**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0688 – Medical Assistant Technology / 0610 – Allied Health Instruction

Year of Last Program Review: FY 2006-2007

Year of Next Program Review: FY 2013-2014

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

A. What trends do you see in the data?

 1. Increase of medical assistant technology program completion

 2. Graduating more student in MAS.AAS

 3. ALH sharp increase from 09-12

 4. Less drop rate in 11-12; increase in enrollment; Record number of students graduate in June 12

B. What are the internal and external factors that account for these factors?

 1. Student population changes; older students vs younger; GM closed and computer literacy dropped

 2. How they classify certain programs in the ALH department; ALH 1120 – Nurse Aide Training not counted in quarters

 3. Change from quarter to semester;

 4. Placing students in an intro course without basic DEV classes caused low success rates

C. What are the implications for the department?

 1. Changed to semesters, now need to monitor if the change in the entire curriculum works

 2. Added SCC 101 to the curriculum for MAS

D. What actions have the department taken that have influenced these trends?

 1. Added SCC 101 to the curriculum for MAS

 2. Added MAT pre-req to ALH 1122 – Pharm Tech I

E. What strategies will the department implement as a result of this data?

 1. Will continue to monitor since the change to semesters to see if the data continues to show success

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

A. Interpretation and analysis of the Course Success Trend Data

 1. ALH 122 – why did it fluctuate?

 2. ALH 219 – also fluctuated

 3. Beginning courses – MAS 101; ALH 103; ALH 104 Success for us at the beginning ones should be lower than once in the program. Strive to get higher when in program

 4. Change in cohort cause change in success rate;

 5. Hard class, class ready to fail; suggest Drastically affect these number by asking the poorer students to drop

B. Discuss trends for:

 1. High enrollment courses ALH 103; 104; ALH 122; ALH 120

 2. ALH 122 – select instructor who is the “easiest” ;

 3. Personality conflict

 4. Got to take them; required courses; what is their motivation?

 5. Opportunity for someone to explore without committing to a program

 6. “Weed-out” for the good; do not like healthcare or a particular career

 7. Teaching them how to be a student in the higher learning courses of their program; basic student skills that will transfer to their other courses

