

**Department of Higher Education
State of Colorado
Institutional Review**

**Florida Hospital College of Health Sciences
September 11, 2009**

<u>Report Sections</u>	<u>Page Number</u>
Institutional Profile	2
Mission/Objectives/Goals	2
Accreditation/Authorization/Approvals	3
Institutional Organization/Governance Structures	3
Library Resources and Services	4
Faculty	4
Student Support Services	5
Degrees/Academic Programs/General Education	5
Distance Education and Off-Site Initiatives	6
Administrative Services and Admission Policies	6
Assessment and Evaluation	7
Gender/Cultural and Ethnic Diversity	8
Budget and Financial Plan	8
Institutional Suggestions	9

CONSULTANT(S) REVIEW OF PROPOSAL

Florida Hospital College of Health Sciences

Summary of Strengths & Weaknesses

INSTITUTIONAL PROFILE

Florida Hospital College of Health Science (FHCHS) is a not-for-profit, degree granting institution that is part of the Adventist Health Systems (AHS), and is owned by Florida Hospital, which specializes in education of healthcare professionals. FHCHS has been in operation roughly 20 years but is historically tied to the Florida Hospital School of Nursing which began in 1913.

- The College of Health Sciences offers several degree programs.
 - A Master of Science degree in Nurse Anesthesia
 - Five Bachelor of Science degrees
 - Six Associate of Sciences degrees
- Current total student enrollment is 2,433.
- AHS owns four hospitals (Porter Adventist Hospital, Littleton Adventist Hospital, Parker Adventist Hospital and Avista Adventist Hospital) in the greater Denver area which are also part of the Centura healthcare systems.
- FHCHS, which began in 1992, is requesting authorization from Colorado State Department of Education to offer at the four Colorado hospitals the following degrees:
 - Associate of Science Degree in Radiography
 - Associate of Science Degree in Nuclear Medicine
 - Bachelor of Science in Nursing
- Anticipated enrollment at the four institutions is projected to range between 5-15 students per year. The nursing program is expected to enroll 20-30 students as it develops.
- A blended distance educational model will be utilized; experienced full-time instructors will teach the programs in Orlando and clinical and lab experiences will occur in Denver overseen by FHCHS employees.

MISSION/PURPOSE AND OBJECTIVES/GOALS

Strengths:

- The mission of the college is to provide education of healthcare professionals in an environment where students develop professional expertise integrated with Christian values.
- This mission is in accord with the mission of Florida Hospital.
- FHCHS's mission, vision and philosophy are printed in the student bulletin.

Weaknesses:

- None noted at this time.

ACCREDITATION / AUTHORIZATIONS and APPROVALS

Strengths:

- The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) accredits the institution. The reaffirmation of accreditation is due in 2011.
- The AND, BSN and the Associate degree in Radiography are approved degrees and SACS has been notified of the intent to offer them in Colorado.
- Professional accreditation in Radiologic Technology (JRCERT) was awarded for 8 years following a site visit in 2008.
- The nursing program, reviewed in 2007 by the National League for Nursing Accrediting Commission (NLNAC), was awarded continued accreditation until 2015.
- A Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT) awarded continued accreditation for the nuclear medicine technology program until 2013.
- The AS and BS nursing degrees are licensed and regulated by the Florida Board of Nursing.

Weaknesses:

- None noted at this time.

INSTITUTIONAL ORGANIZATION / GOVERNANCE STRUCTURES

Strengths:

- In accordance with requirements of the Southern Association of Colleges and Schools, the FHCHS Board of Trustees is in place.
- A President and CEO, a Senior Vice President for Academic Administration and a Senior Vice President for Financial Administration are in place.
- Clinical faculty to be hired in Denver will be selected from the staff at the four Denver hospitals and will be required to meet specified criteria as follows:
 - Nursing (didactic) faculty will be required to have a minimum of a masters degree in nursing or related discipline and a current nursing license.
 - Nursing (clinical) faculty will be required to have a minimum of a bachelors degree in nursing and a current nursing license.
 - Radiography faculty will be required to have a minimum of an associate degree and currently registered RT.
 - Nuclear Medicine faculty will be required to have a bachelors degree and currently registered with NMT.
 - General Education faculty will be required to have a masters degree with at least 18 hours in the discipline.

Weaknesses:

- No organizational chart for the college was provided.
- The connection between the college and the parent company is mentioned but not described in detail.

- One half of the FHCHS Board of Trustees membership (counting the retiree) comes from Florida Hospital or the Adventist Health System. The Colorado Department of Higher Education requires that the Board of Trustees membership include a member who represents the public interest and who is sufficiently autonomous from the administration and ownership to insure the integrity of the institution.
- No major administrative units within the organization were described and no organization chart was provided.
- No information (CV/resumes) regarding administrative leaders for organizational units was provided.
- There is no discernible faculty governance.
- No institutional strategic plan or institutional effectiveness plan was presented.
- No plan was presented regarding Program Advisory Committees.
- It was not clear whether an accrediting body intends to provide an on-site review; Colorado Department of Higher Education requires programs offered in Colorado to be accredited in the state.

