

**IMPROVING STUDENT ENGAGEMENT OF HEALTH SERVICES
MANAGEMENT STUDENTS**

by

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Abstract

This capstone provides readers with an analysis of the role student engagement has in higher education. Student engagement has been studied extensively by many authors, and each has provided a framework for understanding the various approaches to increasing engagement of students. This paper approaches the topic of student engagement by examining the role a Health Services Administration Club plays in the engagement of student's on and off-campus. This study utilized feedback from an online survey provided to current members of the club that were used to gain an understanding of their level of engagement as they participate in activities, and it served as a tool for the design of the attached training manual. The accompanied training manual provides a new approach to increasing student engagement of students by providing leaders and organizers with a framework for development and management of their respective club.

Dedication

This capstone is dedicated to my children Victoria and Matthew who provide me with inspiration to continue to strive for excellence. It is also dedicated to my parents who instilled in me the importance of hard work and never giving up. A special dedication goes to my husband for his love and patience during this doctoral journey.

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Section 1. Background

Relevance to Specialization

Alexander Astin (1999) defined student involvement as “the amount of physical and psychological energy that the student devotes to the academic experience” (p. 518). Student engagement is an area of concern for any institution of higher education. In the field of education leadership and management, administrators must ascertain the factors that contribute to student persistence in degree attainment. Focus on persistence will also provide colleges with the information needed to improve the undergraduate experience. Creating an environment that enables personalization of learning encourages students to become more engaged (Nygaard, Holtham, & Courtney, 2009). Areas of engagement include off-campus activities as well as non-curricular activities such as participation in an academic or sports club. The college or university should be able to provide students with unique experiences such as opportunities to immerse themselves in their prospective careers. In doing so, this may help to increase persistence to graduation and provide students with experiences that are needed well after graduation.

The significance of the capstone project is to provide educational leaders with a curriculum for student clubs that can enhance student engagement at their college. The development of a curriculum for an academic club will provide other institutions with the tools they need to create similar clubs that can increase engagement initiatives among their students. Student involvement research has consistently found positive benefits of participation in student clubs and organizations. A student that is a member of an organization on campus has been shown in studies researched to have “direct positive

effects on student learning both in and out of the classroom” (Cooper, Healy, & Simpson, 1994). This type of positive learning needs to be studied further for the development of engaging activities for members. If a student perceives they are directly benefiting from their involvement in an activity, they will desire to participate more, therefore increasing their persistence at the college.

The research project is part of an existing improvement initiative at the research site to grow the Health Services Club and invite all undergraduate students within the discipline to participate in club activities off campus. Although this project will be reviewed by the Provost and Dean of Health Services Administration as a pilot for growing this initiative on other campuses, this project is designed to increase student engagement on campus in an effort to increase retention, increase employment opportunities, and increase real-world knowledge. A relevant club curriculum is needed by college administrators that offer diverse perspectives and helps students make sense of what they are learning (Evans et al., 2009). Learning and personal growth do not occur solely in a classroom environment, as field experiences are also valuable. These experiences have the ability to make contributions to students’ personal and professional growth that cannot be achieved solely in the classroom.

Historical Background

The research site for which this study is being conducted is a for-profit college in the Northeast. More than 8,000 students study at one of the ten campuses throughout the metropolitan tri-state area. The Health Services Administration students at this college have expressed their dissatisfaction with their lack of engagement in their degree program

at the college. Engagement directly relates to a student's experience. Skinner and Pitzer (2012) stated that engagement is a robust predictor of student learning, grades, achievement test scores, and graduation. Feedback provided to the college in student satisfaction surveys administered in the years 2012, and 2013 is evidence of the relationship between engagement and student achievement. Students stated on the surveys that they desired to have co-curricular activities on campus that would complement work learned in the classroom. Another concern was the lack of engagement and activities outside of the classroom specific to their degree program. Due to this dissatisfaction, along with issues with campus administration and increased tuition costs, many students have transferred or have considered transferring to another college to complete their degree program.

Programs and courses are comprised of four main areas: The School of Business, The School of Health Studies, The School of Professional Studies, and The School of Liberal Arts. The research study focused on the Health Services Club that is part of the School of Health Studies. The School of Health Studies has a diverse student body that desires to have more real-world experiences outside of the classroom. As of result of this need for more real-world experiences and increased engagement, the Health Services Club was formed in 2013. One of the main goals of this club is to provide the students with co-curricular experiences and develop their leadership skills. Members of the club have the opportunity to take on leadership positions and to develop further their skills. Student group experiences are essential to leadership development, given the fundamental role that higher education plays in shaping future leaders and the position of

leadership capacity as a critical college outcome (Astin & Astin, 2001; Komives et al., 2011). The development of leadership skills and increased engagement opportunities will provide the college with economic benefits from current students regarding persistence. When the needs of students are satisfied, there is an increased chance that they may persist to degree completion. Moreover, this translates to increased tuition dollars for the college.

Social considerations include increased interpersonal skills. According to Kazmi (2010), higher education leaders must be proactive in engaging students so that they are equipped to navigate the challenges of the real world. Without efforts to provide students with the co-curriculum activities they seek students, may leave the institution without earning their degree. Interpersonal relationships gained from participation in extracurricular activities, such as a club, can improve students' social skills due to the connections they make with their peers and faculty. Implementing ethical standards inside and outside of the classroom environment allows students to model these behaviors in the workplace. The college has an ethical obligation to support students to be productive members of society and to provide them with the resources needed to persist to degree completion effectively.

Theoretical Framework

Student involvement theory (Astin, 1984) provides the theoretical framework for this study. The theory refers to the amount of physical and psychological energy that the student devotes to the academic experience. The core concepts of the theory are comprised of the following three elements. The first component of the theory of student

involvement is that of a student's input. A student's "inputs" such as their demographic information and previous education experiences, this information would be gathered by the college upon admission. The second element consists of the student's environment, which is comprised of the experiences a student would encounter during their time in college. The experiences include co-curricular involvement when outside of the classroom. Co-curricular involvement refers to the programs, learning experiences, and activities that complement what students are learning in the classroom. The last element of the theory of student development involves outcomes. When student involvement in co-curricular activities increases, there is a corresponding increase in academic involvement (Garcia, 2015). Therefore, an involved student may spend as much time studying and actively participating in student organizations that will allow them to interact with their peers.

In the area of student engagement, systems theory can be especially useful to higher education institutions because it identifies the factors needed to initiate and maintain activity toward a goal. The type of environment students may or may not find effective toward reaching their objectives can also be studied. Watson and Watson (2011) stated that the systems theory should be used more frequently in education due to its ability to solve complex problems.

Action science inquiry focuses on the way problematic situations are addressed. Skilled reflection means knowing how to both impose a frame on a situation while also being sensitive to where it does not fit, especially when at an impasse (Friedman & Rogers, 2008). A strategy such as this can be utilized to assess the success of the

development of a curriculum for the Health Services Club. The change theory initiative can reveal activity that is required to bring about change. Having a thorough understanding of how students are engaged can lead to implementing effective solutions for student development. Dugan (2011) declared that the impact of students' group experiences on leadership development cannot be overemphasized given the critical role of higher education in shaping future leaders as well as the designation of leadership capability, as in important outcome of college by Astin and others.

Axelson and Flick (2010) observed that "Few terms in the lexicon of higher education today are invoked more frequently or in more varied ways than *engagement*" (p. 38). According to the author, no other term, except possibly funding, is used more often to denote "what institutions want to generate more of" (Axelson & Flick, 2010, p. 38). The concept of student engagement typically invokes the degree of students' involvement or interest in their learning experience, as well as their sense of connection to the learning environment, including their classes, faculty, and peers, and the institution itself.

Astin (1984) has come to be virtually synonymous with student engagement. Depending upon how it is interpreted, the concept of student engagement can be traced back as far as the 1930s, when educational psychologist Ralph Tyler began exploring the effects of time students spend on their work and on their learning (Axelson & Flick, 2010; Kuh, 2009a). Research by C. Robert Pace on the quality of effort invested led to the development of the College Student Experiences Questionnaire (CSEQ), which was administered for the first time in 1979. However, despite these earlier efforts, Astin is

almost invariably credited with spurring contemporary student engagement discussions with his research and theory of student involvement, originally presented in 1984 (Astin, 1999). Astin defined a highly involved student as one who invests a substantial amount of energy in studying, who comes to campus and actively participates in student organizations, and engages in frequent interactions with faculty and peers. An uninvolved student would have the opposite effect, showing disengagement from campus activities, faculty, and peers. At the same time, Astin emphasized that these characterizations be only two examples of student involvement. In reality, student involvement is far more nuanced and complex, based on interactions with the student and the environment that produce developmental and learning outcomes (Astin, 1993; Austin 1999). Student involvement also requires interactions between the student and the faculty and the student and their peers. Each of these interactions or relationships all contributes to engagement.

Axelson and Flick (2010) noted that while educational theorists do not all agree that involvement and engagement are the same; the terms are used interchangeably. In particular, both Astin and George Kuh, the developer and former director of the National Study of Student Engagement (NSSE) view engagement and involvement as essentially the same thing. Kuh is second to Astin in advancing understanding of the nature of student engagement and its impact on student outcomes. Kuh is associated with advancing empirical understanding and Astin with developing a theoretical framework used in numerous studies, including the development of a typology of student engagement (Hu & McCormick, 2012).

NSSE administers its annual survey of student engagement to hundreds of colleges and universities about student's participation in campus activities and programs. The degree of students' engagement on a college campus is connected with their persistence to graduation (Kuh, 2008; 2009; 2013; Kuh & Gonyea, 2015; NSSE, 2014). As Astin (1993; 1999) emphasized, the campus environment exerts a powerful influence on the quality and degree of student involvement. A notable feature of the NSSE is the use of benchmarks, which allow institutions to compare their students' aggregate scores against other similar institutions to target areas for improvement (Axelson & Flick, 2010; Kuh, 2013). Each annual report contains case illustrations of institutions that have adopted practices that provide their students with an exemplary learning experience (Kuh, 2013). In one study, three academic institutions focused on providing students with high-impact practices to increase engagement. Students were measured on NSSE engagement measures and reported supportive campus environments, active and collaborative learning, and increased academic learning.

The NSSE reports demonstrate that all students attending colleges that provide a comprehensive package of services and supports are more likely to enjoy academic success, express higher satisfaction, and persist to graduation (Kuh et al., 2008, p. 556). At the same time, Kuh et al. emphasized that it is misguided to assume that simply offering programs and services will produce the desired effects. Programs and services provided must be superior quality, tailored to the needs of the target population, and embedded in a culture committed to student success.

Involvement in a discipline related club. In addition to contributing to the understanding of student engagement at for-profit colleges, this study provides information on aspects of student involvement that have been largely neglected despite their importance for students' academic, psychosocial, and career development. Student involvement research has consistently found positive benefits of participation in student clubs and organizations (NSSE, 2014). In particular, participation in clubs and organizations is associated with leadership development (Dugan, 2011; Wooten et al., 2012). However, few studies have focused specifically on involvement in student clubs and organizations thus understanding of this important facet of campus life and its impact are not well understood.

Student career development. Career development is another important part of postsecondary education that is neglected in empirical research. A strong career focus is a hallmark of for-profit colleges that successfully retain and graduate students (Frishberg et al., 2010; Pell Institute, 2011). Blau and Snell (2013) argued that student involvement research cover internally focus activities within the institution. Their focus is on professional development engagement (PDE), an externally focused form of participation designed to prepare students for work in their chosen careers. The concept of PDE included internally focused involvement, including both classroom and co-curricular activities, but also extends beyond the classroom or institution to encompass activities such as internships, externships, and cooperative job programs. PDE helps students not only persist to graduation but also make a successful transition from college to career.

Health services education prepares students for high-demand careers (Pell Institute, 2011). The more engaged students are, internally and externally, the more likely they are to secure jobs after graduation, to the benefit of their psychological health as well as their future earnings (Blau & Snell, 2013). Astin's (1993; 1999) theory offers a suitable framework for examining internally and externally focused engagement. The following section provides a discussion of student engagement, with emphasis on Astin's theory of student involvement.