C. Courses used extensively by other departments

 1. courses ALH 103; 104

D. Course where there have been substantial changes in success

 1. Changes have been stable; not huge fluctuation

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

None at this time.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The program is limited in its ability to expand the program due to issues noted in other parts of the document | In progress [x] Completed [ ] No longer applicable [ ]  | 1. Clinical sites: ALH 124 – Pharm Tech III adopted the Simulated Directed Practice; for the semesters planning to add additional independent study DP 1 credit hour2. Medical Assistant Technology – Space available in the lab; reduced number of student in cohort3. Clinical sites: ALH 137 – Clinical Phlebotomy Practicum reduced number of student enrolled to 12 |
| Primary goals are related to incorporating the revised CAAHEP standards in our curriculum | In progress [x] Completed [ ] No longer applicable [ ]  | Medical Assistant Technology is CAAHEP accredited and new standards are being developed, therefore it is in progress. |
| Continue to explore ways to facilitate development of a workable continuing education program | In progress [x] Completed [ ] No longer applicable [ ]  | Looking into possible grants (Learning Challenge Grant) to develop an online continuing education platform for medical assistant technology. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The Medical Assistant Technology program is at an interesting juncture. Although the quality of this associate’s degree program is quite high, the local employment arena does not place a premium on this credential in hiring and compensation practices at this time. Other educational providers in the region and nation are preparing students at the certificate degree level for entry into medical assisting practice. Clearly, there is great value in students’ exposure to the depth of professional and general education reflected in the associate degree curriculum, but student and employer demand for this route for professional preparation is not strong, and the program’s enrollment patterns reflect this situation. The department is encouraged to pursue immediately the establishment of a high quality certificate program, one that constitutes the first year of the MAS degree program. The department is also encouraged to explore avenues to enable students who complete this certificate to continue on for completion of the associate’s degree program. Alternatives in scheduling and instructional formats may enable more working professionals in the field to complete degree requirements. | In progress [ ] Completed [x] No longer applicable [ ]  |       |
| The faculty are encouraged to develop 2 + 2 healthcare program articulations. Making clear to students the educational pathway for degree completion at the baccalaureate level is important to fostering a higher level of educational attainment in the profession.  | In progress [x] Completed [ ] No longer applicable [ ]  | Developing a Clinical Laboratory Technology associate degree program to articulate to WSU;  |
| The department is encouraged to explore proficiency assessment as an avenue for lateral entry into its program. Students who have achieved substantial learning from prior education, professional practice and inservice training may be able to verify competencies through proficiency assessment and move into the program at an advanced level.  | In progress [x] Completed [ ] No longer applicable [ ]  | State initiative for Medical Assistant Technology. |
| The program is encouraged to diversify its largely female and Caucasian student body. | In progress [x] Completed [ ] No longer applicable [ ]  | Proposed Clinical Laboratory Technology, Medical Assistant Technology, and Pharm Tech by design attract a large population of foreign students. Will begin marketing to the male population. |
| Consider revising English courses and review writing assignments throughout the program to ensure they are rigorous and help students achieve the desired level of writing proficiency. | In progress [x] Completed [ ] No longer applicable [ ]  | Increased assignments in semester course ALH 1101 - Introduction to Healthcare Delivery with rubric points on grammar and spelling; in Medical Assistant Technology, Physicians offices are now assessing new hires with written assignments. |
