**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**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**

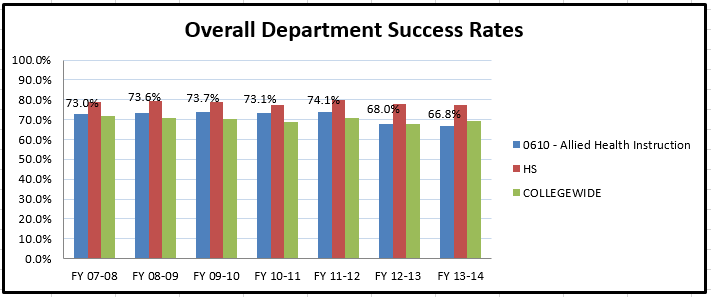
Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What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

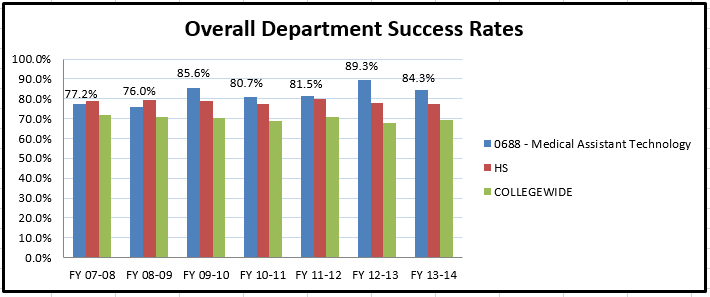
* Semester conversion took place FY12-13
* Current data does not include the following certificates:
  + Medical Office Receptionist (MOR.S.STC)
  + Specimen Processing (SP.S.STC)
* Offered new Short-term certificates:
  + Reimbursement Specialist (2013)
  + Healthcare Navigator (2014)
* Offered new associate degree programs
  + Health Science (2014)
  + Clinical Laboratory Technology (2014)
* Fall 2014 – Monitor retention of the new programs (short-term and associate degree) to strive for passage rate of 80% or above
* Fall 2014 – Monitor retention of the existing programs to increase completion by 10% Spring 2016
* 0610 – had a 174% increase of total completers from FY10-11 (243 completers) to FY13-14 (423 completers)
  + Clinical Phlebotomy (CPST.S.STC) had a 24% drop in completers since FY10-11. 71 completers in FY10-11 and 44 in FY13-14
    - Clinical Phlebotomy Short-term certificate was divided into two courses for a total of 4 credit hours
    - Practicum hours were increased from 25 contact hours to 100 contact hours in order for student to be eligible to sit for the American Society of Clinical Pathology (ASCP) credentialing exam
    - Students can complete ALH1113 – Clinical Phlebotomy and obtain employment without finishing the certificate which includes ALH1114 – Clinical Phlebotomy Practice
    - Students must complete the practicum hours in order to be eligible to sit for the credentialing exam
      * Completers self-report successful completion of the credentialing exam
    - Credentialing is not required to practice as a phlebotomist
      * Employers encourage credentialing and market employment opportunities as such
    - Strategies being implemented:
      * Maintain current program requirements; Rationale: Employers and practicum supervisors note students better prepared for employment if all courses in the program are completed; On-site evaluations of practicum students note better performance on site when support course are taken prior to beginning practicum
  + Electrocardiography (ELST.S.STC) had a 40% drop in completers since FY10-11. 90 completers in FY10-11 and 39 completers in FY13-14
    - Employment opportunities not as prevalent
    - Number of course offerings have been decreased as a result of employment opportunities
    - Anecdotally, many students are taking course as a supplement to their current skill set
  + Nurse Aide Training (NAST.S.STC) had a 279% increase in completers since FY10-11. 0 completers in FY10-11 and 279 completers in FY13-14
    - Completers were not being counted under the quarter system
    - Once semester conversion occurred, it was deemed a short-term certificate and the completers were counted
    - Once completed, students are eligible to sit for the State Test in order to become State Tested Nurse Aides (STNA)
    - Spring 2015 – Offered program at Goodwill/Easter Seals facility
    - Spring 2015 – Closed site at Barnes, Kettering due to low enrollment
  + Pharmacy Technician (PHT.S.STC) had a 26% drop in completers since FY10-11. 82 completers in FY10-11 and 61 completers in FY13-14
    - Students are eligible to sit for the credentialing exam by taking the two core courses (ALH1122 – Pharmacy Technician I and ALH1123 – Pharmacy Technician II)
      * Anecdotally, students are better prepared to sit for the credentialing exam if complete support courses
    - Credentialing is required to practice as a Pharmacy Technician
      * Support courses do not need to be completed in order to obtain employment or sit for credentialing exam
    - Strategy being implemented:
      * Fall 2015: Reduce number of support courses to:
        + BIO1107 or BIO1121 or BIO1141