Understanding Student Engagement

Astin's Theory of Student Involvement. Astin's (1993; 1999) theory of student involvement and its impact on learning has three key components used for analysis: inputs, environment, and outcomes. Inputs refer to the attributes students bring with them to the college campus. These include sociodemographic characteristics and prior academic performance. In the case of adult learners, who comprise an increasing proportion of students in higher education and often predominate in for-profit colleges, work and life experiences may be considered input variables (Kelly, 2013). Indeed, Malcolm Knowles (1990) stressed the importance of recognizing experience in formulating his model of adult learning, or andragogy. The key tenets of andragogy are self-directed learning, experiential learning, attention to learning needs that arise from real life events, and a competency-based approach that emphasizes knowledge and skills that can put to practical use. Understanding the unique characteristics of adult students, including competing demands of work, education, and family life, is an important concern in structuring co-curricular activities (Kelly, 2013).

Background characteristics common to many students attending for-profit colleges and community colleges such as first generation and low-income status place them at higher risk for disengagement and dropout (Engstrom & Tinto, 2008; Frishberg et al., 2010; Pell Institute, 2011). Astin (1993; 1999) recognized the vital importance of a college campus environment designed to promote students' growth and development. In fact, Astin (1999) specifically states that faculty members and administrators must be aware that "virtually every institutional policy and practice" influences "the way students spend their time and the amount of effort they devote to academic pursuits" (p. 523). Furthermore, Astin stressed that decisions regarding non-academic issues, including financial aid policies, recreational facilities, on-campus employment opportunities, extracurricular activities, student organizations, and cultural events can exert a significant impact on how students invest time and energy (Astin, 1999). The time and energy that students invest in these activities, as well as they, 're in-class coursework impacts how they perceive engagement from the college.

Axelson and Flick (2010) emphasized that "students and institutions each have responsibilities for the quality of student learning" (p. 42). Students need to invest the effort necessary to cultivate requisite knowledge and skills while institutions must provide an environment that facilitates student learning. In fact, Axelson and Flick are critical of some early work on student engagement that placed undue emphasis on student attributes and behaviors, essentially absolving institutional practices that contributed to students' alienation and disengagement.

Outcome measures used by Astin (1993) in extensive longitudinal research include academic development, personal development, and student satisfaction with various aspects of their college experience. The single most powerful influence on undergraduate students' academic and personal development was the peer group. Notably, the time spent participating in student clubs and organizations was one of the measures of student peer interactions that contributed to this finding. Leadership development was a significant benefit of engaging in peer interactions. In addition to their impact on academic and psychosocial development, students' peer interactions were also linked with all measures of satisfaction except facilities.

Interactions with faculty were second only to peer interactions in their impact on student development (Astin, 1993). Formal and informal student-faculty interactions are also a prominent feature of Pascarella and Terenzini's (2005) work on student development. Significant interactions included working with a faculty member on research, assisting in teaching a class, and talking with faculty members outside the classroom (Astin, 1993). Not unexpectedly, interaction with faculty was strongly linked with academic outcomes, but its impact extended beyond intellectual development to virtually all areas of personal growth and satisfaction with the undergraduate experience. In fact, Astin's (1993) overriding conclusion was that faculty and administrators need to recognize that undergraduate education encompasses far more than the content taught in the classroom curriculum.

Engagement and integration. Although Astin's (1993; 1999) theory is almost invariably used as a framework for research on student engagement, Tinto's (1993)

interactionist model is arguably the most widely used theory in higher education research. Since Tinto devised his original theory, the concepts of academic integration and social inclusion have been firmly entrenched in the lexicon of educational research. According to the theory, the extent that students are academically and socially integrated into the various aspects of campus life underlies the decision to leave the institution or persist to graduation.

A common criticism of Tinto's (1993) theory is that it was developed to explain the early departure of traditional students from 4-year residential colleges and universities, and thus may not be as applicable to the situation of the increasing numbers of nontraditional students, commuter students, and community college students. Tinto acknowledged that elements of social and academic integration might have different effects on different student populations and in different settings. Since the 1990s, Tinto has been involved in studying learning communities which synergistically fuse academic and social integration (Engstrom & Tinto, 2008; Tinto, 2000). In a multi-institutional four-year study, it was determined that students were underprepared academically, were significantly more engaged in a variety of campus activities involving faculty and classmates outside of class (Engstrom & Tinto, 2008). The study proved that even if a student is underprepared, they still were more engaged socially and academically, and they felt better supported and encouraged during their program as opposed to students who were not a part of the learning community. Frishberg et al. (2010) conducted the first study applying Tinto's theory to students attending for-profit colleges. Countering criticism that the theory may not apply to nontraditional students, administrators at the

four institutions examined used Tinto's principles to guide their practices. Frishberg determined that the success of colleges in helping high-risk students graduate is a result of the collective effects of their respective organizations, cultures, and programs, it is more a holistic approach. It proved difficult to determine whether or not other institutions who do not have the same rules and regulations as these colleges would see improved retention rates.

Berger and Milem (1999) see advantages in combining Tinto's (1993) and Astin's (1993, 1999) theories. As viewed by Berger and Milem, Astin's focus is on behavior while Tinto is more concerned with students' perceptions of their college experience. Synthesizing components of Tinto's and Astin's theories, Berger and Milem developed a model in which students' perceptions and behaviors converge to determine the course of their social and academic integration. A preliminary study by Berger and Milem supported the design of the model, revealing direct and indirect effects on students' persistence. Subsequent research refined the model and enhanced understanding of the underlying mechanisms and the direct, indirect, and total effects of each factor. The factors included research on academic integration, social integration, institutional commitment, and persistence.

Kazmi (2010) considered student engagement an alarm clock for students who are virtually sleepwalking through college. Her conception of student engagement is based on her undergraduate experience in which she attended classes for two years before realizing she had no sense of involvement beyond the classroom. At present, Kazmi coordinates a supplementary instructional program aligned with Astin's (1999) theory of

involvement as well as the learning community features described by Engstrom and Tinto (2008). The findings from the sleepwalking study determined that the possibility of creating learning communities on campus and implementing a transformative learning process on campus has the potential to lead to successfully engaging students. Also, Kazmi notes that it is important to change the culture of the institution by placing student engagement and extracurricular activities at the center of the student experience (Kazmi, 2010). Having these two concepts serve as the focus of the student experience, it sends a message to students that the college is focused on providing them with a whole integrated experience that they engaged and retained.

Engstrom and Tinto (2008) emphasized that simply providing access to students from groups that have historically been excluded and underrepresented in higher education is insufficient. According to Kazmi (2010), higher education leaders need to recognize that many students are sleepwalking through their studies, and if they do not work proactively to engage them, they will not leave the institution equipped to navigate the challenges of the real world. In fact, without efforts to engage students, many will leave the institution without earning their degree. Although the terms are often used interchangeably, persistence refers to a students' perseverance toward graduation while retention is an institutional outcome (Reason, 2009). Creating an atmosphere that engages students and fosters their academic and social integration has a positive impact on students' persistence and institutional retention rates (Kazmi, 2010). What these students need most is opportunities to learn in a caring, supportive, and collaborative milieu. In turn, an environment of this type facilitates engagement and persistence in learning.

Group involvement and leadership development. Dugan (2011) declared that the impact of student group experiences on leadership development cannot be overemphasized given the critical role of higher education in shaping future leaders as well as the designation of leadership capability as an important outcome of college by Astin and others. At the same time, Dugan is critical of the existing research on students' group involvement activities. Many studies merely ask students if they are involved in any student organizations without delving further into the type of organization or the nature or extent of their involvement. Others focus on very specific groups. By the end of their senior year, an estimated 80% of college students have some group involvement, with many involved in more than one club or organization. According to Dugan, without knowledge of different patterns of involvement, it is impossible to understand unique positive or negative aspects of students' group experiences.

To investigate student involvement in various types of group experiences and their influence on leadership development, Dugan (2011) used data from the Multi-Institutional Study of Leadership (MSL). The international research project has gathered data from more than 250,000 students attending more than 175 institutions. Dugan utilized a subsample of 11,209 respondents drawn from fifty colleges and universities in the United States. The survey covers twenty-one types of clubs and organizations available to students on American college campuses. Leadership, on the SRLS, is conceptualized as values-based, purposeful, collaborative, and designed to produce positive social change.

Eight categories, each one representing distinct student subpopulations, were derived from the analysis (Dugan, 2011). Affinity Group affiliates comprised one of the largest (19%) groups. This category was relatively diverse, encompassing students in identity and strong groups, including arts and cultural and religious groups. These students tended not to be involved in campus-wide activities. Comprising about 9% of the sample, Identity and Expression Leaders were similar to the Affinity Group affiliates but differed in that they were also involved in traditional collegiate activities. These students combined campus-wide activities with arts, cultural, and leadership experiences, on average engaging in six types of group activities.

Cultural Collegiates (5%) combined traditional collegiate, identity, arts and cultural, and academic group experiences (Dugan, 2011). The involvement patterns of students within this group suggests they began their involvement with identity-based groups and became more active in campus-wide activities, often assuming positions of leadership and advocacy in campus-wide organizations. Academic Careerists accounted for roughly one-quarter of the total sample (24%). Students in this class were involved in academic, departmental, and professional groups, and honor societies. On average, these students were involved in four different groups, typically aligned with their academic disciplines and career interests.

Recreational Academics (8%) reflected an interaction of athletics and academics, along with various random interests (Dugan, 2011). Intramurals, academic groups, and honor societies were the common points of involvement, augmented by other recreational activities. Athletes represented roughly 21% of the sample. Their dominant interest is

evident in the title, and their group involvement included intramurals, club sports, intercollegiate experiences, and to a lesser extent, academic experiences. Social Recreators (11%) were involved in a variety of group activities including fraternities and sororities, club sports, intramurals, campus-wide programs, governance, and academics. On average, students in this group were involved in six types of group experiences. The last category, Social Collegiates, is the smallest group (3%) and largely reflects the collegiate classifications that have appeared in other typologies. Their group experiences include sororities and fraternities, intramurals, academics, honor societies, programming, leadership, new student transition, and governance activities. Involvement in social and cultural collegiate experiences tended to be associated with greater socially responsible leadership capacity (Dugan, 2011). According to Dugan, this finding highlights the importance of recognizing that different types of group involvement experiences produce different benefits. In fact, Dugan views his taxonomy as a springboard for further research into the nature of students' group experiences. Similar to Hu and McCormick (2012), Dugan (2011) asserted that student taxonomies are valuable for tailoring educational interventions.

Dugan (2011) emphasized that students' co-curricular involvement must be recognized as an "evolving pattern." Moreover, "The simple quantity of experiences alone is less important than the constellation of experiences in which students participate" (p. 28). Dugan's taxonomy could be useful for future research exploring connections between group involvement and other outcomes beyond leadership.

Wooten et al. (2012) are staunch advocates of peer leadership. In making their case for peer leadership, they turned to Astin's (1993; 1999) theory and the work of Kuh and his colleagues on co-curricular activities (Kuh, 2008; Kuh, 2009b; Kuh et al., 2008). Drawing on student engagement research, Wooten et al. (2012) frame peer connections as a gateway to students' success (p. 47). Wooten et al. also turn to the Competency Guide for College Student Leaders, which delineates ten core competencies along with seven additional competencies to serve as learning goals. The guide is designed to inform student affairs professionals in developing learning opportunities for students who take on leadership roles in student organizations, community service programs, campus employment, peer mentoring programs, and other formal co-curricular activities. The seventeen competencies cover virtually all aspects of intellectual and psychosocial development, ranging from leadership development, multicultural competency, intellectual growth, and social responsibility, to enhanced self-esteem, realistic self-appraisal, healthy behavior and lifestyles, spiritual awareness, and educational goals and career choices.

Wooten et al. (2012) reiterate a point often made by Kuh and his colleagues (Kuh, 2008, 2009; Kuh et al., 2008). Specifically, Wooten et al. (2012) noted that colleges and universities are under increased scrutiny "to clearly demonstrate their ability to prepare students to be ready and able to succeed in a 21st-century global society" (p. 55). Kazmi (2010) makes essentially the same point in declaring that institutions must invest in more efforts to ensure that students are actively engaged. Wooten et al. (2012) call for the

integration of peer leadership development programs into an institutional mission in which students' successful growth and development are the central concern.

