS students, but CVTE declined -50 and SFAD -67 from last year to fall well below the target. Since the average score and most rubric areas remained the same or improved, the decline is attributed to students' inabilities to meet their allotted speaking time, with most exceeding it by nearly 50%.
APHS: 2/2
CVTE: 1/2
EXSS: 3/3
HCAD: 1/1
SFAD: 1/3

Plan

- The additional practice activities in the course appear to have helped clarify which material belongs in each section of the project. These will be continued in the fall 2021.
- Students will be encouraged to take a timer up to the podium with them and consider limiting the number of slides next year.

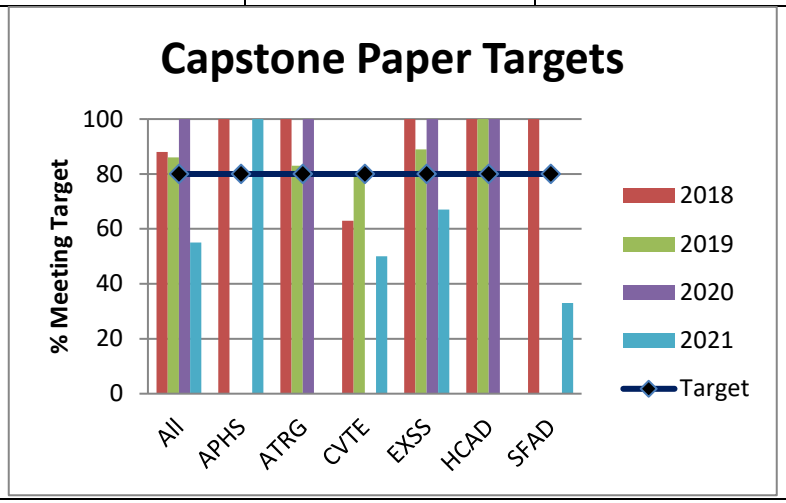
Timeline for

- Maintain current course structure and scaffolding assignments in 2021. (A. Dondanville)

Improvement	

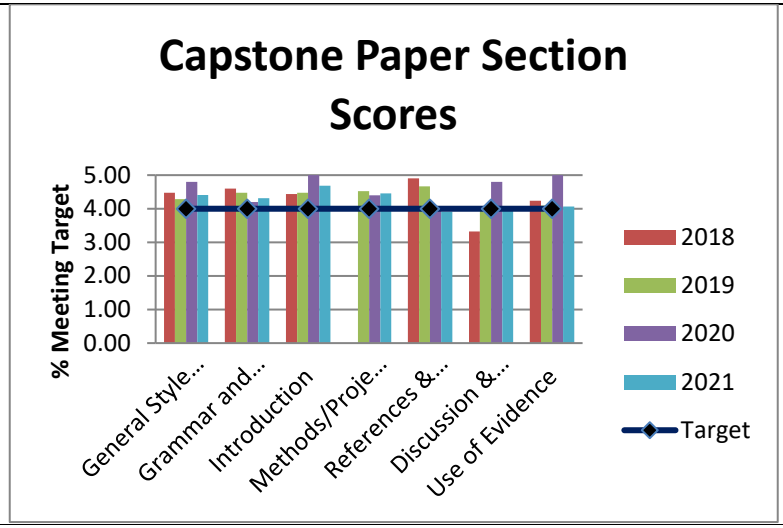
Description	Capstone Paper					
Outcome	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
Target	80% of students will score ≥4.0 on the rubric and section scores will average ≥4.0					
Sample	Students enrolled in HSCS4450					
Program	APHS		CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG4;SLO3;M2** QEP5		**PG4;SLO3;M2** QEP5	**PG4;SLO3;M2** QEP5	**PG4;SLO3;M2** QEP5	**PG4;SLO3;M2** QEP5
Results	Targets					

	Target	2018	2019	2020	2021
All	80	88	86	100	55
APHS	80	100			100
ATRG	80	100	83	100	
CVTE	80	63	80		50
EXSS	80	100	89	100	67
HCAD	80	100	100	100	0
SFAD	80	100			33