and

* + - * + MAT1130 or MAT1470
      * Monitor success of implementation (FY2015 – FY2018)
* 0688 – had negligible change from FY10-11 to FY13-14 in completers
  + Medical Assistant Technology has limited enrollment of 35 students
  + Retention remains the same when instructors are focused one-on-one with the students

**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.

*Trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success*

* ALH1101 – Introduction to Healthcare Delivery
  + Course is utilized in the majority of the HS degree programs and all certificate programs
  + Upon semester conversion (FY12-13) the course success rates have remained fairly consistent at an average of 65%. Approximately 10% lower than pre-conversion
    - Two courses were combined (ALH103 – Introduction to Healthcare Delivery and ALH104 – Allied Health Informatics)
    - Not all programs required ALH103 – Introduction to Healthcare Delivery pre-conversion
    - Combining courses increased the computer requirements for ALH1101
      * Difficult to determine if these requirements are affecting the attrition
    - Strategies being implemented:
      * Discussions occurring:
        + Prerequisite for course without affecting credit hours for HS programs
        + Providing tutoring for computer skills
        + Providing open lab times
* ALH1120 – Nurse Aide Training
  + Course is utilized by the Nursing degree program and the Healthcare Navigator certificate. It is also a stand-alone certificate.
  + Upon semester conversion (FY12-13) the course success rates have remained fairly consistent at an average of 86%. Approximately the same as pre-conversion.
* ALH1122 – Pharmacy Tech I
  + Course is utilized by the Pharm Tech certificate program. It is the first course of a series of two course.
  + Course is offered face-to-face and online

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| --- | --- | --- |
| Fiscal Year | Average Success Rate Online | Average Success Rate Face-to-Face |
| FY2012-13 | 40.00% | 78.12% |
| FY2013-14 | 32.21% | 69.70% |
| FY2014-15 | 32.70% | 73.21% |

* + Upon semester conversion (FY12-13) the overall course success rates have fluctuated from 59.1% in FY12-13 to 50.96% in FY13-14.
    - Prior to course conversion, FY09-10 to FY11-12, overall course success rates averaged 71%. Approximately 24% higher than post-conversion.
  + Strategies being implemented
    - Summer 2015: Attendance policy and commitment to learning grade being placed in ALH1122 – Pharmacy Tech I both online and face-to-face. Rationale: Students struggle in this course due to lack of attendance and completion of assignments.
      * *Face-to-Face Attendance Policy:*
        + There are NO EXCUSED ABSENCES. Attendance will be taken as follows:

Two (2) points taken off for each non-attendance

One (1) point taken off for each tardy (arriving 1 minute or later past the time of the start of class

A student will be counted absent if more than 15 minutes late for class or leaves before class is over

* + - * *Online Attendance Policy:*
        + Online courses are considered to begin on the first day of the term. Although with an online course you can work on material at any point in your day, this course has MULTIPLE DEADLINES. Therefore, it is in your best interest to log in the first day of each week and complete required posting then throughout the week. Failure to meet individual deadlines will result in not receiving points for assignments. You cannot procrastinate in this course. Students are expected to complete each week’s activities by the deadlines on the *When Assignments are Due* page under the Lessons page.

Points will be deducted for the following

1 point deducted per instance of not checking ALH1122 website at least every other day

* + - * *Face-to-Face Commitment to Learning (CTL) Points*
        + As a future healthcare professional, students will find many expectations placed on them. Graduates are required to make a commitment to their learning and professional career. To help students develop this commitment, 35 CTL points are awarded. These points are awarded to students at the end of the semester. They are your points to keep or lose throughout the semester. CTL points will be deducted for late assignments, tests, non-participation or inadequate participation and non-completion of all assignments in the course.
        + Points will be deducted for the following:

**Attendance/lateness** – see attendance policy

**Assignments and quizzes** – 2 points deducted for each missed assignment and quiz

**Not being prepared for class** – 1 point deducted for EACH instance of not being prepared for class (i.e. homework not completed, does not have textbook during class).