| In collaboration with the Business Information Systems faculty, evaluate the similarities and differences between the curriculum learning outcomes and employment opportunities in the MAS program versus those in the BIS-Medical program.  | In progress [x] Completed [ ] No longer applicable [ ]  | Continue to work with BIS in regards to the semester conversion of the BIS Medical program. |
| Collect and analyze data on why students leave this program and address issues and concerns as appropriate.  | In progress [x] Completed [ ] No longer applicable [ ]  | Currently collecting data for Medical Assistant Technology and Pharmacy Technician. |
| (ALH) Consider establishing a new advisory committee to evaluate existing short-term certificates and help identify new certificate needs and opportunities.  | In progress [x] Completed [ ] No longer applicable [ ]  | At the beginning stage to determine who should be on the committee. |
| (ALH) Identify certificate needs and opportunities for the Warren County region | In progress [x] Completed [ ] No longer applicable [ ]  | In discussions with Courseview. |
| (ALH) Expand the division’s continuing education programming, both in Montgomery and in Warren County. | In progress [x] Completed [ ] No longer applicable [ ]  | In discussions with Courseview. |
| (ALH) Consider incorporating some of the division’s existing or planned certificates into degree programs as an avenue for expanding students’ credentials and making more explicit pathways to degree study and completion. | In progress [ ] Completed [x] No longer applicable [ ]  | Developed the short-term technical certificate in Specimen processing to move into the proposed associate degree in Clinical Laboratory Technology program. |
| (ALH) The division should explore best options for the future organization and support of the extensive ALH sections that support all ALH programs.  | In progress [ ] Completed [x] No longer applicable [ ]  |       |
| (ALH) Consider the merit of extending the Phlebotomy course (ALH 111) into a two quarter, two course sequence. Through the addition of a separate clinical course after the initial lecture/lab class, the college could apply for accreditation and the students would have ample opportunity to develop experience required for them to complete the phlebotomy certification. | In progress [ ] Completed [x] No longer applicable [ ]  |       |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Oral Communication | All programs | **2011-2012** | Presentation Rubric | Students seem comfortable with interpersonal communications when performing patient skill sets. |
| Written Communication | All programs | **2011-2012** | Report Rubric | Students are lacking writing skills.  |
| Critical Thinking/Problem Solving | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Demonstrate the ability to competently perform all clinical duties associated with assisting a physician in the diagnosis and treatment of patients in an ambulatory care setting. | ALH 1140; ALH 2202;BIO 1121; BIO 1222;HIM 1101;MAS 1102; MAS 1103; MAS 2201; MAS 2202; MAS 2220; MAS 2221;MAT 1130 | 2011-2012 |       | Department will be looking at this outcome over the next academic year; combined with the General Education Outcomes: Critical Thinking/Problem Solving |
| Identify, evaluate and appropriately apply principles of office management and demonstrate competence in performing administrative clerical duties and managing medical practice finances. | ENG 1101;HIM 1201;MAS 1101; MAS 1110; MAS 2210; MAS 2220; MAS 2221 | 2011-2012 |       | Department will be looking at this outcome over the next academic year; combined with the General Education Outcomes: Critical Thinking/Problem Solving |
| Demonstrate proficiency in computer operations and applications relative to patient care and the management of a medical office. | ALH 1101; MAS 2210 | 2012-2013 |       |       |
| Describe and apply principles of effective oral and written communication skills with patients, their families and other health care providers. | COM 2206;PSY 1100;MAS 2220; MAS 2221 | 2013-2014 |       |       |
| Demonstrate professional behaviors and attitudes consistent with the delivery of safe, ethical, legal and compassionate patient care. | ALH 1101;MAS 1101; MAS Portfolio Elective;SCC 1101 | 2014-2015 |       |       |
| Successfully meet the eligibility criteria to apply for the national certification process through the American Association of Medical Assistants. | MAS 2202 | 2014-2015 |       |       |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

