**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**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 2, 2016**

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

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2018-2019

**Section I: 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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |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 | In progress  Completed  No longer applicable | In progress due to additional certificate programs being offered at Courseveiw.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 | In progress  Completed  No longer applicable | In progress, particularly for ALH1101 which is being reviewed by the HS chairs.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 | In progress  Completed  No longer applicable | Completed for ALH1122 – Pharmacy Tech I and ALH1123 – Pharmacy Tech II.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 | In progress  Completed  No longer applicable | In progress, Preliminary Report has been sent to obtain “Serious Candidate” status.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 moved date to Spring 2016 due to working on obtaining accreditation of the CLT program. Program Director oversees the CLT AAS program, Clinical Phlebotomy and Specimen Processing. |

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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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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. The Allied Health Instruction Department houses the following associate degrees, certificate programs and core courses as of Feb 2016:  Associate Degrees: Clinical Laboratory Technology (0611)  Exercise Science (0612)  Health Science (0610)  Medical Assistant Technology (0688)  Electroneurodiagnostic Technology (to start Fall 16) (0613)  Public Health (target start Spring 17)  Certificate Programs: Advanced Healthcare Navigator  Advanced Pharmacy Technician  Clinical Phlebotomy  Electrocardiography  Exercise Specialist  Healthcare Data Analytics  Healthcare Navigator  Lifestyle Wellness Coaching  Medical Office Receptionist  Medical Scribe  Nurse Aide Training  Pharmacy Technician  Reimbursement Specialist  Specimen Processing  Core Courses ALH1101 – Introduction to Healthcare Delivery  ALH1102 – Basic Healthcare practices and Medical Scribe  ALH1103 – Test Taking Strategies  ALH1105 – Overview of Holistic Healthcare  ALH1130 – AHA Basic Life Support for Healthcare Professional  ALH1131 – ACLS  ALH1132 – AHA Heartsaver, First Aid, CPR/AED  ALH1140 – Fundamentals of Disease Processes  ALH2201 – Survey of Drug Therapy  ALH2202 – General Pharmacology  ALH2220 - Pathophysiology |
| 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)  MAS had a change its program director Fall 2015, therefore the timeline for formulating the plan has been moved to begin Spring 2017. Program Director is currently working to incorporate new accreditation Standards and Core Curriculum by Fall 2016 into existing courses. The faculty are reviewing all syllabi and validating all assessment tools. |
| 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  Medical Assistant Technology program is working with Premier Health Network to develop a plan to provide continuing education for all credentialed medical assistants working for the Premier Health Network. |
| 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.  MAS faculty are exploring social media as an opportunity to market the program. |
| 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 moved date to Fall 2016 due to working on obtaining accreditation of the CLT program. Program Director oversees the CLT AAS program, Clinical Phlebotomy and Specimen Processing |
| 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 Continue to collect data due to small “N” in the summer. |
| 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 | Completed: Curriculum submitted to CMT December 2015. Currently working on Healthcare Data Analytics certificate program with assistance of the BIS and CIS departments. |

**Section II: 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 PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN 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 GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: CLT: CLT2710 – Clinical Practicum II; EXSC: ENS2471 – Practicum; MAS: MAS2202 – MAS Capstone; END: END2990 – Electroneurodiagnostic Capstone**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**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 THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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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?** | Currently, changes are not being planned but MAS and Pharm Tech are looking at the success of the ESL students. It seems they do well on the skills aspects, but poorly on the didactic due to communication skills. |
| **How will you determine whether those changes had an impact?** | Increase in ESL completers. |