**ANY use of cell phone during class period** – this INCLUDES (but not limited to) checking for text messages, texting, phone sitting out on desk during class, cell phone going off in class, answering phone during class – 2 points deducted for EACH instance of use of cell phone during class.

* + - * *Online Commitment to Learning (CTL) Points*
        + As a future healthcare professional, students will find many expectations placed on them. Graduates are required to make a commitment to their learning and professional career. To help students develop this commitment, 35 CTL points are awarded. These points are awarded to students at the end of the semester. They are your points to keep or lose throughout the semester. CTL points will be deducted for late assignments, tests, non-participation or inadequate participation and non-completion of all assignments in the course.
        + Points will be deducted for the following:

**Attendance/lateness** – see attendance policy

**Assignments and quizzes** – 2 points deducted for each missed deadline

**Rules of Netiquette** – 2 point deducted for EACH instance of not following rules of Netiquette or being inconsiderate of others

* + - * Monitor success of implementation (FY2015-FY2018)
    - Fall 2015: Math portion of course difficult, therefore prerequisite has been added: MAT1130 or MAT1470
      * Monitor success of implementation (FY2015 – FY2018)
* ALH2202 – General Pharmacology
  + Course is utilized by the Nursing degree program and is a TAG course. Many students from other institutions take this course.
  + Course is offered face-to-face and online

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| --- | --- | --- |
| Fiscal Year | Average Success Rate Online | Average Success Rate Face-to-Face |
| FY2012-13 | 40.14% | 63.79% |
| FY2013-14 | 42.54% | 49.18% |
| FY2014-15 | 27.72% | 58.13% |

* + Upon semester conversion (FY12-13) the overall course success rates have averaged of 47%. Approximately 20% lower than pre-conversion.
  + FY2013-14 credit hours changed from 2 to 3 credit hours to be aligned with associated universities
    - Many students from Wright State University and Ohio State University take this course
    - Pre-requisites include BIO1121 or BIO1141 or BIO2211
  + Strategies being implemented
    - Discussion:
      * Is online appropriate mode of delivery for course?
        + Benefits of online

Convenience for busy students

Opportunity to improve knowledge if student does not succeed first time in the face-to-face method

* + - * Possible change in course prerequisites
      * Course scheduling – scheduling of course compared to where needed in the Nursing program
* ALH2220 – Pathophysiology
  + Course is utilized by the Physical Therapy degree program and is a TAG course.
  + Upon semester conversion (FY12-13) the course success rates have remained fairly consistent at an average of 77%. Approximately the same as pre-conversion.

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.)

**ALLIED HEALTH INSTRUCTION DEPARTMENT**

**Certificate Programs**

Electrocardiography

Healthcare Navigator

Advanced Healthcare Navigator (in development)

Healthcare Call Center (in development)

Healthcare Data Analytics (in development)

Medical Office Receptionist (Judy Kronenberger, Coordinator)

Medical Scribe (in CMT, waiting approval)

Nurse Aide Training (Vivian Jackson, Coordinator)

Pharmacy Technician (David McFadden, Coordinator)

Advanced Pharmacy Technician (in CMT, waiting approval)

Clinical Phlebotomy (Shayesteh Lyons, Coordinator)

Reimbursement Specialist (Judy Kronenberger, Coordinator)

Specimen Processing (Shayesteh Lyons, Coordinator)

**Associate Degree Programs**

Clinical Laboratory Technology (Shayesteh Lyons, Program Director)

Health Sciences

Medical Assistant Technology (Judy Kronenberger, Program Director)

Neurodiagnostic Technology (in development; ltr of intent OBR approved)

Public Health (in development; ltr of intent to OBR sent Spring 2015)

**Core Courses**

ALH1101 – Introduction to Healthcare Delivery (Mary Brown, Coordinator)