The MAS program has changed the pre-requisites, english and math requirements for th program due to the semester conversion.

1. How will you determine whether those changes had an impact?

Retention of students in the MAS program.

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

The ALH Department is making plans to assess program outcomes in the coming year. Results will be shared in next year's annual report (per Jared Cutler).

1. How will you determine whether those changes had an impact?

N/A

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

The ALH Department completely changed the curriculum for all associate degree programs, as well as short-term certificate programs

The ALH Department will be looking at success as:

1. “Lower Level” courses

 a. How many students are in the class at the 14th day

 b. How many students complete the course

 c. Educate and train faculty to advise students as to how they are succeeding in the course

 d. More critical in the beginning classes

2. “Upper Level” courses

 a. How many students are in the class at the 14th day

 b. How many students complete the course

3. After receiving data, what will be our goal?

 a. Decide on % increase of improvement

 b. Mode of delivery; teacher influence;

 c. How do we monitor that all are standardized?

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1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

None at this time.

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
| 0688 | Medical Assistant Technology | MAS.AAS | 8 | 15 | 19 | 26 |
| 0610 | Allied Health Instruction | ALHC.STC | 1 | 1 | . | . |
| 0610 | Allied Health Instruction | CPST.STC | 60 | 64 | 21 | 71 |
| 0610 | Allied Health Instruction | ELST.STC | 54 | 48 | 51 | 90 |
| 0610 | Allied Health Instruction | PHT.STC | 28 | 18 | 66 | 82 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 688 | Medical Assistant Technology | MAS-101 | 70.0% | 75.6% | 76.6% | 68.8% | 65.7% |
| 688 | Medical Assistant Technology | MAS-102 | 85.7% | 89.7% | 93.2% | 75.5% | 73.0% |
| 688 | Medical Assistant Technology | MAS-103 | 82.1% | 55.8% | 75.4% | 71.1% | 69.2% |
| 688 | Medical Assistant Technology | MAS-104 | 79.3% | 90.5% | 94.3% | 87.0% | 100.0% |
| 688 | Medical Assistant Technology | MAS-105 | 81.5% | 77.3% | 94.5% | 95.2% | 100.0% |
| 688 | Medical Assistant Technology | MAS-106 | 78.6% | 92.3% | 94.4% | 100.0% | 97.4% |
| 688 | Medical Assistant Technology | MAS-111 | . | 87.5% | 84.9% | 81.2% | 88.3% |
| 688 | Medical Assistant Technology | MAS-172 | . | . | . | . | . |
| 688 | Medical Assistant Technology | MAS-174 | . | . | . | . | . |
| 688 | Medical Assistant Technology | MAS-175 | . | . | . | . | . |
| 688 | Medical Assistant Technology | MAS-176 | . | . | . | . | . |
| 688 | Medical Assistant Technology | MAS-201 | 78.6% | 76.9% | 95.0% | 100.0% | 94.9% |
| 688 | Medical Assistant Technology | MAS-202 | 79.3% | 79.6% | 80.0% | . | . |
| 688 | Medical Assistant Technology | MAS-203 | 84.6% | 92.3% | 94.4% | 100.0% | 97.2% |
| 688 | Medical Assistant Technology | MAS-204 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 688 | Medical Assistant Technology | MAS-205 | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 688 | Medical Assistant Technology | MAS-206 | 91.7% | 100.0% | 100.0% | 96.4% | 100.0% |
| 688 | Medical Assistant Technology | MAS-207 | 100.0% | 100.0% | 100.0% | 96.4% | 100.0% |
| 688 | Medical Assistant Technology | MAS-208 | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 688 | Medical Assistant Technology | MAS-281 | . | . | . | . | . |
| 688 | Medical Assistant Technology | MAS-282 | . | . | . | . | . |
| 688 | Medical Assistant Technology | MAS-283 | . | . | . | . | . |
| 688 | Medical Assistant Technology | MAS-286 | . | . | . | . | . |
| 610 | Allied Health Instruction | ALH-103 | 67.5% | 68.3% | 69.3% | 68.2% | 68.4% |
| 610 | Allied Health Instruction | ALH-104 | 73.6% | 72.1% | 68.7% | 67.8% | 71.2% |
| 610 | Allied Health Instruction | ALH-106 | 84.6% | 86.2% | 85.7% | 80.5% | 83.9% |
| 610 | Allied Health Instruction | ALH-107 | 85.7% | 90.6% | 96.4% | 90.1% | 81.1% |
| 610 | Allied Health Instruction | ALH-108 | . | . | . | . | . |
| 610 | Allied Health Instruction | ALH-111 | 83.1% | 87.3% | 86.7% | 81.8% | 88.2% |
| 610 | Allied Health Instruction | ALH-112 | . | . | . | . | . |
| 610 | Allied Health Instruction | ALH-113 | 86.8% | 90.7% | 86.7% | . | . |
| 610 | Allied Health Instruction | ALH-120 | 86.6% | 91.5% | 89.5% | 88.4% | 89.0% |
| 610 | Allied Health Instruction | ALH-121 | 90.5% | 100.0% | . | . | . |
| 610 | Allied Health Instruction | ALH-122 | 46.2% | 51.6% | 74.8% | 70.1% | 67.6% |
| 610 | Allied Health Instruction | ALH-123 | 61.7% | 76.9% | 88.3% | 82.8% | 81.9% |
| 610 | Allied Health Instruction | ALH-124 | 93.3% | 88.9% | 86.6% | 90.7% | 87.3% |
| 610 | Allied Health Instruction | ALH-130 | 97.7% | 100.0% | 94.9% | 92.8% | 90.2% |
| 610 | Allied Health Instruction | ALH-131 | 66.7% | . | . | . | . |
| 610 | Allied Health Instruction | ALH-137 | . | . | 88.9% | 91.5% | 93.6% |
| 610 | Allied Health Instruction | ALH-138 | . | . | . | 91.7% | 100.0% |
| 610 | Allied Health Instruction | ALH-140 | 94.1% | 97.2% | 97.6% | 93.0% | 91.8% |
| 610 | Allied Health Instruction | ALH-141 | 87.5% | 87.9% | 95.2% | 93.0% | 97.7% |
| 610 | Allied Health Instruction | ALH-142 | 82.1% | 83.3% | 77.5% | 75.4% | 79.8% |
| 610 | Allied Health Instruction | ALH-144 | 100.0% | 100.0% | 97.1% | 93.8% | 100.0% |
| 610 | Allied Health Instruction | ALH-201 | 90.0% | 94.0% | 91.8% | 95.8% | 91.8% |
| 610 | Allied Health Instruction | ALH-219 | 47.8% | 50.1% | 63.1% | 67.9% | 62.0% |
| 610 | Allied Health Instruction | ALH-220 | 79.0% | 79.2% | 82.7% | 80.9% | 81.0% |
| 610 | Allied Health Instruction | ALH-230 | 100.0% | 100.0% | . | . | . |
| 610 | Allied Health Instruction | ALH-278 | 100.0% | 100.0% | . | . | . |
| 610 | Allied Health Instruction | ALH-297 | . | . | . | . | 83.3% |