Average Score

	Target	2018	2019	2020	2021
General Style and Organization	4	4.48	4.29	4.80	4.41
Grammar and Word Choice	4	4.60	4.48	4.20	4.32
Introduction	4	4.44	4.48	5.00	4.68
Methods/Project Description	4		4.52	4.40	4.45
References & In-Text Citations	4	4.90	4.67	4.00	3.91
Discussion & Recommendations	4	3.32	4.00	4.80	3.93
Use of Evidence	4	4.24	4.10	5.00	4.07



Narrative	While this target was not met overall at only 55% on target (-45), this number reflects lack of student effort rather than lack of ability. The two areas that fell below the target did so by 0.09 and 0.07 points on the rubric (very close). In the fall (2020), students wrote the rough draft of this paper, and 11/11 met the target. Unfortunately, 5 of them chose to not address the noted shortfalls in that draft or add to it (basically submitting the same document in both courses with little effort to improve it). This is frustrating, as the group did considerably better than previous cohorts on data collection and analysis. APHS: 2/2 CVTE: 1/2 EXSS: 2/3 HCAD: 0/1 SFAD: 1/3
Plan	• Continue to require this assignment in it's current form.
Timeline for Improvement	• Additional emphasis on making improvements will be included in HSCS4450 in the spring 2022. (A. Dondanville or faculty as assigned)

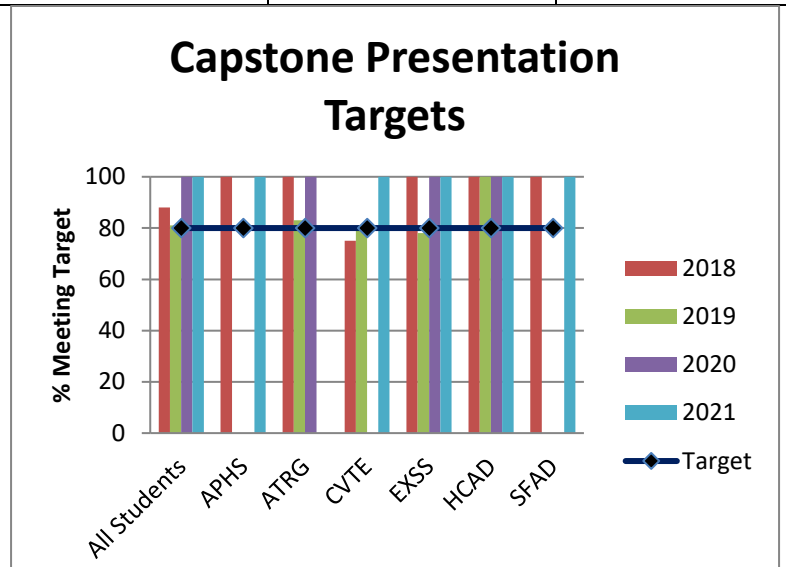
Description	Capstone Presentation
Outcome	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards. (Evaluating Oral and Written Communication Skills, Use of Literature, and Research Methods through Formal Projects and Exercises.)
Target	80% of students will score ≥4.0 on the rubric and section scores will average ≥4.0
Sample	Students enrolled in HSCS4450

Program	APHS		CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG4;SLO3;M2** QEP5		**PG4;SLO3;M2** QEP5	**PG4;SLO3;M2** QEP5	**PG4;SLO3;M2** QEP5	**PG4;SLO3;M2** QEP5