ALH1102 – Basic Healthcare Practices and Medical Scribe

ALH1103 – Test Taking Strategies

ALH1105 – Overview of Holistic Healthcare

ALH1130 – AHA Basic Life Support for Healthcare Providers

ALH1131 – ACLS

ALH1132 – AHA Heartsaver First Aid, CPR/AED

ALH1140 – Fundamentals of Disease Processes (Greg Dudash, Coordinator)

ALH2201 – Survey of Drug Therapy (David McFadden, Coordinator)

ALH2202 – General Pharmacology (David McFadden, Coordinator)

ALH2220 – Pathophysiology (Greg Dudash, Coordinator)

**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.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Improve alignment and allocation of services/supplies/equipment at  Courseview and Learning Centers to ensure equitable resources and  manageable workloads to facilitate a working and learning environment  focused on continuous improvement. | In progress  Completed  No longer applicable | In progress due to additional certificate programs being offered at Courseveiw.  Moving Specimen Processing certificate to Courseview. Will share the BioTech lab. |
| Improve data collection to measure program and general education outcomes  in a qualitative and quantitative way to ensure the program is promoting social  responsibility, critical thinking, communication, and innovation. | In progress  Completed  No longer applicable | In progress, particularly for ALH1101 which is being reviewed by the HS chairs.  Spring 2016: CLT2610 incorporating professional assessment tool to assess students critical thinking and communication during practicum. |
| Correlate and validate all learning outcomes to the ALH courses and  programs assessment tools. | In progress  Completed  No longer applicable | Completed for ALH1122 – Pharmacy Tech I and ALH1123 – Pharmacy Tech II.  In progress for additional ALH courses. |
| Obtain NAACLS accreditation for the Clinical Laboratory Technology program so students will be qualified to sit for the credentialing exam. | In progress  Completed  No longer applicable | In progress, Preliminary Report has been sent to obtain “Serious Candidate” status. Once obtained, will submit Self-study and have on-site visit. |
| Assessing data to determine why students leave the program. | In progress  Completed  No longer applicable | Pharmacy Technician (PHT.S.STC) – individuals must be credentialed in order to practice as a pharmacy technician. Students do not need short-term certificate in order to practice. Students may sit for the credentialing exam after completing the 2 core Pharm Tech courses and be successful.  Strategy being implemented:   * Summer 2015: Attendance policy and commitment to learning grade being placed in ALH1122 – Pharmacy Tech I both online and face-to-face. Rationale: Students struggle in this course due to lack of attendance and completion of assignments. * Fall 2015: Reduce number of support courses to:   + BIO1107 or BIO1121 or BIO1141   + and   + MAT1130 or MAT1470 * Spring 2016: Implement employer surveys to determine need of support courses   Clinical Phlebotomy (CPST.S.STC) – individuals do not need short-term certificate in order to practice as a phlebotomist. Many students are hired once they have completed the 1st core course in the certificate. In order to sit for the credentialing exam a student must complete the 2nd core course. Credentialing is not a requirement for employment.  Strategies implemented:   * Maintain current program requirements; Rationale: Employers and practicum supervisors note students better prepared for employment if all courses in the program are completed; On-site evaluations of practicum students note better performance on site when support course are taken prior to beginning practicum * Fall 2015: Implement employer survey |