Identity and engagement. Professional identity develops with students' involvement in social and professional "communities of practice" that prepare them for their careers (Reid et al., 2008). According to NSSE data, among U.S. college students, this type of professional socialization is most common among STEM students and nursing students, who are most likely to be involved in collaborative learning and research with faculty members, and service learning projects, respectively (NSSE, 2010, 2012, 2013). Both learning experiences contribute to deeper learning. Moreover, nursing students' participation in service learning serves as a vehicle for leadership development (Foli, et al., 2014). Leadership development skills can be considered transferable skills to the workplace. These skills can be seen as desirable characteristics to prospective employers.

The concept of communities of practice is ideally suited for application to students involved in a Health Services Club. Identity formation within a community of practice is conceived as a "nexus of multi-membership" that evolves in the context of active participation and interactions with others united by their mutual learning experiences and mutual learning and professional goals (Reid et al., 2008, p. 733). Older members contribute to the socialization of newcomers, which reinforces the sense of identification and belonging to both groups. The strongest degree of professional socialization takes place in fields that have an established sense of identity, which is typical of health and human service professions.

Reid et al. (2008) used the example of Swedish psychology students to illustrate how professional identity develops among students preparing for a clearly demarcated profession with practical, clinical experience integrated into coursework. The psychology students were preparing for careers as clinical psychologists. They learned techniques such as problem-based learning, which parallels the decision making that takes place in the workplace. In contrast, a medical education program in the United States was redesigned to engage students in active learning, but instead, the students only became more disengaged (White et al., 2014). White et al. acknowledged that their study, designed to explore student experiences, did not delve into why the new curriculum failed to involve the students. However, based on student comments, they surmised that some instructors might not have understood the principles of active learning or its benefit for students, or may simply have reverted to their customary (didactic) teaching practices. Ironically, though the goal was to create a vibrant and stimulating learning environment, the result was a passive learning environment with limited interaction and knowledge construction: the antithesis of a community of practice that facilitates professional identity formation.

Interactions with peers and faculty. Lundberg (2014) conducted one of the few studies that examined involvement in student organizations as a key contributor to the learning experience. A total of 239 students who were involved in ethnic-specific or multicultural organizations were queried with the Community College Student Experiences Questionnaire (CCSEQ). The students were recruited from community college campuses in California. Latino students comprised the largest segment (45%).

The remaining students were fairly evenly divided among African-American, White, Asian/Pacific Islander, and “Other” groups. Researchers examined involvement activities including interactions with faculty, student peer teaching experiences, and participation in student organizations. The activities were analyzed in relation to five learning outcomes: general education, intellectual skills, science and technology, personal development, and career preparation.

Frequent interaction with faculty emerged as the most significant predictor of all five learning outcomes (Lundberg, 2014). The three peer interaction activities (organization involvement, peer teaching, and discussions with diverse peers) were less influential but nonetheless contributed to most learning outcomes. Notably, participation in a student organization was significantly linked with positive intellectual, personal, and career development as well as general education. Faculty members whom students perceived as being approachable, supportive, and helpful enhanced student professional development. Given the benefits to students, Lundberg strongly recommended that institutions devise strategies to encourage students to become more involved in student organizations.

Beginning with Astin’s (1993; 1999) research and theory on student involvement and culminating in the annual administration of the NSSE (Kuh, 2009), student engagement has been a major focus for improving the quality of the college experience on students’ growth and development and institutional performance in retaining students. This study is likely the first to apply Astin’s theory to the engagement of students attending a for-profit institution. The focus of this study is students’ involvement in a

discipline related club. Despite compelling evidence that participation in student clubs and organizations is linked to positive learning outcomes, in particular with leadership development, few studies have examined involvement in clubs and organizations (Dugan, 2011). Lundberg (2014) found involvement in ethnic or multi-ethnic organizations to be related to some positive learning outcomes, including career preparation. Interactions with faculty and peers are inherently valuable and are especially beneficial to professional development when they are connected to the students' discipline and future career (Ahmad et al., 2012; Foli et al., 2014; Holland et al., 2012; Reid et al., 2008).

Peer mentoring could be integrated into the design of a discipline related club. Community college students, who have similar profiles to students enrolled in for-profit institutions, strongly desired accurate information on career choices and support, guidance, and encouragement from faculty in following their educational and career aspirations (Public Agenda, 2012). Indeed, a strong career focus, bolstered by ongoing support from faculty and staff is a cornerstone of proprietary institutions with high graduation rates (Frishberg et al., 2010; Pell Institute, 2011). The literature on student engagement at higher education institutions indicates that involvement in the Health Services Administration Club will have a positive impact on the educational and professional engagement of the health services students.

Section 2. Process

Project Development

The development of the training manual designed for this project was undertaken using previous experience as a faculty advisor for a Health Services Management Club. Previous experience in the club included presiding over meetings, managing special events, and coordinating various operation functions of the club. One of the essential duties of a faculty advisor is to coordinate special events. The club was established in 2013, since its inception the members of the club have participated in various events, there were changes in leadership, and as the club increased in members, the events became better. When deciding on an event for Health Services Management students, the main focus should be what can the students learn from this event? If the event includes a guest speaker, what takeaways can the students learn from this speaker? Moreover, how does this relate to their future career in healthcare? These questions and more are taken into consideration when creating events.

Club members participated in a variety of events held on and off-campus. Such events included table events, in which students set up a table on campus, near where they would attract the most students (health services and non-health services students) and provide them with information about a particular health related topic. Table events that have been hosted in the past include breast cancer awareness, heart health awareness, and thyroid health awareness. Along with providing students with information, healthy snacks, bottled water, and/or some other giveaway was given to students. When working

on inviting special guests to campus, it is helpful to consider the interests of students. Students may have a desire to learn more about a particular topic that they may have learned or discussed in the classroom. At times, the guest speaker is selected by the faculty advisor due to the nature of the subject and the related information that would benefit the student. Past guests have included representatives from the American Red Cross where students learned about emergency and disaster preparedness, the American Heart Association where students received certification in CPR and First Aid, and the president of Learn 2 Laugh, Inc. where students learned the health benefits of laughter and how they could use specific laughter techniques to reduce stress.

In addition, to utilizing previous advising experience, it was necessary to conduct extensive research of the literature. The review of the literature serves to identify and critique the existing literature on the topic of inquiry, to demonstrate a gap in the current research base and to justify the proposed plan of research (Aveyard, 2014). The review of literature for this project proved that there was a need for the development of a club training manual for this specialized academic discipline. There was also a survey that was developed and administered to some members of the club to receive their feedback on their levels of engagement and their desire for the club. The results of that survey are detailed in the *Evaluation Plan* section. The inclusion of survey data for this study was essential because the particular research questions will lead to a content analysis (Kirby, Greaves & Reid, 2006). This content analysis allowed the researcher to structure the survey and the training manual in a manner that will meet the specific engagement needs of Health Services Management students.

Description of Product

The primary reason for the development of the manual was to ensure that the club would have appropriate tools to ensure its success. An additional benefit noted upon reviewing the literature was a gap in the area of curriculum for school clubs. The gap served as the catalyst for the development of a training manual. The purpose of the guide is to assist the organizer with the steps and stages in the sequence of developing this academic club. The completed training manual includes worksheets, templates, field trip recommendations, and suggestions for guest speakers. Moreover, the manual includes detailed information on specific roles and responsibilities for members of the executive members of the Health Services Club. Specific details on each of these sections and more are outlined in the Product Content section.

Description of Target Audience

The target audience for this research project is faculty advisors, student leaders, and campus administrators. These groups will directly benefit from the information contained in this manual. The survey on student's engagement that was administered to assist with the development of the manual, the target audience was active members of the researcher's club. It is important to identify the target audience ahead of time so that the manual and survey can be geared toward the intended demographic. One of the ways to identify the target audience is by conducting several informal conversations with the target audience and ask questions; it is amazing what one can learn (Krueger & Casey, 2009). Based on informal conversations held by the faculty advisor of the club at the research site, utilizing a modified version of a previous case study survey on The Role of

Sports Clubs in University Recruitment and Retention (McClymont, 2013). The researcher was able to develop relevant questions for the aforementioned survey that were guided by these conversations, the review of the literature, and experience serving as a faculty advisor.

Product Design Steps

The training manual provides readers with the steps needed to start and maintain their respective Health Services Management Club. The following measures have been used by the researcher in the development of the Health Services Club at the research site.

Step 1: Gather all pertinent documents. For this manual it was imperative to not only identify the members of the executive board but to have an outline of each's job description. A detailed job description is included in the manual that outlines the roles and responsibilities for each of the following members:

- (a) President
- (b) Vice-President
- (c) Treasurer
- (d) Secretary
- (e) Recruiter

Additional documents included examples of a constitution, flyers, and events. Also, it was also helpful to gather examples of other training manuals used by other colleges and universities. Examples of other training manuals produced by other colleges

and universities contributed to the layout of the professional product designed. The goal of the design process was to create an easy-to-read, detailed manual that provides information needed for creating a specialized academic club. The research process allowed the researcher to look deeper into what is necessary for a training manual such as the inclusion of a welcome letter, table of contents for easy navigation, sample documents that can provide the user of the manual with creation ideas for events.

Step 2: Gather additional resources. It was necessary to include additional resources to this manual. Resources included reviewing the research site's procedure manual for organizing a club. Apart from providing information on the rules and regulations of the college in regards to starting and maintaining an academic club, the organizational manual also provides insight into the corporate culture. It is essential to understand corporate culture because leaders should have a strong awareness of the importance of culture, there is often a lack of a deeper understanding of how people and organizations function regarding culture (Alvesson, 2012). This awareness and interest in culture can help to shape the direction and activities a Health Services Club should follow.

Step 3: Prepare a draft. At this stage it is important to begin putting together a draft of the manual so that it can be reviewed critically and revised as necessary. The main purpose of this drafting stage is to sketch out notes, ideas, and resources needed for manual completion. During this stage, it may be necessary to add additional information because gaps exist within the research project.

When writing the draft of the club training manual it was important for the researcher to take into account the following four elements:

- (a) Write the paragraphs in a clear and concise manner, so that it does not overwhelm the trainee.
- (b) All paragraphs started with a central idea, provided a rationale for discussion, and, if necessary, provide examples and/or explanations.
- (c) Paragraphs also contained a transition to the next topic.
- (d) The document should be free of technical jargon/or if used must be explained thoroughly.

Knowing how to write a good paragraph is critical in an era where we may find ourselves having to present facts and/or expressing our opinion on certain subjects (Popescu, Cohen-Vida, & Constantin, 2015). Convincing others that the information is credible starts with the development of a good paragraph that provides the reader with pertinent information.

Step 4: Combine the draft and the text. Combining all of the resources with the written text served to create a preliminary manual. The preliminary manual served as a draft that was presented to administrators at the research site for feedback. Feedback is an essential part of the research process because it is always goal-referenced: feedback tells whether the individual is on the right track or needs to make adjustments (Wiggins, 2012). Having influential members of the research site review, the drafted manual proved to be beneficial to the researcher due to the feedback received. The reviewers included a member of campus operations, a representative from student development, and an outside

consultant who is an expert in training manual design. It was determined that there be additional components of the manual that should be included such as the role and responsibilities of faculty members that serve as advisors. Providing information is relevant to faculty advisors since they play an integral role in the faculty-student relationship. Margaret King and Thomas Kerr (2005) noted that “the advantages of using faculty are their program and course knowledge their knowledge of related career fields, the respect they hold within the institution, the cost to the institution, and the fact that research shows a clear relationship between student interaction with faculty and student retention” (p. 320). As a result of the feedback, there is a section of the manual that provides detailed information on the roles and responsibilities of the faculty advisor and their interaction with the club’s executive board.

Step 5: Make revisions. This next phase in the development of the training manual consisted of making the appropriate revisions and inclusions based on the preliminary feedback received. Once the changes have been implemented, a review of grammar, spelling, and punctuation was necessary. Hiring an editor to make these changes proved to be beneficial because they can ensure that there is consistency within the document and that it is free from grammatical errors. Moreover, it was essential for the researcher to re-read the manual aloud a few times to further check for grammatical and spelling errors.