Results

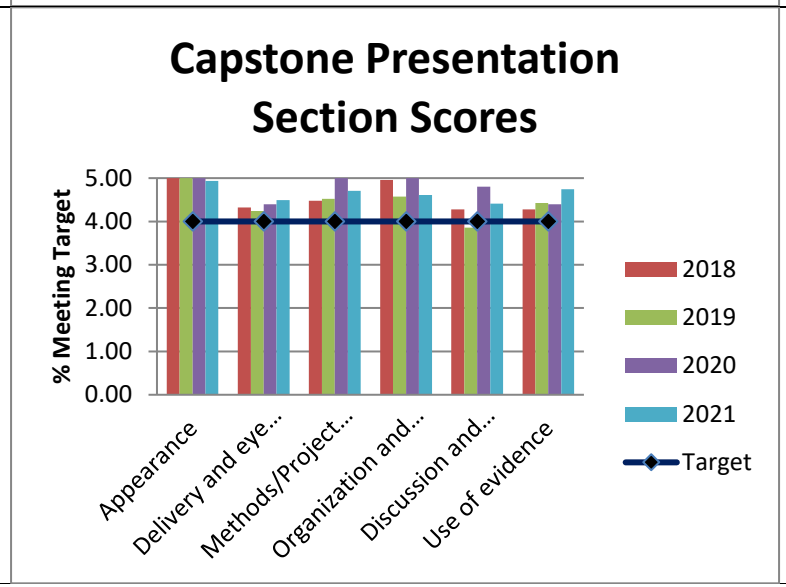
Targets

	Target	2018	2019	2020	2021
All Students	80	88	81	100	100
APHS	80	100			100
ATRG	80	100	83	100	
CVTE	80	75	80		100
EXSS	80	100	78	100	100
HCAD	80	100	100	100	100
SFAD	80	100			100



Average Score

	Target	2018	2019	2020	2021
Appearance	4	5.00	5.00	5.00	4.93
Delivery and eye contact	4	4.32	4.24	4.40	4.49
Methods/Project Description	4	4.48	4.52	5.00	4.70
Organization and visual aids	4	4.96	4.57	5.00	4.61
Discussion and recommendations	4	4.28	3.86	4.80	4.41
Use of evidence	4	4.28	4.43	4.40	4.74



Narrative

While this goal was met at 100% on target (no change), this number does represent declines in all but one category (delivery and eye contact). All capstone presentations were graded by all HLSC faculty, with the mathematical average used for each rubric score. This is the first year that projects have been scored in this manner, and it may be a more nuanced representation of their actual ability (reduce bias in scoring).

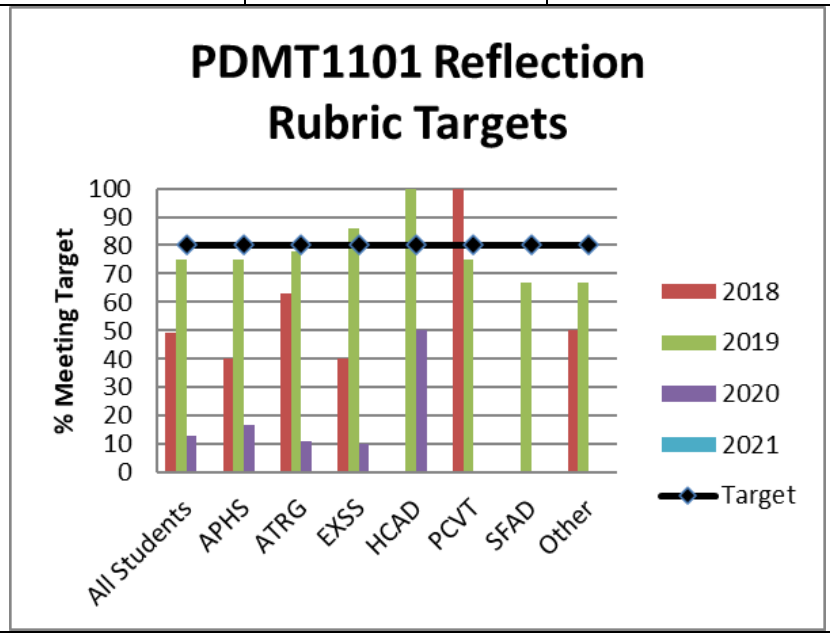
	APHS: 2/2 CVTE: 2/2 EXSS: 3/3 HCAD: 1/1 SFAD: 3/3
Plan	• Continue to require this assignment in its current form. • Continue with group scoring in spring 2022, where all faculty assess all presentations, with students earning the mean score in each category
Timeline for Improvement	• Group/mean scoring will be continued in spring 2022. (all faculty)