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.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Based on the recent experience of the Review Team, it is probably not necessary for the department to complete two separate Program Review self-studies for ALH and MAS. For the next Program Review, the department is encouraged to provide a common Section I and II combining both departments, and then discuss ALH and MAS separately within Sections III and IV without creating a separate self-study for each. Also, it is recommended that in the next self-study all full-time tenure track faculty be involved in writing the self-study and preparing the information so that the burden does not fall disproportionately on the department chair. | In progress  Completed  No longer applicable | Next Program Review in FY2018-2019. |
| During the meeting with the Review Team there was a lengthy discussion regarding general education and program outcome assessment. It emerged that data exists and is being collected on an ongoing basis, but results of outcome assessment were not shared in the self-study. The department needs to be able to document that assessment is occurring at the both the general education and program outcome level. Being able to document our assessment work will be increasingly important to our institutional accreditation in the years to come. The department is strongly encouraged to share these assessment results in its Annual Updates submissions and highlight specific assessment results in the next Program Review self-study. | In progress  Completed  No longer applicable | Collection of data for general education outcomes is ongoing.  Next Program Review in FY2018-2019. |
| It appears that there is the potential for expansion of the MAS program – existing student demand and clinical sites could apparently accommodate a doubling or perhaps even tripling of the size of the current MAS cohort. The department is encouraged to submit a formal cost-benefit analysis to the Provost’s Office with itemized detail regarding the costs that would be incurred if the program were expanded along with the resultant increase in enrollment and completion. The department is strongly encouraged to work the Budget Office to generate dollar amounts for the faculty costs of increasing the program compared to the additional revenue that would be generated by increased enrollment. How would the contribution margin be impacted – and how should this be weighed against the potential number of increased graduates in MAS in terms of Performance Based Funding? Within the next year the department is asked to submit to the Provost’s Office a recommendation regarding whether expansion of the MAS program is feasible and fiscally desirable based on the factors mentioned above. | In progress  Completed  No longer applicable | Formulating a plan for marketing and increasing capacity.  Plan development (Spring 2015)  Plan implementation (Summer 2015)  Assessment of plan (Summer 2016) |
| The department’s self-study noted the “need to provide more continuing education opportunities”. What is the demand for continuing education by those working in the field who lack credentials? Is there a community need that is not being met? The department is encouraged to carefully consider how Prior Learning Assessment might play a role in any continuing education opportunities that the department begins offering. | In progress  Completed  No longer applicable | Working with Workforce Development for ALH1130 – Basic Life Support, ALH1131 – ACLS and ALH1132 – Heartsaver CPR |
| It sounds as though the MAS department has excellent retention, completion, and employment numbers. How might these numbers be used to recruit students to the program? The department is encouraged to explore how these successes might be used in marketing the program. | In progress  Completed  No longer applicable | Working with Career Community in order to begin exploring marketing opportunities. |
| Given the scarcity of institutional resources for traditional marketing at the department level, the department is also strongly encouraged to develop new and innovative approaches to marketing their program. Social media, outreach to Academic Advising, and other possible approaches should be explored. | In progress  Completed  No longer applicable | Working with Career Community in order to begin exploring marketing opportunities. |
| It would appear that other higher educational providers are sensing the opportunities in Warren County. What other providers are offering similar training? How can Sinclair’s program remain competitive with these other providers? What information about these other providers must be collected to make this happen? | In progress  Completed  No longer applicable | Spring 2016: Offering Specimen Processing certificate in Warren County. |
| Under “Noteworthy innovations” in Section IV the department listed “completed several students who had extraordinary circumstances (family and/or personal illness, pregnancy)”. Helping students who experience extraordinary circumstances complete is no small task, and the department has earned commendations to the extent it has been able to accomplish this. Are there best practices in this regard that could increase success for other students, perhaps strategies that could be shared with other departments? If there are strategies to be shared, the department is encouraged to identify them and disseminate them via workshops, the Faculty Forum, or some other means. | In progress  Completed  No longer applicable | In process of identifying strategies.  Summer 2015: Attendance policy and commitment to learning grade being placed in ALH1122 – Pharmacy Tech I both online and face-to-face. Rationale: Students struggle in this course due to lack of attendance and completion of assignments.  Spring 2016: Implement employer surveys to determine need of support courses for Pharm Tech and Clinical Phlebotomy Short-term certificates |
| The self-study noted the need for greater parity between Dayton offerings and Courseview offerings – the department is strongly encouraged to continue its efforts in this regard. Much work has already been done, and it is evident that the department has made this a priority. | In progress  Completed  No longer applicable | Offering Specimen Processing certificate at Courseview only. |
| The department is encouraged to compare success rates in online and face-to-face ALH sections. Data in the Appendix indicated that there may be some fairly substantial differences, and these differences should be addressed to bring online success rates in line with those of traditional sections. | In progress  Completed  No longer applicable | Researching strategies.  Summer 2015: ALH1122 and ALH2202 – Implementing attendance policies and commitment to learning grade for face-to-face and online sections |
| Are there connections that could be established with the Business Information Systems department in BPS? Is there any duplication of course content that might be eliminated or reduced? Are there services or assistance that BIS could provide the ALH courses? | In progress  Completed  No longer applicable | Currently working on Healthcare Data Analytics certificate program with assistance of the BIS and CIS departments. |