Step 6: Develop the manual design. The manual should look and feel like a training manual. Once the editing was completed, the researcher then hired a graphic designer to work on the design of the manual. The design included cover art, an APA

formatted Table of Contents, graphic icons to highlight specific features of the manual, and page number formatting. In creating a visually appealing manual it was imperative that the handbook included the following:

- a) An attractive page layout was designed to attract the reader and includes a table of contents section for easy navigation.
- b) Font style selection and size (Times New Roman, 12pt) for easy reading.
- c) Hyperlinks were included for specific websites so that they user can click on the link in the document and be taken directly to the web page.
- d) An appendix with sample documents for future reproduction use.

Step 7: Submit the manual for a second review. At this point, the researcher decided it was beneficial to present the manual for another review by campus administrators. Their suggestions and additions that the researcher made help complete the manual. It was necessary to have them examine the changes along with approving the design and layout of the manual. Upon review of the training manual, it was met with enthusiasm and the feedback received was positive. This second review also helps to ensure that the manual is fully functional and user-friendly.

Step 8: Finalize the manual. At this stage it was important to examine the table of contents to ensure that the pages were in order, include documents such as the flyers and constitution to the appendix section and submit the manual for approval by the researcher's mentor.

Product Content

The finalized training manual for the development of a Health Services Club is a comprehensive thirty-three-page manual that is comprised of the following information:

1. The welcome letter. The purpose of the welcome letter was written to provide the user of the manual with an overview of the manual. Also, it provides encouragement for student leaders to develop their own Health Services Management Club.

2. Organizational goals. The goals of the organization are detailed in the manual to provide the user with goals for developing this particular club. Organizational goals can help provide direction for the group and improves effectiveness. It also serves as a reminder of the unique opportunity the club has to develop students outside of the classroom. Leaders are also provided with an overview of the roles and responsibilities of the club.

3. Mission statement. The role of a mission statement as a powerful tool in any endeavor to implement strategies (Akonkwa & Lowe, 2015). The mission statement created serves to guide the club's overall mission for the students and the academic institution. It is the fundamental purpose and focus the remains static over time.

4. Club purpose. The purpose of this training manual is to provide club leaders with the tools and resources to increase student engagement. Identifying the purpose of a club is important because the goal is to not only increase engagement but to provide students within the academic discipline with the opportunity to network and learn from one another.

5. Faculty advisor. The following section within the manual discusses the critical role of the faculty advisor. According to Thompson (2006) students' interactions and experiences with professors were "the strongest contributing college resource to students' belief systems regarding leadership" (p. 348). The advisor serves not only as one of the leaders but they are also tasked with enhancing communication between members, leading engagement activities, and creating team building initiatives. As part a member of the faculty, the faculty advisor will also compliment information learned outside of the classroom environment. Part of this role is to help students understand, interpret, and adhere to policies and procedures about clubs (Deuink & Seiler, 2009). It is important that the advisor is always aware of changes in the club as well as changes within the college as it pertains to leading a club.

6. Development of a club. Thus far the reader has been provided with much information, and in this section the reader can now work to put the pieces together. One of the things to consider in starting a club is the number of individuals needed to start a club; this varies depending upon the institution. The development of a club can take some time to attract members and work with campus officials to adhere to their policies, but when done correctly it can be a satisfying experience. This section provides a list of essential steps that will effectively guide the club organizer for success.

7. Job duties. A job description is simply a clear, concise depiction of a job's duties and requirements (Clark, 2013). Within this section of the manual, a description of job duties is presented. Job duties are outlined for the members of the executive board; this board is comprised of a president, vice-president, secretary, treasurer, and sometimes,

a recruiter. Each of these positions is outlined in this section along with their roles and responsibilities to one another and the club members. Outlining job duties are essential because it provides the core responsibilities of the position and reduces confusion among other members about roles and responsibilities.

8. Meeting content. How to conduct a meeting is covered in this section, this is the core of running a club. It is essential to conduct meetings often to increase the members' level of interest. The meetings should typically adhere to a standard format and the information contained within this section of the manual provides detailed information on developing meeting success. Some of the information include room reservation, ideas for promoting upcoming meetings and preparing for meetings in advance.

9. Special Events. The events that a club organizes is especially important because the goal is to retain current members and attract new members. Organized activities, such as sports and school clubs, are structured in a way that affords greater opportunities for peer interactions and developing friendships than traditional classroom contexts (Fredricks & Simpkins, 2013). Special events and guest speakers should be planned accordingly with members of the executive board and should complement what students are learning in the classroom. The suggestions for events described in the manual are due to the needs and desires expressed by health care management students to learn more about a current or previous health care issues affecting many individuals have generated a need for a guest speaker or special event.

10. Record Maintenance. Record keeping is important because the members of the executive board of the club should be able to provide documentation for activities

conducted, guest speakers in attendance, and any club expenses. It is essential to maintain adequate records so that they can be reviewed when needed, or if the college requests information on the club it is easily accessible. Keeping good records makes these tasks easier and will contribute to the success of the club (Deuink & Seiler, 2009). The role of the secretary and the treasurer will be critical for the maintenance of good records.

Evaluation Plan

Evaluation planning is used to monitor and document the implementation of the manual and can aid in understanding the relationship between specific program elements and program outcomes (Saunders, Evans, & Joshi, 2005). Having an understanding of how to evaluate this process and make changes as needed is also important, once the manual is implemented it will be reviewed and updated according to the needs of the organization. The manual should be re-evaluated every six months to a year to review accuracy, consistent information, and add any updates as needed. In the event, a policy or procedure at the college has changed, and it affects club operations, the manual should be updated as soon as possible outlining the changes. The manual should reflect an update by noting the current version of the manual along with the date.

The method of evaluation planning for this study was to conduct a survey. A survey is a system for collecting information (Sue & Ritter, 2012). Data collected can reveal information to improve club offerings and overall achievement, college administrators and club leaders can all benefit from this professional education survey. The survey responses received should complement the information contained in the manual. Therefore, the evaluation can and should generate a continuously evolving body

of evidence that is useful to administrators as they develop and improve the Health Services Club (Scheirer & Schwandt, 2012). This descriptive research study was designed to examine important factors associated with each student's participation in the club. Descriptive studies are used to estimate specific parameters in a population and to describe their associations (Kelley, Clark, Brown, & Sitzia, 2003). A sample of fifteen undergraduate students within the researcher's Health Services Administration Club of twenty-five students. They were selected to participate in gathering more information about the needs of this population. The participants of the survey were selected due to the active membership in the club and their level of participation in club activities. Each member was asked to volunteer for the study and there were no repercussions should they decide not to participate. Respondents were both male and female, above eighteen years of age, and have participated in various activities and events on and off campus with the club.

The survey was comprised of fifteen open-ended questions and was designed to identify whether or not the information contained in the training manual increased their level of engagement as a result of participating in the club. The rationale for selecting open-ended questions was to allow participants to provide detailed feedback as opposed to providing them with answers for them to select. This method allowed for students to elaborate more on their responses.

The survey was administered online to participant's email address, and all data was collected within a three-week period via Survey Monkey. Participants of the survey were required to answer all fifteen questions; they could not move forward to another

question if they have not provided a response to the current question. Once all of the responses were collected, the survey questions and answers were given to a statistician who has no involvement with the study for detailed statistical analysis. The purpose of having a statistician is to assist with the dissemination of data once it has been collected. A statistician can help to assess whether the assumptions underlying the analysis were satisfied (Curran-Everitt & Benos, 2004). Also, this expert can assist in ensuring that the study is designed correctly, transcribe the data, and present the researcher with qualitative and quantitative data so the findings can be communicated to the research site without error.

Based on the data collected from the survey, participants reported the following information:

1. How has participation in the Health Services Club prepared you for a career in health care management? Participants found the Health Services Club informational and educational. One participant stated that “club allows me to meet people who are working in a hospital and it provides information on how to utilize my major.”

2. Did participation in club activities or membership in the club conflict with your personal life?



Figure 8. Conflict with personal life.

Overwhelmingly participants responded no to question number two. The data yielded that club activities or membership in the club did not conflict with personal life. One participant stated that the events “worked with my schedule.” While another participant stated that, “No the meetings, volunteer events, and other activities were usually held at convenient times and days.”

3. How has participation in the club impacted your growth and development in the healthcare management field? Responses to question three revealed that participation in the health club enables students to gain more awareness about health care management. Participation in the club afforded them with knowledge on issues related to the field.

4. Did faculty involvement impact your decision to be a part of the Health Services Club?

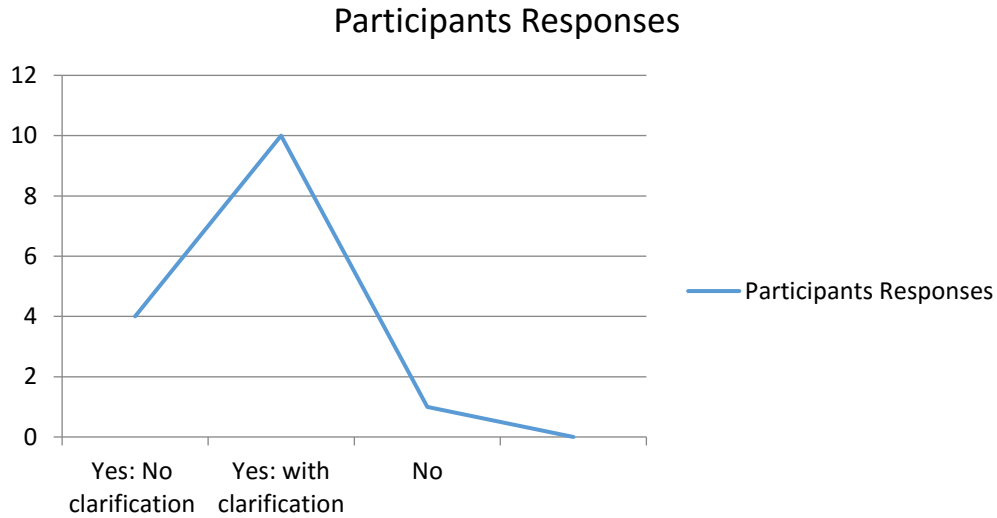


Figure 9. Faculty involvement in decisions.

When asked about faculty involvement in the club only one participant believed that faculty involvement was not an influence on deciding to join the club. Ninety-three percent of participants shared that faculty involvement helped with deciding on whether or not they should join the club. One participant noted, “The Professor had a huge impact on my decision to be a part of the Health Services Club. There aren’t enough programs on campus for the health students and she is always advocating for us and coming up with new ways to make student life for the health majors is as fulfilling as possible. Also I love her as a professor. I have taken at least 5 of her courses,” The remaining responses suggested that faculty involvement played a pivotal role with their decision.

5. How has interaction with your peers played a role in your club

participation? The common theme based on the participant's responses appears to surround an interaction of learning with others. The interaction was described as personable, and respectful. One response from a participant stated that "It served as a motivating tool, to encourage other who have needs for good advices."

6. How important were off-campus activities to you as a member of the club?

Responses to question six appeared to yield a common phrase when discussing the importance for off-campus activities. Seven out of fifteen participants mentioned the phrase or words extremely important. A common theme suggested that off-campus activities involved an environment for learning about the field. One participant mentioned that "I take every off campus activities very serious. being a part of the club help me opened up my eyes on things that really need to be address as citizens and how it is important to give an helping hand to those who in need."

7. Has participation in the Health Services Club increased your leadership

skills? All participants agreed that participation has increased their leadership skills. One participant responded that "Yes, the healthcare club allowed me the opportunity act in a leadership role which increased my overall leadership skills."

8. Aside from this club do you feel that the college has provided you with an opportunity to succeed in your future health care career?

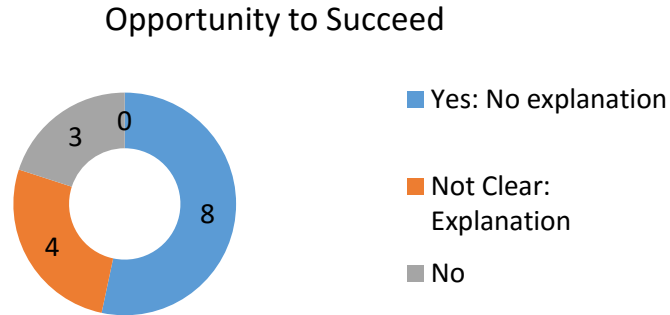


Figure 10. Future healthcare career.