LIBRARY RESOURCES AND SERVICES

Strengths:

- Electronic links for resources and services are available for students at both the Orlando and Denver sites.
- Library resources at the main campus depend heavily upon on-line subscriptions for access to journals; this works well for distance students, who are able to access those same materials.
- FHCHS reports that each site (Denver and Orlando) have a centrally located Learning Resource Center (LRC) as well as a physical collection.

Weaknesses:

- The catalogs of physical holdings at the two sites were not part of the materials provided to the reviewers.
- Library statistics and annual reports were not made available.
- It was not clear whether Librarians have requirements for professional development and training and receive funding support for these activities.
- Management responsibilities of the library collections were not designated as under the purview of a professional (MLS degree) librarian.
- It was not clear whether new students and faculty members are introduced to the library via orientation (students) and in-service (faculty).
- It could not be determined whether course requirements included library projects without the benefit of course syllabi to review.

FACULTY

Strengths:

- FHCHS has resources that appear to be adequate to deliver its limited range of programs and its teaching faculty are of adequate size to deliver the programs
- Criteria and credentials required for the clinical faculty to be hired in the Denver hospitals were clearly outlined.
- Many of the Orlando faculty members have master's and doctoral training.
- The nursing faculty and many general education faculty, especially in the key areas of the sciences, have the normal academic credentials for an undergraduate teaching institution.
- Many faculty members participate in conferences and panels and some even publish.

Weaknesses:

- The Radiology and Nuclear Medicine faculty, while all certified in their fields, have fewer traditional degrees and qualifications. These qualifications are more in keeping with the faculty of a community college and vocational programs, rather than a four-year college. However, the faculty members in these two programs appear adequate, if not particularly strong.
- Since clinical faculty members are currently not in place, a timeline for hiring should be developed and submitted to CCHE.
- When new instructional or clinical faculty members are hired a CV needs to be provided to the CCHE along with specific course instructional responsibilities.
- Faculty curriculum vitae are not uniform in professional presentation and content.
- No institutional overload policy was provided.
- The Institution did not describe a promotion and tenure process.
- A faculty handbook outlining policies and procedures for faculty was not provided.
- It is appropriate that new faculty members be oriented to their duties and responsibilities. The process for orienting and mentoring of new faculty needs to be described.
- Beyond hiring requirements, no expectations for professional development activities or scholarship activities were described.
- Faculty grievance policy was not provided.
- It is not clear how or when administrators and students evaluate faculty members.
- Faculty do not appear to have the opportunity to evaluate administrators

STUDENTS SUPPORT SERVICES

Strengths:

- Resources and support services for students are available and location of the offices are described the student academic bulletin and include offices such as the Office for Students with Disabilities, The Office of Enrollment Services, Financial Aid Office and the Financial Services Department etc.
- On-line services for students seem to match those offered to on-site students.
- Both entrance and exit loan counseling is available to students.

Weaknesses:

- Colorado students do not appear to have an available and equivalent opportunity for psychological counseling.

DEGREES/ACADEMIC PROGRAMS/GENERAL EDUCATION

Strengths:

- The stated general education courses appear to provide the student with a broad educational experience (e.g. English composition, mathematics, arts and humanities, social and behavioral science and natural and physical science)
- Curricula for the three degree programs are listed and coursework is identical to those offered in Florida at the accredited site.
- The general education curricula—one for the AS (31-39 trimester credits) and additional course requirements for the BS (14-17 trimester credits)—are limited, but appropriate for a program leading to a technical or professional degree.
- Professional course offerings are adequate; each of these degrees has a lock-step curriculum that effectively uses the faculty resources.

Weaknesses:

- No details or course syllabi were provided regarding the learning outcomes sought in each course or the assessment tools used to measure results.

DISTANCE EDUCATION

Strengths:

- FHCHS has relevant experience in offering distance education in the programs proposed to be offered in Colorado.
- Full-time faculty instructors, currently employed in Orlando, will be providing synchronous (Polycom link) delivery of programs. Curriculum vitae of the instructional faculty were provided.
- The distance education program requesting authorization will be identical to the instruction program offered in Orlando. Distance education programs quality, rigor and integrity are to be similar to the onsite program offerings.
- Clinical instruction in Colorado will be offered and supervised onsite at four Colorado Hospitals.
- A manager will be hired to oversee the hiring and identification of clinical instructors. Additionally three other professionals will be hired in each program to manage the clinical and mentoring components for the Denver students.

Weaknesses:

- No letters of agreement from the four Colorado Hospital facilities where clinical services will be supervised were provided.
- The Denver students will receive the same instruction, tutoring and advising as the students at the Orlando campus, but no description of these services was provided beyond general education tutoring through Smarththinking.com.

- No counseling services are available for the Denver students.
- It was unclear which courses each of the faculty members will teach and thus judging appropriateness of instructor preparation in discipline relative to the course taught was not possible.
- An on-site visit is not stipulated by SACS for the distance program offerings but DHE requirements mandate an on-site visitation.