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| Please respond to the following items regarding external program accreditation. | |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: MAS – CAAHEP onsite visit December 2014.  **OR**  Programs in this department do not have external accreditation |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** | None identified. Clean visit. |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if 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**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency?  (Please provide brief summary data)  **NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | | All programs | **2014-2015** | MAS2201  CLT2610 |  |
| Information Literacy | | All programs | **2014-2015** | MAS2202  CLT1200 |  |
| Computer Literacy | | All programs | **2014-2015** | MAS2210  CLT2610 |  |
| Values/Citizenship/Community | | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | | **OPTIONAL FOR FY 2014-15** | | | |
| How will you determine whether those changes had an impact? | | **OPTIONAL FOR FY 2014-15** | | | |

**MEDICAL ASSISTANT TECHNOLOGY PROGRAM OUTCOMES**

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| --- | --- | --- | --- | --- |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | 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 | Course evaluation of competency check sheets | 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 | Course evaluation of competency check sheets | 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 | Course evaluation of competency check sheets | 100% of MAS completers demonstrated proficiency as required by the CAAHEP accreditation standards. |
| 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 | Onsite practicum evaluations; Site supervisors assessment tool | 100% of MAS completers demonstrated proficiency as required by the CAAHEP accreditation standards. |
| 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 | Onsite practicum evaluations; Site supervisors assessment tool | 100% of MAS completers demonstrated proficiency as required by the CAAHEP accreditation standards. |
| Successfully meet the eligibility criteria to apply for the national certification process through the American Association of Medical Assistants. | MAS 2202 | 2014-2015 | Certification Exam results | Students do not take exam until April 2015, therefore results inconclusive |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | No changes planned. |
| **How will you determine whether those changes had an impact?** |  |

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

**Degree and Certificate Completion**

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| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 | | |
| HS | 0610 | Allied Health Instruction | ALHC.STC | 1 | 1 | . | . | . | . | . | | |
| HS | 0610 | Allied Health Instruction | CPST.S.STC | . | . | . | . | . | 17 | 40 | | |
| HS | 0610 | Allied Health Instruction | CPST.STC | 60 | 64 | 21 | 71 | 65 | 12 | 4 | | |
| HS | 0610 | Allied Health Instruction | ELST.S.STC | . | . | . | . | . | 40 | 38 | | |
| HS | 0610 | Allied Health Instruction | ELST.STC | 54 | 48 | 51 | 90 | 98 | 15 | 1 | | |
| HS | 0610 | Allied Health Instruction | NAST.S.STC | . | . | . | . | . | 211 | 279 | | |
| HS | 0610 | Allied Health Instruction | PHT.S.STC | . | . | . | . | . | 17 | 55 | | |
| HS | 0610 | Allied Health Instruction | PHT.STC | 28 | 18 | 66 | 82 | 106 | 17 | 6 | | |
| HS | 0688 | Medical Assistant Technology | MAS.AAS | 8 | 15 | 19 | 26 | 34 | 31 | 5 | | |
| HS | 0688 | Medical Assistant Technology | MAS.S.AAS | . | . | . | . | . | | | . | 21 | |