The figure above illustrates how students feel about the opportunities the college has provided them with apart from this club. One participant noted that “The college’s career center is a joke, when it comes to job opportunities for health services students who are seeking meaningful experiences in the health care field.” Eight out of fifteen participants expressed that participation in the club will help further their careers.

9. Did any of the on-campus or off-site activities conflict with your academic schedule?

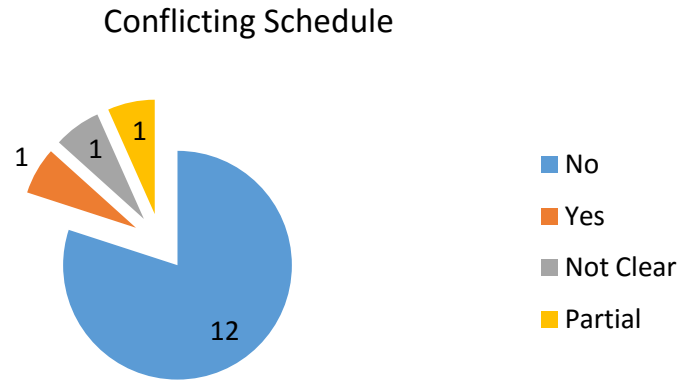


Figure 11. Conflict with academic schedule.

Two out of fifteen participants believed that a conflict with the academic schedule presented a barrier as a result of attending the health care club. One participant stated that “It just was hard to get there on time due to my work schedule.” The remaining participants believed that no conflict existed between the health care club and the academic schedule.

10. How has involvement in the club developed or improved your academic skills and peer communication skills? Participants reported that the skills learned in the club increased their academic skills in part from the guest speakers and faculty participation. Communication skills were enhanced due to their increased interpersonal relationships with their peers.

11. Apart of the Health Services Club was this the first time you were involved in any school sponsored activities?

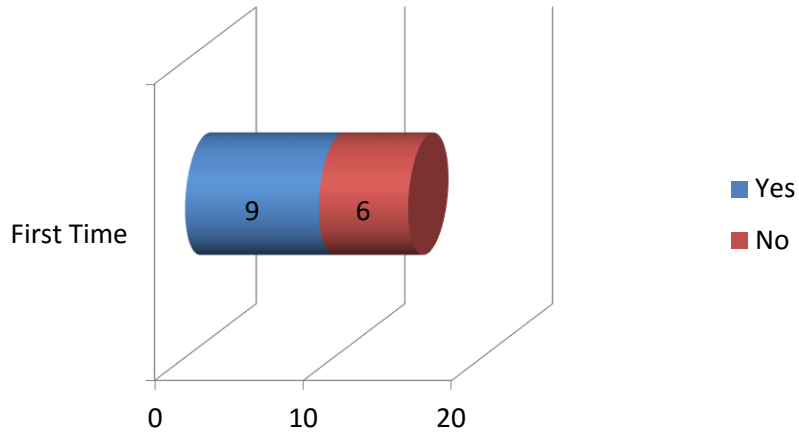


Figure 12. School sponsored activity.

Nine out of fifteen participants stated that the Health Service Club was the first school sponsored activity being while enrolled at the college. The data collected for question 11 did not yield any significant responses.

12. Has being a member of the Health Services Club created a positive learning outcome for you?

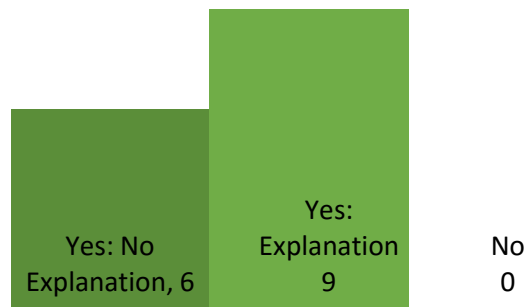


Figure 13. Positive learning outcomes.

All participants agreed that the Health Service Club created a positive learning outcome for them. The participant's responses were diverse, yielding a response of creating an opportunity to make the Dean's List. One participant believed that the Health Service Club helped with positive thoughts, while another participant believed that the Health Service Club increased their confidence.

13. Besides the presence of faculty do you think other members of campus administration should be involved with the Health Services Club?

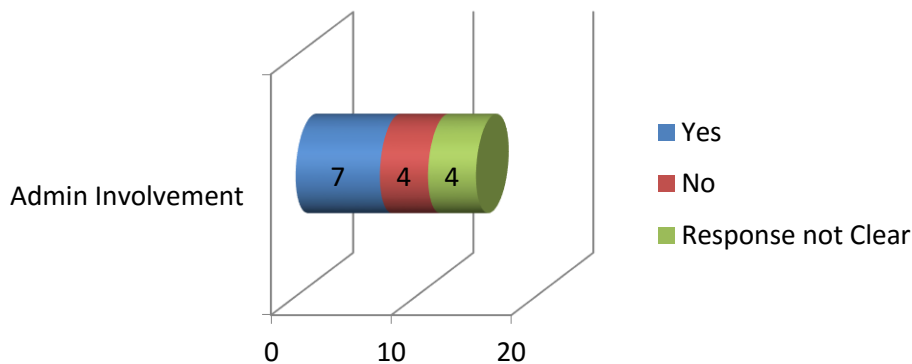


Figure 14. Campus admin involvement.

Seven out of fifteen participants believed that the administrators of the campus should be involved in the Health Care Service Club. Four participants stated that administrators should not be involved in the Health Care Service Club. Some responses were “It might have helped to get a business or an accounting professor to gives us that aspect of the health field.” Another participant stated, “I think they can be involved if they contribute but I think having a well-rounded Professor lead the club is all we need.”

14. What needs to happen to make your club experience more positive? All participants commented that the club was great, however there was interest in having more support from the college and outreach from non-Health Services faculty.

15. Why was it important for you to be a part of the club? Fifteen out of fifteen participants responded to this question. The data yielded two common themes. The first theme would surround engagement. The second theme surrounds networking. The two themes would best describe the importance of the club as a sense of belonging to something and an opportunity to meet people within the industry of health care. According to one participant, “I wanted to experience more than what is being taught in class.” Another commented that “It is extremely important for me because it’s a sense feeling like you belong to something that I can relate to and learning how to operate in the future.” While another stated “The camaraderie of my fellow health students and the information from the faculty and guest speakers is important to my future career.”

Section 3. Application

Institutional Improvements

Students at the research site have expressed that they feel disengaged at times, and they seek engagement in co-curricular activities. It is imperative that this concern of disengagement be addressed because the repercussions for not addressing them can have severe consequences such as an increase in attrition. It is important to identify the needs of students and why they feel disengaged, albeit for personal or academic challenges. Future considerations for researching this topic further and updating the manual will include administering surveys to non-members of the Health Services Club. This will allow the researcher to gain perspective on student engagement from members and non-members.

Health services students at this college, results gathered from college surveys indicated that they felt disengaged and desired academic engagement outside of the classroom. As a result, the Health Services Club was formed. Student engagement opportunities abound within club settings, and it serves to provide rich experiences outside of the classroom. Student engagement with professors, peers, intellectually challenging subject matter, and supportive environments has repeatedly been identified as a significant factor facilitating students' success in college (Hulme, Green & Ladd, 2013). Supportive environments such as those found in academic club's experience deep

understanding, interaction with peers, and a sense of community. This feeling of community is vital to a student's success in college.

For leaders at for-profit colleges, they face increased challenges due to increased government oversight. These colleges enroll a disproportionately high share of disadvantaged and minority students (Deming, Goldin, & Katz, 2013). This demographic is specific and unique as it related to retaining them toward graduation. Although enrollment numbers have increased, the persistence rates of students continue to be a concern for enrollment managers (Jones, 2014). It is imperative to identify what makes them not persist, but how to increase their academic engagement to contribute to their persistence to graduation.

The deliverable provides the college with another tool to reduce student attrition. Colleges attempt to reduce student attrition rates by undertaking initiatives aimed specifically at integrating students into the total academic program. Campus leaders seek to ensure a reciprocal relationship between academic and social integration (Tan & Pope, 2007). Integrating students into the total academic program can be a challenging yet rewarding task. If campus leaders are serious about reducing attrition rates, creating an academic club could be the solution. Retention rates at for-profit colleges are routinely closely examined by governing bodies, due to concerns over questionable recruitment practices. Retention is not simply about maintaining numbers for the sake of retention statistics, but more in providing students with value-added experiences that will benefit them upon their leaving college (Tan & Pope, 2007). This value-added outcome can provide campus leaders with information on what is working with their co-curricular

activities and the value that students are gaining from them. If there is value in providing students with these experiences as indicated by students surveyed, then this will provide campus leaders with information on how to implement effective practices and how to develop future research on how to reduce attrition rates at their college.

The deliverable for this capstone project is a training manual that has been designed to provide organizational leaders at the research site with a plan for creating and maintain a Health Services Management Club. For the institution, this deliverable will present a new approach to the development and management of current and future clubs. The institution will now have a standard blueprint for developing a manual for other clubs. The manual will also provide a standard for starting and operating a club that will complement the guidebook from the Office of Student Development. The institution should recognize the significant role that an academic club plays in enhancing student success. Research has consistently indicated that participation in co-curricular activities is beneficial to students' retention rates and educational outcomes (Pope, 2007). It is essential to identify contributing factors in what makes students leave and what makes them persist and complete their educational goals. Students may leave for reasons an institution cannot control. They may also feel cheated of valuable opportunities to learn in college and to reap the benefits of that learning after graduation.

The college is considering expanding the Health Services Management Club to another campus. To do so effectively, they must have the right tools in place for the organizational leader and executive board members. The deliverable will serve as more than just a product that leaders can use at this institution it will also be a tool to monitor

the effectiveness of its clubs. For example, through consistent evaluation of the club and this manual, the college will be able to ascertain how is this meeting the needs of the club? It will also be able to determine if it has an impact on retention. This manual should frequently be updated with new additions of ideas that have worked as opposed to no new update. There is a possibility that the club may not be meeting the needs of the students or is not progressing as it should.

Once they achieve results, many institutions continue along what they assume is their optimal success path. To continuously see positive results, the college must examine their efforts to retain students. Part of the institution's plan for retaining students at any college is to offer club on campus to help enhance the overall student experience. The training manual will slightly differ in content based on the subject matter, however; with continuous monitoring of club procedures, policies, and student experiences an increase in retention, engagement, and student experience will be achieved.

The manual serves as an engagement tool to meet the needs of Health Services Management students. The field of health services is complex and diverse, new entrants into this area of Health Services Management or Health Services Administration must be equipped with the skills necessary to lead institutions and employees to success. Skills learned in this club at this institution allowed students to develop leadership skills. Leadership skills are an important part of the development of a future manager. The club provides members with various opportunities to not only partake in a leadership position but to take the lead various activities as well. In turn, this allows students to not only lead but to increase their interpersonal skills as well. "Helping students develop the integrity

and strength of character that prepares them for leadership may be one of the most challenging and important goals of higher education” (King, 1997, p. 87). The task of developing students as future leaders in healthcare utilizing co-curricular activities is an integral part of the student engagement initiatives for students within this discipline.

The process of creating this manual was a rewarding experience because it contributed to the mission of the college, which is to provide students with education so that they will have lifelong careers. As the researcher worked to put the essential components of the manual together, it became apparent that this handbook will contribute greatly to the institution and its students. The college is committed to taking a holistic approach to student learning, and the inclusion of co-curricular activities such as a student club is part of that comprehensive approach. Students have the opportunity to learn inside and outside of the classroom environment. In other words, holistic student learning and development are both reflected in the college’s mission and are taken seriously (Braskamp et al., 2016). This commitment to the college’s mission an integral part of the developmental process of the manual.