Description	Piedmont 1101 Community Service Reflection Paper					
Outcome	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
Target	80% of students will score ≥2.0 on the rubric					
Sample	Students enrolled in PDMT1101					
Program	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
Objectives Measured	**PG4;SLO3;M3** QEP4, QEP6	**PG4; SLO3; M1** QEP4, QEP6	**PG4;SLO3;M3** QEP4, QEP6	**PG4;SLO3;M3** QEP4, QEP6	**PG4;SLO3;M3** QEP4, QEP6	**PG4;SLO3;M4** QEP4, QEP6

Results

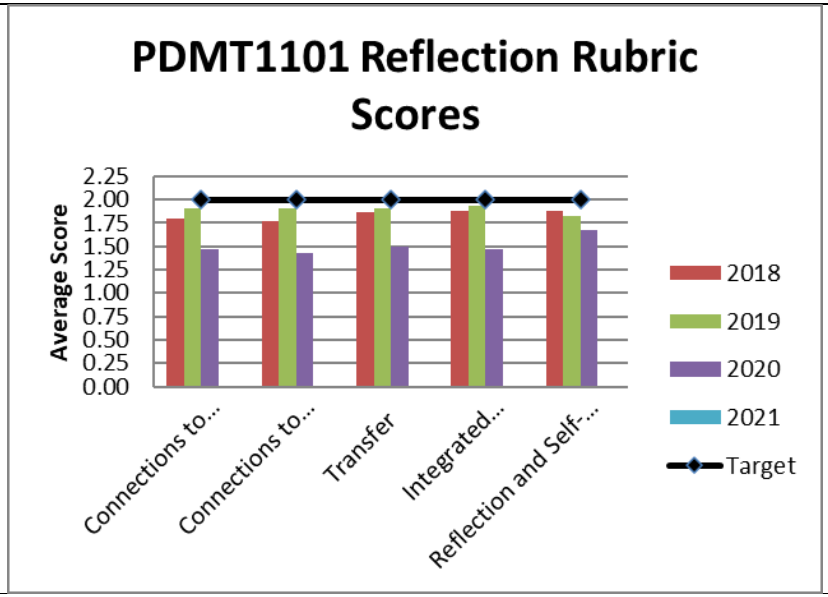
Percent on Target

	Target	2018	2019	2020	2021
All Students	80	49	75	13	
APHS	80	40	75	17	
ATRG	80	63	78	11	
EXSS	80	40	86	10	
HCAD	80	-	100	50	
PCVT	80	100	75	-	
SFAD	80	0	67	0	
Other	80	50	67	0	



Average Score

	Target	2018	2019	2020	2021
Connections to Experience	2	1.80	1.91	1.47	
Connections to Discipline	2	1.77	1.91	1.43	
Transfer	2	1.86	1.91	1.5	
Integrated Communication	2	1.88	1.93	1.47	
Reflection and Self-Assessment	2	1.88	1.82	1.67	



Narrative

This goal was not met, as only 13% of all students (4 of 30) met or exceeded the target. This is a significant drop from last year (75%) and is far from the 80% goal. All five subscales dropped. These results closely align with the overall course grades, which were lower than any previous sections. In 2019, 70% of students earned an "A," while the current section had 36% earn an "A." Several factors could be contributing to these changes. First, many of the course lessons were provided via Zoom, which could have impacted the quality of the course. With more face-to-face contact, it is possible students could have more effectively learned and applied the skills necessary to complete high quality reflections. In addition, this group of students struggled to not only submit assignments by assigned due dates, but simply attend the class. Many students completed the course with several unexcused absences and missing assignments. One final reason for the significant changes in reflection scores is the instructor's comfort with both the assignment and the application of the rubric. Both expectations for the assignment and how to apply the rubric have more clarity. Purposefully emphasizing the skills necessary to complete this assignment will be part of future offerings.

APHS: 1/6
Pre-ATRG: 1/9
CVTE: no data
EXSS: 1/10
HCAD: 1/2
SFAD: 0/2
Other: 0/1

Plan

- This was the third year of data collection, so the assignment will be given in the same format for one more year.

Timeline for Improvement

- The assignment will be given in fall 2021 (J. Koshuta)