**Course Success Rates**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0601 | Health Sciences | AH-101 |  | 62.2% | . | . | . | . | . | . |
| 0610 | Allied Health Instruction | ALH-103 |  | 67.5% | 68.3% | 69.3% | 68.2% | 68.3% | 79.2% | . |
| 0610 | Allied Health Instruction | ALH-104 |  | 73.6% | 72.1% | 68.7% | 67.8% | 71.6% | 77.7% | . |
| 0610 | Allied Health Instruction | ALH-106 |  | 84.6% | 86.2% | 85.7% | 80.5% | 83.2% | . | . |
| 0610 | Allied Health Instruction | ALH-107 |  | 85.7% | 90.6% | 96.4% | 90.1% | 80.0% | 87.5% | . |
| 0610 | Allied Health Instruction | ALH-108 |  | . | . | . | . | . | . | . |
| 0610 | Allied Health Instruction | ALH-1101 |  | . | . | . | . | . | 64.7% | 66.1% |
| 0610 | Allied Health Instruction | ALH-1103 |  | . | . | . | . | . | . | 82.4% |
| 0610 | Allied Health Instruction | ALH-111 |  | 83.1% | 87.3% | 86.7% | 81.8% | 88.2% | 72.2% | . |
| 0610 | Allied Health Instruction | ALH-1110 |  | . | . | . | . | . | 82.7% | 72.5% |
| 0610 | Allied Health Instruction | ALH-1113 |  | . | . | . | . | . | 85.0% | 77.0% |
| 0610 | Allied Health Instruction | ALH-1114 |  | . | . | . | . | . | 91.4% | 88.2% |
| 0610 | Allied Health Instruction | ALH-1115 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0610 | Allied Health Instruction | ALH-112 |  | . | . | . | . | . | . | . |
| 0610 | Allied Health Instruction | ALH-1120 |  | . | . | . | . | . | 88.3% | 83.9% |
| 0610 | Allied Health Instruction | ALH-1122 |  | . | . | . | . | . | 59.8% | 46.7% |
| 0610 | Allied Health Instruction | ALH-1123 |  | . | . | . | . | . | 90.7% | 79.5% |
| 0610 | Allied Health Instruction | ALH-1124 |  | . | . | . | . | . | . | 91.7% |
| 0610 | Allied Health Instruction | ALH-113 |  | 86.8% | 90.7% | 86.7% | . | . | . | . |
| 0610 | Allied Health Instruction | ALH-1130 |  | . | . | . | . | . | 77.3% | 80.7% |
| 0610 | Allied Health Instruction | ALH-1131 |  | . | . | . | . | . | 81.8% | . |
| 0610 | Allied Health Instruction | ALH-1132 |  | . | . | . | . | . | . | 83.1% |
| 0610 | Allied Health Instruction | ALH-1140 |  | . | . | . | . | . | 72.2% | 72.9% |
| 0610 | Allied Health Instruction | ALH-120 |  | 86.6% | 91.5% | 89.5% | 88.4% | 89.1% | 91.0% | . |
| 0610 | Allied Health Instruction | ALH-121 |  | 90.5% | 100.0% | . | . | . | . | . |
| 0610 | Allied Health Instruction | ALH-122 |  | 46.2% | 51.6% | 74.8% | 70.1% | 67.6% | . | . |
| 0610 | Allied Health Instruction | ALH-123 |  | 61.7% | 76.9% | 88.3% | 82.8% | 81.9% | . | . |
| 0610 | Allied Health Instruction | ALH-124 |  | 93.3% | 88.9% | 86.6% | 90.7% | 90.1% | . | . |
| 0610 | Allied Health Instruction | ALH-130 |  | 97.7% | 100.0% | 94.9% | 92.8% | 93.5% | 90.0% | . |
| 0610 | Allied Health Instruction | ALH-131 |  | 66.7% | . | . | . | . | . | . |
| 0610 | Allied Health Instruction | ALH-137 |  | . | . | 88.9% | 91.5% | 90.0% | . | . |
| 0610 | Allied Health Instruction | ALH-138 |  | . | . | . | 91.7% | 100.0% | . | . |
| 0610 | Allied Health Instruction | ALH-140 |  | 94.1% | 97.2% | 97.6% | 93.0% | 89.1% | 97.2% | . |
| 0610 | Allied Health Instruction | ALH-141 |  | 87.5% | 87.9% | 95.2% | 93.0% | 96.2% | . | . |
| 0610 | Allied Health Instruction | ALH-142 |  | 82.1% | 83.3% | 77.5% | 75.4% | 80.7% | 87.5% | . |
| 0610 | Allied Health Instruction | ALH-144 |  | 100.0% | 100.0% | 97.1% | 93.8% | 96.8% | . | . |
| 0610 | Allied Health Instruction | ALH-201 |  | 90.0% | 94.0% | 91.8% | 95.8% | 93.8% | 77.8% | . |
| 0610 | Allied Health Instruction | ALH-219 |  | 47.8% | 50.1% | 63.1% | 67.9% | 62.2% | 62.6% | . |
| 0610 | Allied Health Instruction | ALH-220 |  | 79.0% | 79.2% | 82.7% | 80.9% | 78.6% | . | . |
| 0610 | Allied Health Instruction | ALH-2201 |  | . | . | . | . | . | 100.0% | 90.0% |