In addition to the commitment to the college’s mission, this handbook is fundamental to the development of new skills learned by students. The development of new skills enhances the overall student experience and engagement. These experiences are improved by the non-academic interests and new friendships that are formed (Thompson, et al., 2013). Skills such as these learned will remain with students long after graduation. During the process of developing the manual, the researcher also remembered the various community services opportunities that students participated in. Impacting the

community allows students to serve communities in need, and represents the college in a positive light. Students that participated in the club took part in various community service outreach opportunities. Such opportunities included feeding the homeless at a shelter, preparing food for families with sick children and donating time to support bone marrow donation. Investment from faculty and the college to support students' community service intentions, an increase in engagement can be noted. In a study by Astin and Sax (1999), the authors concluded that providing students with community service opportunities positively influenced academic outcomes such as grades and general knowledge and civic responsibility such as an increased commitment to serving the community and engaging in more volunteer work in the future. The impact that community service played in the development of the student, the community that is represented by the college and the lifelong learning opportunities are all positive outcomes that complement college coursework.

Community service initiatives also can help the school with their academic branding. Institutions want to be recognized for what they regard as central to themselves (Moore, 2004). Academic branding is an important aspect of any college because it helps them attract and hopefully retain students using various marketing resources. Branding serves as markets for the offerings of a firm (Keller & Lehmann, 2006). These offerings that the research site offers to their students include the following: small class sizes at all of their campuses, personalized attention from academic support, campuses that are conveniently located near transportation, degree completion times are faster compared to city and state universities, and a strong commitment to veterans.

The above offerings are attractive to students; they become aware of these services by how the college markets their product to others. Print and television advertisements are common for the college. However, participating in community service projects has shown an increase in brand name recognition. When students from the Health Services Management Club or any other club participate in community service projects, they attend wearing the college t-shirt, they make connections with people in the industry, and they have the opportunity to network with individuals in different fields.

These community service events and industry connections are instrumental for the college when they are setting things such as internships for students, which is required for completion of the degree program. When attempting to attract keynote speakers for graduation, or when seeking to attract a guest speaker for an on-campus club event. From a student perspective, current students are more comfortable with going to a college where people in the industry are familiar with the college and the quality of students that come from the academic institution. For prospective students, academic branding is important because it allows the college to attract students who may or may not already be familiar with their college and provide them with a wealth of information as to why they should attend their college as opposed to their competitors. With intense competition among universities in the United States and a slowdown in the US economy, branding initiatives that result in increased enrollment are more important than ever (Joseph, Mullen, & Spake, 2012). The type and quality of branding of services can be very instrumental in maintaining a competitive advantage over similar institutions in the area. Two neighboring colleges do not offer the degree of Health Services Management to

their students. The marketing of this degree program has proved to be successful for the college, as it is now the number two program throughout all ten campuses.

The information learned at the various events provides students with a wealth of knowledge and experiences that can be useful additions to their resume. For example, the students were able to take free online healthcare quality improvement courses for free and gain a certificate of completion for each of them. Obtaining these certificates is a great resume builder and may be able to set them apart from other applicants during the interview process. Upon reflection and identification of developed competencies, students can use the new knowledge gained to articulate their skills in the interview process (Elias & Drea, 2013). Participating in the club and being involved in activities such as this demonstrates the importance of the co-curricular experience and can provide students with much needed transferable skills to the workplace.

Additional transferable skills that contribute to a student's workplace is the sense of being part of a learning community. Academic learning communities require students to be involved in off-campus activities, and they have been linked to higher levels of student achievement (Taylor et al. 2003). In contrast, to an academic learning community where a student is involved mainly in activities that complement in-class work, a workplace learning community allows students to apply what they have learned in the classroom to the workplace. It also enables them to be engaged in their local communities to learn about professional behavior, attitudes and practices in the changing health care delivery landscape (Walker, et al., 2013). The ability to apply concepts learned in a community of healthcare administrators can provide students with a sense of comfort and

familiarity. Learning is continuous and should occur throughout a student's academic and professional life. Being a member of a club provides them with opportunities to learn constantly from teachers and each other and gives them that sense of community learning. Lifelong learning habits will enhance the career objectives of the student's and update their skills and capabilities to remain employable (Jackson & Thurgate, 2011). This club along with the contents included in the accompanying training manual provides students with learning habits that will be instrumental to their success in the future as leaders in the field of health care.

Universities can effectively brand their student offering to encourage participation in the club. For health services students this branding is crucial to market services such as the opportunity to participate in a Health Services Club. Club participation can provide support from faculty and peers this can be what is needed to attract and retain students. There is an increased need for students to become more integrated with co-curricular experiences, there is a need for experienced peer leaders to provide support to other inexperienced students (Lloyd, 2006). Learning from others who are currently in the program can offer a sense of comfort, support, and motivation for completing the degree program. Universities have become more aware that prospective students are more likely to attend their school based on brand recognition (Judson, Gorchels, & Aurand, 2006). Therefore, marketing and community service events held by the students of the clubs are vital to the continued success of the academic institution.

Contribution to the Field

The discipline of education leadership and management in higher education requires leaders that can manage change effectively. Changes can occur in various parts of higher education such as with enrollment, retention, attrition, and government regulations. The discipline draws from theory and practice from the management field and social sciences (Briggs, Morrison & Coleman, 2012). Managers and leaders in the field utilize this combination of theory and practice to lead educational institutions to success. Identifying what makes an institution successful may not be simple at times. Forming a club and having various activities is an effective method for improving engagement. However, it is not the only solution to the problem. Campus leaders must work diligently to determine how the entire student experience must be enhanced to engage the student fully.

The research conducted for this study contributes to the body of knowledge in the field of education leadership and management. Research of student engagement and their impact on co-curricular activities exists within the literature. George Kuh (2001; 2003; 2009) examined what institutions do to increase student engagement and how they encourage students to participate in activities. Milem and Berger (1997) linked student engagement to a proposed persistence model where student behaviors and perceptions influence social and academic integration. Braxton et al., (2004) expanded on Astin's theory of student involvement by proposing that student's psychosocial engagement or the energy they invest in their social interactions influence the amount of social integration

into college life. Hughes and Pace (2003) theorized that students who depart from college are less engaged than those who persist.

However, no studies exist that discuss the importance of creating a training manual for a co-curricular club to manage student engagement effectively. The training manual along with the accompanied survey allowed the researcher to identify unique perspectives and gain feedback on areas of interest to health services students. This study provides a new approach and a tangible product that leaders and organizers of any club can utilize to bring about change and increased engagement. As the needs of colleges and universities evolve over time, the question becomes how can we engage a student so that they persist to graduation? Tinto (2000) noted that attrition is present because students feel disconnected from their peers, professors, and administration. This disconnect can be lessened by having an established framework for co-curricular engagement. If a student feels that a co-curricular activity will meet their academic, professional, and social needs, they will be more likely to persist because they are fully engaged in the process.

Academic institutions must integrate peer leadership programs to foster student growth, support the educational process as a partnership between the various components of the campus community, to meet the needs of the student (Wooten Hunt, LeDuc, & Poskus, 2012). Programs such as academic clubs and having an established framework in the form of a training manual can help with achieving the goals of meeting the growth needs of the students.

Contribution to the field of education leadership and management is also apparent with the contribution to the advancement of knowledge. Based on the results of this study

it advances the knowledge through research and education by providing future researchers with the opportunity to conduct a wider scale study with Health Services Management students. Future researchers will also have the chance to gain a better understanding of how having a training manual can impact not only healthcare students but students from other disciplines as well. If colleges are amenable to taking new approaches to increasing the engagement opportunities for students, they will see an increase in retention as well. This body of work is more than a series of techniques and rules; it is an ordered pattern of ideas supported by evidence to decide on the appropriate course of action (Ramsden, 2013). Providing a future researcher with a deeper understanding of the importance of having an established template for the development of co-curricular activities to enhance engagement. This understanding rests on the body of knowledge about learning in the field of higher education.

The study also makes a significant contribution to the body of knowledge of Health Service Management programs at other colleges and universities. Various colleges have Health Services Management clubs. Each of these campus clubs may have distinct structures, but the overall goals are to enhance the academic and professional growth of Health Services Management students. The Health Services Management student of today desires experiences and challenges that will allow them to grow as highly trained professionals. Most health services programs encompass various foundation and non-clinical courses that are all taught successfully in the classroom environment. Such courses include management of health care provider practices, medical terminology, and electronic medical records. However, apart from these courses opportunities for them

should be increased outside of the classroom environment. A study such as this not only examines the relationship between engaging and co-curricular activities, it also provides information on how the development and management of a club can be enhanced with the adoption of a training manual.

The study transcends to not only healthcare management programs in the United States, but globally as well. A study conducted by the Canadian Interprofessional Health Leadership Collaborative investigated the correlation between content and competencies of health leadership programs and how they effectively prepare students for the field. Based on the review of the literature of 250 health leadership programs it was concluded that existing leadership programs do not adequately address the key competencies to prepare future health leaders to rise to challenges (Careau et al., 2014). Challenges that health services students face include organizational and community health care challenges that are common in many healthcare settings. In their research, the authors noted that although there are studies that address the concept of healthcare leadership, little is known about the type of leadership learned. Moreover, the impact of education activities is not known (Careau et al., 2014). Providing students with education activities that closely relate to their degree program and can provide them with the skills that they need to take on leadership opportunities in the future is essential.

The study conducted for this research gives an approach to engaging students in a meaningful way so that they are on par with current trends in healthcare management. To adequately prepare students for this diverse field that is constantly changing due to government regulations and insurance mandates the implementation of a Health Services

Club can meet those challenges. By providing students with education, resources, networking, and closely related activities they can learn more about applying concepts in the classroom. The application of the training manual further enhances the ability to engage students in the club successfully so that they can prepare to implement some of the suggested activities contained in the manual to meet the challenges of the changing global marketplace.

Apart from, to contributing to the body of knowledge to the disciplines of education leadership and management and health services management, there is also a contribution to the field of general education research, specifically the area of student engagement.

Conclusion

The aim of this capstone project was to ascertain the impact that a Health Services Management Club has on student engagement. The accompanied training manual was designed to provide campus administrators, policy makers, faculty, and student organizers with a template for designing their respective clubs. The results of the survey indicate that they are positive associations with participation in the club and students feel more prepared for life after college. A specialized academic club such as this can have a positive impact on a student's personal and academic growth, and they will be able to meet the demands and changes in the health care environment. It is therefore considered essential that further research is undertaken to expand on how these practices can be applied to other non-health services clubs and if the inclusion of a training manual has provided similar positive benefits for both students and leaders.

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2016

How to start a Health Services Administration Club



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Welcome Letter

Dear Student Leader

I am pleased to provide you with this manual to help you develop and manage a Health Service Administration club. This guide will allow you to build the necessary skills, ranging from club development to event management, which will provide students with a comprehensive learning experience that will complement academic coursework.

As a student leader, you will create events and provide students with increased knowledge and growth in their specific area of study. Moreover, well-developed and exciting co-curricular activities will help to ensure that students remain engaged in their academic coursework and on track towards a successful career after graduation.

As a leader, you have to ensure that students are provided with a comprehensive overview of the field, opportunities for career and academic development, along with events that promote networking. The information contained in this manual will allow you to make the most of your leadership role and increase the level of student engagement within the discipline.

Thank you in advance for your commitment to Health Services Administration students at your college, and providing students with the resources and skills they need to succeed.

Best wishes for a successful club!



Please Note: This training manual is designed to provide faculty advisors and student leaders with information on increasing engagement and success. The information contained in this manual does not replace information, rules, and regulations from the Office of Student Development and Campus Life Services (SDCL).

Organizational Goals

The goal of a Health Services Administration club is to provide members with engagement opportunities, leadership skills, and educational opportunities that will enhance their college experience. In addition, the club is chartered to serve the diverse needs and interests of Health Services Administration students and provides an avenue for developing friendships, skill development, and networking opportunities. Additional goals include the following:

- To encourage members to participate in community outreach initiatives,
- To allow students to acquire an understanding of the various topics impacting health care management.
- To learn how to make important scholarly contributions to the discipline.
- To provide students with an academic environment filled with opportunities for personal success, peer interaction, and civic responsibility.
- To provide a non-curricular experience that will enable students to succeed in their discipline after graduation.

Mission Statement

To enrich the student's knowledge of the field of Health Services Management in an inspiring and supportive environment. The activities held by the club will also help to address the goals of the college, in order to offer diverse opportunities to all students so that they may develop a more comprehensive global perspective of the world around them. The club encourages the participation of all Health Services Administration students and its respective staff and faculty.