ADMINISTRATIVE SERVICES / ADMISSION POLICIES

Strengths:

- Appropriate administrative structures are in place for admissions, financial aid, registration, student recruitment, and career services.
- Transfer credits from other institutions are accepted with specified requirements that are clearly spelled out in the student academic bulletin.
- Radiography and Nuclear Medicine students admitted to the college must meet ACT requirements of 19 composite and 19 Math and have a GPA of 2.5 or 2.7 respectively.
- Academic placement tests are required for students scoring below the stated requirements on the ACT or SAT.
- The admission process appears to ensure consistency in the procedure.
- Non-discrimination policies, services for special needs students, students rights (FERPA) and maintenance of a drug-free environment are described in the student bulletin.
- Student grievance procedures are clearly described in the student bulletin.
- Ethical and academic misconduct is explained in detail in the student bulletin.
- The student bulletin provides a clear description of differences between campus and distance education requirements and policies.
- Student with ACT/SAT scores below admission requirements take a screening placement test and have the opportunity to take remedial coursework, (MATH 091; Introduction to Algebra or ENGL 091; English Review) as pass/no pass to improve their skills.
- Students with scores below the stated minimum on the ACT/SAT (composite 19 and 910 respectively) must enroll in BIOL 091 Introduction to Anatomy and Physiology.
- General information regarding financial aid and assistance is described in the student bulletin

Weaknesses:

- BSN program requires students take a Nursing Entrance Test and have a GPA of 2.7. It was not clear whether the nursing entrance test was standardized or locally developed.
- Students scoring below the admission requirements are required to take an academic placement test but no specific standardized test was listed.

ASSESSMENT/EVALUATION

Strengths:

- Learning outcomes are assessed with direct and indirect measures and the college philosophy regarding assessment is published in the student bulletin.

Weaknesses:

- No Information was provided regarding how the institutional performance data is gathered, analyzed and used to plan for institutional improvement.
- It is unclear how the Orlando academic facility evaluates the students, the programs, and the instructors' performance and uses that information to make changes.
- Clinical facilities may be at different stages of development. Each facility needs to provide assessment plans and describe how that information is used to plan for program modifications.
- No evidence was provided which indicate that graduate and employer surveys are completed.
- Self-assessment surveys are conducted but no return rates were in evidence.
- No data was provided regarding the number of students who pass certification exams.

GENDER, CULTURAL, AND ETHNIC DIVERSITY

Strengths:

- The faculty curriculum vitae revealed some gender and ethnic diversity.

Weaknesses:

- The student and Orlando faculty populations were not described and no population comparison data were provided. It is difficult to know if the student population reflects the diversity of the surrounding communities.

BUDGET/FINANCIAL PLAN

Strengths:

- Audited financial statements suggest no irregularities.
- FHCHS operates in the black and has undertaken a significant and successful effort to collect delinquent tuition. Delinquencies were not a major drain, but the decision to increase collection efforts indicates close attention to the small issues that matter.
- The Board of Directors of Florida Hospitals confirms full financial support for the Florida Hospital College of Health Sciences, including a guarantee of support if at any time in the future the FHCHS might fail to be self-supporting, and will provide refund of tuition paid for credit hours not received in case of school closure.

- FHCHS tuition information described in the student bulletin presents all tuition and fees costs anticipated from students.

Weaknesses:

- It is not clear whether the Colorado campuses will have input to the budgeting process.
- No financial model was provided of the anticipated revenues and expenses from the proposed distance education program.
- Student awareness of the cost of obtaining a degree and the potential earnings range was not detailed.

INSTITUTIONAL SUGGESTIONS

Suggestions are non-binding items in the Consultants' Report. During the program review process, the review team members noted changes that they believe would enhance or improve the institution or the program. The team's suggestions are presented below. Although these suggested changes are not necessary to bring the program into compliance with the CCHE Degree Authorization Act, the institution is encouraged to discuss the suggestions with relevant stakeholders and implement them where appropriate. A written response to the suggestions is not required.

1. Develop an organizational chart that illustrates the administrative structure within the college and academic units and provide information regarding the administrative head of each unit.
2. Provide an organizational chart that illustrates the connection between the school and the parent company.
3. Provide an organizational chart to show the connection between service functions (admissions, advising, records) and the administrative units.
4. Consider linking campus productivity to the development of the campus budget.
5. Consider forming Program Advisory Committees.
6. Establish a catalog of collections to ensure that online catalog searches encompass both local and Virtual Library holdings, including print as well as e-materials.
7. Ensure that statistical reporting in library annual reports follows a standard and consistent format. (E.g., supply a template that includes time period for gate counts, a table for insertion of numbers of instructional sessions, etc.)
8. Expand the faculty role in governance.
9. Provide formal periodic opportunities for all employees to evaluate administrators.
10. Provide complete information concerning grievance policies and procedures in the Faculty Handbook.
11. Develop employer and graduate surveys to assess programs.
12. Clarify how feedback from assessment activities will be used by faculty members to improve their courses.
13. Provide an updated faculty matrix to demonstrate that the credentials of full-time and part-time faculty members teaching in the proposed programs meet the

CCHE standards. Where credentials do not currently meet standards, provide a timeline and a plan for compliance.

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