| 0610 | Allied Health Instruction | ALH-2202 |  | . | . | . | . | . | 44.6% | 40.7% |
| 0610 | Allied Health Instruction | ALH-2220 |  | . | . | . | . | . | 77.9% | 76.1% |
| 0610 | Allied Health Instruction | ALH-2297 |  | . | . | . | . | . | 100.0% | 87.8% |
| 0610 | Allied Health Instruction | ALH-230 |  | 100.0% | 100.0% | . | . | . | . | . |
| 0610 | Allied Health Instruction | ALH-278 |  | 100.0% | 100.0% | . | . | . | . | . |
| 0610 | Allied Health Instruction | ALH-297 |  | . | . | . | . | 83.3% | . | . |
| 0688 | Medical Assistant Technology | MAS-101 |  | 70.0% | 75.6% | 76.6% | 68.8% | 57.1% | . | . |
| 0688 | Medical Assistant Technology | MAS-102 |  | 85.7% | 89.7% | 93.2% | 75.5% | 73.7% | 50.0% | . |
| 0688 | Medical Assistant Technology | MAS-103 |  | 82.1% | 55.8% | 75.4% | 71.1% | 67.8% | . | . |
| 0688 | Medical Assistant Technology | MAS-104 |  | 79.3% | 90.5% | 94.3% | 87.0% | 81.4% | . | . |
| 0688 | Medical Assistant Technology | MAS-105 |  | 81.5% | 77.3% | 94.5% | 95.2% | 93.2% | . | . |
| 0688 | Medical Assistant Technology | MAS-106 |  | 78.6% | 92.3% | 94.4% | 100.0% | 97.5% | . | . |
| 0688 | Medical Assistant Technology | MAS-1101 |  | . | . | . | . | . | 84.2% | 77.2% |
| 0688 | Medical Assistant Technology | MAS-1102 |  | . | . | . | . | . | 78.9% | 74.4% |
| 0688 | Medical Assistant Technology | MAS-1103 |  | . | . | . | . | . | 96.4% | 92.6% |
| 0688 | Medical Assistant Technology | MAS-111 |  | . | 87.5% | 84.9% | 81.2% | 89.1% | 80.0% | . |
| 0688 | Medical Assistant Technology | MAS-1110 |  | . | . | . | . | . | 93.2% | 93.8% |
| 0688 | Medical Assistant Technology | MAS-1130 |  | . | . | . | . | . | . | 90.9% |
| 0688 | Medical Assistant Technology | MAS-172 |  | . | . | . | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-174 |  | . | . | . | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-175 |  | . | . | . | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-176 |  | . | . | . | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-201 |  | 78.6% | 76.9% | 95.0% | 100.0% | 94.9% | 100.0% | . |
| 0688 | Medical Assistant Technology | MAS-202 |  | 79.3% | 79.6% | 80.0% | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-203 |  | 84.6% | 92.3% | 94.4% | 100.0% | 97.2% | . | . |
| 0688 | Medical Assistant Technology | MAS-204 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0688 | Medical Assistant Technology | MAS-205 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0688 | Medical Assistant Technology | MAS-206 |  | 91.7% | 100.0% | 100.0% | 96.4% | 100.0% | 100.0% | . |
| 0688 | Medical Assistant Technology | MAS-207 |  | 100.0% | 100.0% | 100.0% | 96.4% | 100.0% | . | . |
| 0688 | Medical Assistant Technology | MAS-208 |  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . | . |
| 0688 | Medical Assistant Technology | MAS-2201 |  | . | . | . | . | . | 97.2% | 92.0% |
| 0688 | Medical Assistant Technology | MAS-2202 |  | . | . | . | . | . | 90.6% | 92.5% |
| 0688 | Medical Assistant Technology | MAS-2210 |  | . | . | . | . | . | 82.7% | 75.2% |
| 0688 | Medical Assistant Technology | MAS-2220 |  | . | . | . | . | . | 94.1% | 96.0% |
| 0688 | Medical Assistant Technology | MAS-2221 |  | . | . | . | . | . | 94.3% | 91.3% |
| 0688 | Medical Assistant Technology | MAS-2297 |  | . | . | . | . | . | . | 100.0% |
| 0688 | Medical Assistant Technology | MAS-281 |  | . | . | . | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-282 |  | . | . | . | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-283 |  | . | . | . | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-286 |  | . | . | . | . | . | . | . |
| 0688 | Medical Assistant Technology | MAS-297 |  | . | . | . | . | . | 91.7% | . |