Club Purpose

The purpose of this training manual is to provide faculty advisors and leaders with information on how to increase the engagement of students in the field of Health Services Administration. This manual provides the user with essential information in the following areas:

- The development of co-curricular activities
- Conducting meetings
- Leadership opportunities
- Promoting events
- Engagement Activities

The discipline of Health Services Administration is constantly changing, and students wish to participate in non-curricular activities outside of the classroom environment. A career in health services administration can provide students with opportunities in a variety of sectors, such as hospitals, nursing homes, federal, and business agencies. As is

the case with any organized campus club, the Health Services Administration Club's mission is to provide students with real-world experiences that will complement information learned in the classroom, as well as provide them with the skills and resources to enter the healthcare job market. In addition, the club offers students opportunities to enhance their development through various social, intellectual, and professional development initiatives. At the conclusion of this manual in the Appendix section, samples of important documents are available, which can be used as a guide for re-creating them for your club.

The Faculty Advisor

The faculty advisor plays an integral part of the development and guidance of the club and its related activities. Above all, the faculty advisor should make a strong commitment to the club members, while maintaining a healthy relationship with the members and executive board. The faculty advisor can be either a full-time or part-time member of the college's Health Services Administration department.

Depending upon the rules and regulations at your respective college, it is recommended that a Health Services Club have at least one faculty advisor as well as a staff advisor.

The staff advisor can be from Student Development and Campus Life. The staff advisor also plays an integral part in the club's success because they help to ensure that campus policies are adhered to and address any issues the club may have.

When deciding to serve as a faculty advisor, you will need to understand the goals and needs of the club. Having a clear understanding of the level of commitment involved in both on and off campus club related activities and events that may take place on non-

working days. The advisor must play an active role in the club. An active faculty advisor will attend all meetings, events, as well as meet with the officers of the club on a regular basis. The faculty advisor plays an integral role in the club, the club is student led. Therefore, the daily operations of the club should be the responsibility of the officers of the club and not the advisor. The advisor should guide the members of the executive board of the club, assist the officers, and assist the members in achieving the goals and mission of the club. The faculty advisor should also meet with the office of Student Development and Campus Life to determine if there are any additional responsibilities set forth by the college.

In general, all faculty advisors should commit to the following responsibilities:

- Assist in the planning and developing of club activities.
- Approve or deny any club activity prior to the event.
- Approve all flyers, correspondence, and meeting minutes.
- Maintain effective communication with the officers of the club and its members.
- Review and approve all changes to the bylaws, constitution, and job description.
- Attend all meetings and on-and-off campus events.
- The advisor should assist the club officers with the development of meeting agendas, goal setting, and feedback.
- The advisor should cultivate and develop the students' leadership skills.
- The advisor should provide positive suggestions to enhance the club's objectives.

- The advisor should advocate for student concerns. The advisor should have general knowledge of the college's policies and regulations as they pertain to the development and maintenance of a student club.

Developing Student Organizations

Development of a Health Services Club

Once the decision that a club will be established and a faculty advisor has been designated, the organizational details of developing the club should be established. The following steps are essential to the development of a Health Services Club:

Step 1) Work with your campus's Department of Student Development to determine the requirements needed to start a club on campus. Requirements range from having a minimum number of students required to start a club and determining whether there is a club similar to this one on campus to identifying the unique contribution that this club will make to the students at the college.

Step 2) Create a name for the club. The following are two examples of how the name can be created. Ex. (College Name) Health Services Administration Club or the Health Services Club of (College Name). In the creation of the name, it should clearly communicate the type of club and the students it is designed to attract.

Step 3) Create a constitution for the club. An example of a constitution is found in the Appendix of this manual. The purpose of creating a constitution is to establish the rules, regulations, and agreements to which all members of the club should adhere. A constitution should be written so that it does not need to be changed often. If changes should be made to the basic principles of the club, then all changes should be made available to all members in the club. In addition, members as well as the executive board should be involved in the change process.

The following information should be included in the constitution for the club:

- The name of the club – as stated, the name created should clearly communicate the type of club you are developing. Moreover, take into consideration the mission and goals of the organization. It is also important to keep in mind that the name chosen will last for years to come. The right name is essential in shaping its legacy.
- The mission statement of the club – the mission statement should clearly communicate the reason the organization exists. The mission should be written succinctly and specify the priorities of the club.
- Club membership – membership expectations and requirements for membership should be described in this section. An example of a requirement for membership could be establishing a minimum GPA for potential members, or a number of meeting requirements for continued membership could be established as well.
- Meetings – in this section, it is important to describe when and how often the meetings will take place. If there will be an established room number for all of the meetings that can be included as well.
- Elections – the creation of an executive board (e-board) is an essential component to a club's success. Describe the qualifications for running for office, the electoral process, and when elections will be held. It may also be necessary to consult with the department of Student Development at your campus to ascertain if there are any additional rules and regulations that should be followed for elections.

- Impeachment – the terms for the impeachment process should be outlined in this section of the constitution. If a board member or officer fails to meet their obligations to the club, members may vote to impeach the member of the executive board.
- Vacancies – should impeachment or a member of the e-board no longer hold a position for any reason, how the vacancy will be filled should be described in this section.
- Amendments – should amendments need to be made to the constitution, the process should be outlined in this section. It is important that any changes will need to be approved by SDCL. Once the changes have been made, a copy of the new drafted constitution should be made available to SDCL and the e-board members. Changes should also be communicated to the members of the club as well.

Job Duties—An Overview

Once the constitution has been drafted, focus on creating the job descriptions of the e-board members. This critical step will serve as the foundation for recruiting and developing the e-board members. It will also set the tone for work performance, essential functions, and consequences for not performing the duties assigned as well as anticipated results. The job description should be detailed and contain sufficient information on the essential functions.

A well-written job description should include the following information:

- Clear, direct language in the description; avoid vague words.
- Each sentence should begin with an action verb, since the e-board member will be performing a particular task.

- Describe essential functions in detail.
- Be descriptive; avoid sentences such as “and all other duties as assigned.”

Example Job Descriptions

Here are some example job descriptions for common leadership positions within a Health Services Club. The following job descriptions are examples and can be tailored to meet the needs of the college or university.

- **President** – the President of (name) is in charge of all actions and decisions within the club. The President is also responsible for presiding over each meeting. The President will serve as the facilitator for club activities, ensure club policies are updated, and appoint committee members. Maintain communication with all e-board members.
- **Vice President** – in the absence of the President, the Vice President is responsible for his/her duties. Duties will not be limited to conducting meetings, creating agendas, and planning of activities. The Vice President will report directly to the President and will be responsible for any duties assigned by the President. Maintain communication with e-board members.
- **Secretary** – the secretary is responsible for the administrative work of the club. Administrative work includes, but is not limited to, maintaining attendance records at meetings, maintaining sign-up sheets, taking meeting minutes, transcribing notes, and performing duties assigned by the President and/or Vice President.
- **Treasurer** – the treasurer is responsible for detailed record-keeping of all of the funds provided to the club. In addition, the treasurer is responsible for maintaining communication of all club funds with the department of SDCL.

- **Recruiter** – the recruiter can work alongside the secretary and SDCL to the club, events, and attract new members. The recruiter should work to ensure that the club holds a specific number of members at each meeting. Marketing of the club, using flyers or social media, is essential to this position.
- **Faculty Advisor** – the role of the advisor is to work alongside all members of the executive board and provide guidance where needed. The board members will be in charge of running the daily activities of the club, but they should still seek the guidance of the faculty advisor. All flyers, social media postings, guest speakers, financial decisions, and activities should always be discussed with the faculty advisor. This is necessary to ensure campus policies and regulations are being upheld.

Conducting Meetings

An important aspect of managing a club effectively is how the meetings are conducted. Clubs and organizations should develop a routine schedule for conducting meetings; some clubs may meet once a month while others meet weekly or bi-weekly. The determination as to how often the club meets should be made by all club members, the e-board, and the faculty advisor. It would also be helpful to communicate with the department of Student Development to determine whether the college or university has specific meeting rules for a club.

In addition to identifying how often a club should meet, you should identify the following during the course of the semester: important factors are associated with meetings that should always be in place during the course of the semester:

- A flyer that outlines the name and purpose of the club, the date, time and location. For the location of the club, it would be helpful if the club could reserve the same room for the duration of their meetings within the semester. This type of consistency helps to ensure that students will always know where to go for meetings.
- Social media can be used to promote club activities. Working alongside SDCL the President and Vice-President can work together to determine the best social media strategy for promotion in accordance with campus policies. A copy of the flyer created can be posted to the college's social media pages. If the members of the e-board have personal social media accounts, they can also promote the club.
- The faculty advisor should send an email to remind the e-board to remind students that there will be a meeting the week before. It would also be helpful to consult with SDCL to determine whether the club can have their flyer posted on the college's social media page to increase participation. The faculty advisor should make announcements in his/her classrooms, so students are aware an upcoming meeting will be taking place and answer any questions prior to the meeting.
- The faculty advisor should confirm the attendance of the e-board members for the meeting and arrange for a substitute member should someone be absent, e.g. the Vice President will take on the role of President for the meeting.

The following are some helpful tips for conducting a well-run meeting. These tips should also be used in conjunction with the rules of the department of SDCL.

- Provide at least one-week notice of an upcoming meeting.
- Utilize social media outlets to advertise upcoming meetings.

- Create and post flyers that will have detailed information about the club, its objectives, and the meeting information.
- If a special guest will be in attendance or speaking at an upcoming meeting, confirm their participation 2 weeks in advance.
- Discuss relevant topics that address current healthcare trends and that complement classroom work. Student driven topics are especially important because it provides additional information on subject matter that students are interested in learning more about. Topics should be relevant to the field of healthcare management and provide a greater perspective on issues affecting consumers. Some examples of topics are: The Affordable Care Act, Long Term and Residential Care, and Trends in Healthcare Management.
- Ensure the e-board members will be present. If the secretary will not be present to take notes, designate someone else.
- Begin the meeting on time and end on time.
- Create a time for meetings that will ensure that there will be a good amount of student participation in the club.
- Create an agenda for the meeting. This can be developed by the President and the faculty advisor. Once the agenda is created, it should be distributed to the remaining e-board members. An example of an agenda can be found in the Appendix section of this manual.
- Discuss one item/issue at a time from the agenda, be prepared to answer quick questions between each item agenda.

- Ensure that all members of the club are contributing to the discussion.
- Remember that when voting on specific subject matter, it is important to implement decisions based on a consensus of the members.
- Each e-board member should have a role at the meeting and be given the opportunity to discuss important topics as it relates to the meeting.
- Consult with SDCL to determine whether refreshments can be offered at the meetings. If so, this must be arranged a week before each meeting.
- Always end meetings with an open floor to discuss questions, issues, and suggestions.

Special Events

Hosting a special event at a Health Services Club meeting can be special, and it provides students and faculty alike with the opportunity to learn more about the discipline. Special events can include, but are not limited to the following:

- Guest Speakers
- Lecture Series
- Fundraisers
- Table Event to Raise Awareness About a Cause
- Field Trips

The following section will discuss how to handle these special events to ensure that the event is organized, engages the members of the club, and provides increased knowledge of the Health Services Administration field. The faculty advisor, the e-board, and SDCL should work together to determine the appropriate special event for the club.

The following will provide information on how to handle the aforementioned special events.



Guest Speakers. It can be exciting to have a guest speaker to speak on a subject matter that may interest the club members. It is important to identify the appropriate guest speaker for the club members. The right speaker should match the audience, and the goal of the speaking engagement should be to provide increased knowledge. Once a guest speaker has been determined, a member of the e-board should secure a date and time for this speaking engagement. The secretary should work alongside SDCL to determine the appropriate meeting space, refreshments, and any additional accommodations for the guest speaker. The recruiter should work to market the event by creating flyers, utilizing social media, and word of mouth. It is important to make the visit of a guest speaker special, so they want to return in the future.

It is essential to involve members in the process of selecting a guest speaker. The speaker will be presenting of topics of interests to them and it will help to ensure that students attend meetings; and participate when they are interested in the subject matter. There are various ways a club can select a guest speaker for future meeting. Here are some resources to help find a prospective guest speaker.

If members and/or the faculty advisor are members of LinkedIn, they may be able to utilize their connections to secure a guest speaker for a future meeting. This can also be accomplished using any other social media platform for networking purposes.

Members of the e-board can also utilize the directory of the National Speakers Association and find a local chapter to determine if a speaker is available at minimal or no cost to them. Some helpful websites are www.freespeakerbureau.com, www.speakerservices.com, www.speakersmatch.com. Organizations such as these have a database of professional speakers that are willing to connect with colleges and universities. Some speakers may require a fee while others may not require a fee or simply require payment for travel expenses.

Another method of finding a guest speaker is through professional healthcare organizations. If any member of the e-board, faculty chair, or other health services faculty are members of professional healthcare organizations they may be able to network with other members for speaking opportunities. Health Services Administration professionals join industry organizations to increase their knowledge. Members of these organizations often join these groups to network and broaden their career opportunities. They are always looking for new opportunities, such as speaking engagements. It can be very helpful to connect with members of these organizations to find knowledgeable speakers. It is important to send a physical thank you note to the speaker after the event. In doing so, it will increase the desire for speaker to return for a future speaking engagement.



Lecture Series - the faculty advisor, other health services faculty members, or any other professor from the college may consider doing a series of lectures on a specific healthcare matter that may not be part of the curriculum. The series can be in two or more

parts and is meant to engage and increase the knowledge of healthcare administration to future practitioners.



Fundraisers - these can be a fun way to learn more about issues affecting your local community. It is not uncommon for colleges to have tight budgets, so it could be helpful to have some reserve funds for a future cause. The funds may be able to be used for a future field trip or transportation to a special event. The fundraisers can vary from a bake sale to a health promotion event where students on campus make a purchase of some sort. An example of a flyer to promote a bake sale can be found in the Appendix section of this manual. As with all fundraisers, it is important to promote the Health Services Club, have literature available for anyone interested, as well as sign-up sheets.

Some examples of fundraisers can include: a healthy eating habits event where students can purchase healthy snacks and the proceeds can go to the club for future events. During the holidays the club can also raise funds to provide gifts for children. Other fundraising opportunities can be selling chocolate and other specialty items for Valentine's Day and the proceeds can go to support a local homeless shelter.



Table events - there are various health related causes that are given special attention during a specific month throughout the year. Examples are: Breast Cancer Awareness month in October, National Diabetes Awareness month in November and Bone Marrow Awareness Month. An example of a Bone Marrow awareness flyer can be seen at in the Appendix. The events should be created to bring about awareness, promote healthy

lifestyles changes, and provide literature to anyone who is interested. There should be no collection of funds during this event. It is solely to raise awareness. Providing anyone who stops at the table with information about the club can be helpful, as well, in the event they are not aware of the club's existence.



Field Trips - leaving campus to partake in an educational related field trip can be fun.

One of the first things to do is have the faculty advisor and the President of the club meet with the Dean or Assistant Dean of SDCL. This is important to ensure that permission will be granted to take students off campus. If there is any related paperwork and instructions that need to be adhered to, it should be done prior to scheduling a trip. Once that has been taken care of, it is important to find the appropriate trip for the students. Trips can include visits to the Operations Department of hospitals, nursing homes, or to take part in a charity event, such as feeding the homeless at a local shelter.



Cultural events – gaining an understanding and appreciation for different cultures is very important in healthcare since the field has a very diverse demographic. By attending a cultural event, the student will experience diverse offerings of culture and lifestyle expression found in a community. Some examples of cultural events include: museum visits, street fairs, charitable walks, community fundraisers, and performing art venues. Prior to undertaking any of these special events, it is important to discuss all events with members of the club. The consensus of the club members is important, because it will help to ensure that they will be participating in an activity that is meaningful to them.

Record Maintenance

It is imperative that the club maintains accurate records. Good record keeping will allow the club to operate with efficiency, and serves to keep track of all of the intricacies involved in the club. The role of the secretary and the treasurer is especially important as it relates to record keeping. The secretary must ensure that the constitution, agendas, attendance sheets, sign-up sheets, flyers, and all other related club documents must be maintained electronically in a folder on campus for easy retrieval of information. This binder should be kept with SDCL for safekeeping and access for the department of SDCL to review as needed. The treasurer must maintain accurate financial information on the incoming and outgoing expenses of the club. This information must also be included in the binder for review. All pertinent documents related to the club should also be reviewed by the Faculty advisor. Appropriate photos taken at events hosted by the club or events in the community should be kept on file and a copy should be given to SDCL for promoting the club via the college's newsletter or social media outlets. Another important aspect of maintaining good records is that a club can review the information maintained and learn from past mistakes and review events that were successful.

Closing Statements

Summary

This training manual serves as a guide for the development and maintenance of a Health Services Club and allows the users to gain skills needed to increase engagement and co-curricular development of healthcare students. As with any academic club, it is essential to maximize this experience, so it builds upon the academic work learned in the

classroom. As a student leader, the events that are created should represent the needs of the Health Services Administration student. The discipline requires a myriad of experiences to meet the challenges of a constantly changing global environment. The development of an academic club, such as this, is an example of the commitment to a student's success.

Evaluation Planning

The material contained in this manual is a guide for developing and leading an academic club. However, besides having the information on how to manage a club, it is also important to gauge whether or not the information presented can lead to successful outcomes. With the development of this manual, an online survey was also developed and will be implemented to undergraduate Health Services Administration students at a college in New York City. The purpose of this survey will be to identify whether or not the information contained in this manual increased satisfaction and engagement as a result of participating in the club.

Appendix

Example Club Constitution

Article I: Club Name

In this section you should state the official club name by which you would like to be recognized at the college.

The Name of this Organization shall be Everybody's Club.

Article II: Mission

In this section you should state the purpose of the club. Be very specific about what you want to accomplish by having this club recognized at the college. This section is usually used in a variety of College publications describing the organization for prospective members.

The mission of this organization is to provide an on-campus association for everyone regardless of race, color or creed. We feel that all students should feel welcome and become integral parts of the academic community.

Article III: Membership

In this section you should describe the membership including expectations and any requirements for membership.

Section 1. Membership shall be open to all students of the College with a minimum of a (insert GPA here).

Section 2. The organization shall have at least one active advisor. Our faculty advisor will be Mr./Mrs. Doe, who is Professor of Healthcare Services.

Section 3. Members shall be expected to attend as many meeting as possible.

Section 4. An active member is defined as one who misses no more than 3 meetings per quarter. When a student is no longer an active member, he/she can continue member as an honorary member.

Article IV: Executive Board

In this section you should name and define the responsibilities of the executive positions with in your organization.

Section 1. The Executive Board

1A. The Executive board will consist of a President, Vice President, Secretary, Treasurer, and Recruiter.

1B. The Executive board shall have general supervision of the affairs of the organization between its business meetings, decide on the date, hour and location of meeting, and make recommendations to the organization.

Section 2. Executive Roles

2A. The President shall preside over all meetings and shall bear full responsibility for all actions taken by the organization. He/she shall appoint committees.

(Continue Listing Presidential responsibilities here.)

2B. The Vice President shall perform all duties of the president in his/her absence. The Vice President shall also be responsible for any specific tasks assigned by the president.

(Continue listing VP responsibilities here)

2C. The Secretary shall keep all minutes of the meetings, call roll, and maintain the directory. He/she performs all other duties assigned by the president.

(Add in any other responsibilities here)

2D. The Treasurer shall collect all the money of the organization, pay all authorized bills, and keep all books of accounts. He/she shall manage all funds which are the property of the organization, and all funds provided by SDCL.

(Add in any other responsibilities here)

Article V: Meetings

In this section you should describe how often and where meetings will take place. It should also state how many people are needed to have a meeting.

Section 1. Meetings shall be held at least once a week while the College is in session. Special meetings may be called by the Executive Board.

Section 2. All meetings shall be held at the college, in Room 123.

Section 3. Attendance shall be taken at every meeting by the secretary to determine the number of members present at each meeting.

Section 4. Quorum shall be one-half of the membership of the organization.

Article VI: Elections

In this section describe who is eligible to run for office. Remember to consult with the department of Student Development and Campus Life prior to starting the election process. This section of the constitution should describe the election process. When are nominations in comparison to the actual elections? Will elections be by ballot or by hand? How will the votes be counted, and by whom?

Section 1. Any member who is a full time student in good academic standing may hold an office in this organization.

Section 2. Nominations for officers shall be taken at the first meeting of each quarter and shall be recorded by the secretary.

Section 3. Candidates for each position may campaign after approval from SDCL. They may continue to campaign until the day of elections.

Section 4. Elections shall be done by secret ballot at the-second meeting of the quarter.

Section 5. The Candidates who receive the majority vote will be elected.

Section 6. *(Add more information here, if necessary).*

Article VII: Impeachment Procedure

This section describes the terms for impeachment and the process that will be followed.

Section 1. Failure to fulfill the stated duties of an office shall be considered grounds for impeachment.

Section 2. A petition for the impeachment of an officer from one fourth of the organization's membership shall be handed to the Secretary. The petition must include all reasons for impeachment. Should the Secretary be the subject of the petitions, the request must be brought to another officer of the club.

Section 3. The advisor will call a special meeting no later than one month after the submission of the petition. All members shall be duly notified of the meeting and its purpose.

Section 4. *(Continue describing impeachment process)*

Article IX: Vacancies of the Executive Board

In this section you should describe how vacancies will be filled.

Section 1. The president shall be succeeded by the Vice-President.

Section 2. For all other vacancies, the executive board shall make on nomination for each open position.

Section 3. A two-third vote of the membership is necessary for ratification.

Article X: Amendments to the Constitution

In this section you should describe the process for making an amendment to the constitution. Remember all amendments must be approved by SDCL and the Faculty Advisor.

Section 1. Constitutional amendments will be drafted by the officers of the organization and submitted in draft form to all active organization members present at any stated meeting of the organization.

Section 2. These proposed amendments will then be discussed at the next organization meeting and may be revised by a simple majority of those present and voting.

Example Meeting Agenda: College Health Services Administration Club

(Insert Date Here)

(Insert Time Here)

Type of Meeting: Health Services Administration Club

Meeting Facilitator: (Insert name of Faculty Advisor and E-board members)

Invitees: Health Services Club members

Special guest:

1.Call to order

2.Attendance

3.Approval of minutes from last meeting

4.Open issues

1. [Description of open issue]

2. [Description of open issue]

3. [Description of open issue]

5.New business

6.Open the floor to any questions or concerns

7.Adjournment

Example Meeting Minutes: Health Services Administration Club Meeting Minutes

Present: E-board Members
Club Members (List names)
Faculty Advisor

Absent: Jane Doe
John Doe

Presenter: Mary Smith

Announcements

Mary Smith discussed the accomplishments on the most recent community service field trip.

Discussion

- Discussion on the upcoming bake sale 2/1/16 to benefit the local School for Children.
- Discussed benefits to provide to the students from the bake sale – Monetary donation vs. School Supplies.
- Discussed upcoming events on campus
 - Lecture Series on improving leadership qualities by Professor Tom Jones from the Business Department.
 - Special Guest – Professor Williams will be on campus to discuss careers in Health Services Management.

- E-board members discussed upcoming meeting with the Dean regarding issues discussed at the last meeting.
- The faculty advisor discussed upcoming graduation regalia of health services club administration students.

Future Events

- Breast Cancer walk in October
- Soup Kitchen in November
- Coat Drive in December

Next Meeting will be 1/11/16 at 4pm followed by lecture.

Notes prepared by Kathy Rogers – Club Secretary



Example Bake Sale Flyer

Example Sign-Up Sheet

SIGN UP FOR HEALTH SERVICES CLUB

| STUDENT NAME | PHONE (CELL) | COLLEGE EMAIL |
|-----------------|-----------------|------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |

| ORGANIZATION | TIME | EVENT DATE | LOCATION |
|---------------------------------|-------------|------------|----------|
| College Health Services Club | 4pm- 5pm | 02/01/2016 | Room 123 |

How Marrow Donation Works & How You Can Save Lives



Date: Tuesday, February 17, 2015

Time: 4:00pm - 5:30pm

Event Place: Room 309

Topic: Donating Bone Marrow



Presenter:

Community Engagement Representative

Event Sponsored By:

The Health Services Administration Club And SDCL

:



For more information contact: