



Southwestern Program Review Allied Health (MA, PHAR, MLT) Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
[Report Documentation](#) – myLakerLink on the Resource Center tab
Reports – must be on campus or access network to process reports
[Course Completion Report](#)
[Course Completion by Course Report](#)
[Course Completion by Degree Report](#)
[Course Enrollments Report](#)
[GL Unit Costs by Fund by Unit Report](#)
[Graduates by Major Report](#)
[OLMIS](#) – Employment Opportunities
Persistence Report – being developed
[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)
Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
 - I. [Enrollments](#)
 - II. [Financial Viability](#)
 - III. [Efficiency of Delivery](#)
 - IV. [Instructional Effectiveness](#)
 - V. [Program Student Success](#)
 - VI. [Program Relevance](#)
 - VII. [Graduate Student Success](#)
- ✓ Reflection of the data
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

The principal program within the Allied Health area is the Medical Assistant pathway. Allied health also encompasses the Pharmacy Tech and Phlebotomy one year certificate programs. This Program covers all three areas holistically due to the combined budgeting and recordkeeping. Beginning in 2015-2016, the three programs will have separate budgets and be evaluated separately.

The Associate of Applied Science Medical Assistant prepares students in the first year of the curriculum to perform initial clerical duties in hospitals, medical clinics, and other medical facilities. The second year adds skills in pharmacology, phlebotomy, and clinical skills with emphasis on the role of the medical assistant in the medical care delivery team. Upon successful completion of the two year degree, students are expected to demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics; demonstrate proficiency in medical office administrative practices; and demonstrate comprehensive knowledge of clinical practice.

The certificate of completion for Pharmacy Tech and Phlebotomy have been designed to prepare students for entry level positions through industry aligned curriculum. In 2015-2016 the Phlebotomy program will be redesigned to align with the current industry trends and employment requirements with the support of the TAACCT 4 grant. The Pharmacy Tech program will be offered on alternating years.

Administration

- **Faculty / Staffing: Faculty / Staffing:** One fulltime faculty person teaches the core medical assisting curriculum with the assistance of part-time instructors for additional course sections of medical terminology, body structure and functions and medical law and ethics.
- **Professional Development** Full time faculty person stays current through review of professional literature, online learning, connections with colleagues in the workforce, and travel to educational offerings when possible. Faculty member earned national certification as a medical assistant July 2014, and completed continuation units through online learning during 2015.
- **Support Services used (or identified need):** The one fulltime faculty person advises 25 students; including pre-nursing, medical assisting, pharmacy technician, and phlebotomy. Faculty member is also an available resource for colleagues seeking assistance advising students in nursing and allied health curriculums.
- **Advisory Committee (activities and membership):** Advisory committee for medical assisting program was developed Fall term 2013, and is comprised of staff from some of the local medical clinics that supervise students in the cooperative work experience. Since that time a graduate was added to the committee Fall term 2014, as well as a nurse practitioner who works with a certified medical assistant. Allied Health Faculty, Director of Nursing and Allied Health, Internship/Cooperative Work Experience Coordinator, and Dean of Career Technical Education attend these meetings. The Director of Nursing meets with industry representative in the Pharmacy Tech and Phlebotomy area several times a year on an informal basis to keep abreast of industry demands and changes in those specialties. Beginning in 2015-2016, those Certificate specialties will have separate formal advisory committees.
- **Community Relationships / Partnerships:** Fulltime faculty person has meet with Human Resources Personnel and Medical Assistant or Staffing Coordinator at both major medical clinics in the community seeking knowledge of skills required in the practice setting, and expectations and skills for students entering the workforce. Clinical settings have arranged learning experiences at each of the clinics for students; ranging from the intake to exit of a patient by the medical

assistant, to tours of laboratory settings, and/or guest speaker on the college campus

- **Program Accreditation (if applicable):** The medical assisting program is seeking accreditation through the Accrediting Bureau of Health Education Schools (ABHES). A self-study was completed during the 2013-2014 academic year; full time faculty member earned national certification as a medical assistant (required for accreditation); a site visit by an accreditation team August 2014, and college is currently waiting for decision from ABHES regarding accreditation status.

Curriculum

- **Degrees/Certificates offered and changes since last review:** Certificate of Completion Medical Clerical and Associate of Applied Science Medical Assistant.
- **Course list and substantial changes since last review, including new and revised courses.**

Addition of:

HIM 110 in 2011 to update curriculum for stackable credentials.

Basic Phlebotomy in 2013 for skill set required for seeking accreditation for medical assistant program.

Changes:

AH 100 (1 cr) and AH 101 (2 cr) revised to AH 100 (2 cr).

AC 2764 in place of AC 2766, which more accurately reflects the needed skill set and better serves the needs of the medical assisting students.

Elective in second year narrowed to choice of specific electives: AH 2522; PHL 103; CHEM 110; PHAR 5473; FN 225; HIM 182; and BI 149.

- **Career Pathway / Program of Study Efforts:**

Medical Assistant Pathway:

Health Care Career Core was added in 2011 as a foundation for stackable credentials.

Personal Care Aide

Medical Aide

Medical Clerical

Associate of Applied Science Medical Assistant

Pharmacy Tech Certificate of Completion

Phlebotomy Certificate of Completion

- **Delivery Methods / Instructional Methodology:** Courses are distance delivered, face to face, and reading and conference in given student situations. Courses are also delivered at various times during day/evening hours.
- **Articulation / Transferability:** The two year medical assistant program is a terminal degree, with the option of seeking certification after degree completion. Certification is not granted by the college. There is coursework within the medical assistant curriculum that may be applicable for future degrees if the graduate chose to pursue future educational endeavors. The revised AH 100 2 cr course aligns with Oregon Institute of Technology Course Biology 109.

Articulation is being explored for the Phlebotomy program.

- **Dual Credit offerings:** Local high schools in community college district offer courses in medical terminology and body structure and functions.

The Dean of Career Technical Education has been in discussion with the Regional Perkins Coordinator regarding the allied health /medical assistant program

becoming a Perkins Program of Study in 2015-2016.

- **Course Scheduling Issues:** There has been enough course sections of educational offerings for students to successfully complete degree. The course within the curriculum that has been consistently taught on campus is Clinical Procedures I and II, as the courses have a didactic and campus learning lab component. Term schedules of class offerings are known to students in preceding terms, so students have been able to complete these course sections on campus without difficulty.

A suggestion for consideration would be for nursing and allied health faculty to meet at least once during a term and plan the scheduling of the campus learning lab so that students in the medical assistant curriculum could perform more skills in the laboratory setting. Currently, manikins and procedural set ups are arranged throughout the campus lab for nursing students, which necessitates equipment being moved to the classroom for medical assistant students to practice and perform skills in that environment. When possible, the campus lab is shared simultaneously with the students from both curriculums, but if possible, more time in which to perform skills in the campus learning lab would be optimal for medical assistant students who are enrolled in Clinical Procedure courses.

- **Instructional Materials (textbook, software issues):** Required textbooks often have online learning centers that students can access and/or CD's that accompany textbooks. The learning management system used by the college provides the ability for instructors to develop interactive study materials for students in their courses.

Students

- **Special Populations:** There has been an increased number of degree seeking students in the 2013-2014 and 2014-2015 academic school years. Many of these students are supported through Oregon's Trade-Act, which is assisting in the retraining of these students who were previous employees of a local call center (Xerox) that closed in the community.
- **Recruitment:** Formulated plans for recruitment have not been developed. Campus activities for incoming Fall term students have consisted of informational booths related to medical assisting and career pathways, and broadly in a forum that was allied health in focus.

Full time faculty person has communicated with college counselor when there are curricular questions related to incoming transfer students, and on an individual basis, communication has occurred with high school personnel when individual student questions have arisen.

Application procedures are online (college web site) and in print form outside the office of the Nursing Program Secretary. The secretary works with students related to intake of curriculum requirements and/or for clarification of curricular requirements (i.e. immunizations, application process). Decision-making related to the curriculum is made by the Director of Nursing and Allied Health.

- **Advising:** Fulltime faculty person is content specialist and provides full time advising to 25 students. Academic advising relates to curricular requirements, as well as tutoring and support services that are available on campus to promote student success.
- **Student Satisfaction:** Discuss student evaluation process for tenure/non-tenure and part-time faculty?
- **Student Assessment Methods:** Methods of assessment include: written exams; performance of psychomotor skills; case studies; oral exams; and competency testing (i.e. dosage calculations).

Facilities/Budget

- **Budget Changes over past 4 years:** The Allied Health budget, 10-1402, has been tightened over the last four years just as other CTE budgets. The most significant change in the budget was the addition of an adjunct faculty member in 2012 due to a surge in Pharmacy Tech enrollments that year.
- **Instructional Materials (software, supplies, etc.):** Some equipment for the medical assisting program was purchased through Case Grant funding. For instance, electrocardiogram machine, autoclave, microscope and simulators for injection practice.
- **Equipment lists and needs:** Equipment made available through the Case Grant funds, enable the medical assistant program to have equipment so that students can learn and develop the required skills needed for an accredited educational program as well as meeting industry standards.
- **Facilities lists and needs:** A suggestion for consideration would be for nursing and allied health faculty to meet at least once during a term and plan the scheduling of the campus learning lab so that students in the medical assistant curriculum could perform more skills in the laboratory setting. Currently, manikins and procedural set ups are arranged throughout the campus lab for nursing students, which necessitates equipment being moved to the classroom for medical assistant students to practice and perform skills in that environment. When possible, the campus lab is shared simultaneously with the students from both curriculums, but if possible, more time in which to perform skills in the campus learning lab would be optimal for medical assistant students who are enrolled in Clinical Procedure courses.
- **Student fees:** Not Applicable.

Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.

NOT REQUIRED FOR 2014-2015 PROGRAM REVIEW

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures - Criteria

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics.	Meets or exceeds expectations as defined by rubric.	Job Performance Evaluation by Clinical Site Supervisor. Daily Journals relating to Student Learning Outcomes (SLO). Final Written Summative Evaluation with specific examples of how SLO's have been accomplished after all clinical hours have been completed.	AH 2280 B	After completion of AH 2280 B; course taken during the last term of study

Results:

Analysis:

Plan:

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate proficiency in medical office administrative practices.	Meets or exceeds expectations as defined by rubric.	Job Performance Evaluation by Clinical Site Supervisor. Daily Journals relating to Student Learning Outcomes (SLO). Final Written Summative Evaluation with specific examples of how SLO's have been accomplished after all clinical hours have been completed.	AH 2280 A (Culminating experience following completion of the first year curricular coursework requirements)	After completion of AH 2280 A; course taken following completion of all first year curricular requirements with C grade or better.

Results:

Analysis:

Plan:

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate comprehensive knowledge of clinical practice.	Meets or exceeds expectations as defined by rubric.	Job Performance Evaluation by Clinical Site Supervisor. Daily Journals relating to Student Learning Outcomes (SLO). Final Written Summative Evaluation with specific examples of how SLO's have been accomplished after all clinical hours have been completed.	AH 2280 B	After completion of AH 2280 B; course taken during the last term of study.
<p>Results:</p> <p>Analysis:</p> <p>Plan:</p>				

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – Program

Exhibit I.B: Number of Students in Major, if applicable

Exhibit I.C: Student Demographics (optional)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

Looking at total enrollment for all allied health courses (AH, PHAR, and MLT) the Total enrollments have been relatively steady, demonstrating a slight 0.2% increase when looking at a running three year average. If looking at the data on a program-wise basis, the following three year running averages were observed:

All AH, MLT, and PHAR: 0.2%

All AH only: +4.6%

All MLT courses: +0%

Core AH courses (AH111, 112, 121, 122): +6.2%

MA specific AH courses (AH150, 151, 152, 131, 132): -44%

- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**

Overall, it appears enrollments in the Allied Health programs have remained relatively steady over the last four years with two exceptions.

- Program enrollments in Pharmacy Tech Certificate program have dropped every year for the last 4 years. The enrollments should be monitored as well as labor market to verify appropriate frequency of the program offerings. Preliminary 2014 data indicates further losses of PHAR enrollments.
- The second year Medical Assistant courses experienced a significant drop in 2013 though was relatively constant the prior three years. The number of AAS Medical Assistant majors for the same period experienced only a 4% drop. The 2013 second year enrollments may have been an anomaly and enrollments should be closely monitored.

II. Financial Viability

Exhibit II.A: Student FTE

Exhibit II.B: Billing Credits

Exhibit II.C: Cost / FTE

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

Looking at total enrollment for all allied health courses (AH, PHAR, and MLT) the Student FTE and Billing credits closely follow the

enrollment trend. They have been relatively steady, demonstrating a slight 1.4% increase when looking at a running three year average. If looking at the data on a program-wise basis, the following three year running averages were observed:

All AH, MLT, and PHAR: 1.2% FTE, -18% billing credits

All AH only: +7.5% FTE, -21% billing credits

Core AH courses (AH111, 112, 121, 122): 5.6% FTE, -25.6% billing credits

MA specific AH courses (AH150, 151, 152, 131, 132): -36% FTE, -39% billing credits

It is odd that the billing credits trend was significantly worse than the FTE trends that, overall, are close to the enrollment trend. Lab classes have more impact on billing credits than FTE but course specific trends were not identified.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**

Program FTE and Billing Credits should be monitored closely along with program enrollments. Billing and practices should be reviewed and monitored to identify the causes of the significant drop in billing credits, inconsistent with program enrollments. Since no course specific trends were identified in review of the data, the reporting of billing credits in the resource center reports should be reviewed.

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments

Exhibit III.B: Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)

Exhibit III.C: Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

Average class Fill Rates for AH classes has varied little in the last four years, ranging from 47% to 54% at its highest. The trend appears to be annual inconsistent fluctuations rather than long term trend. Both PHAR and MLT classes have experienced drops, but the alternating year offering of MLT courses make trend identification difficult and the PHAR drop was experienced since the data collection period. Reduced section impacted an increase in Stu FTE: Fac FTE in 2013.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**

Closely monitor the number of sections and enrollments to determine optimal number of sections of courses to offer to best serve program students. Conduct a student discussion for informal feedback on preferred scheduling and delivery modalities.

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

The Allied Health classes demonstrated successful student completion in the range consistent for CTE courses, ranging from mid to high 80%'s. The data indicated relatively consistent performance.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**

Continue to monitor course completion rates. Also, through faculty evaluations of both full and part-time faculty, identify areas of potential enhancement of instruction to ensure consistent and long term student course completion rates.

V. Program Student Success

~~Exhibit V.A: Program Persistence from Persistence Report (being developed)~~

~~Exhibit V.B: Program Completers (Graduated) (unduplicated student count)~~

~~Exhibit V.C: Program Awards (all certificates and degree, duplicated)~~

~~Exhibit V.D: Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)~~

~~Exhibit V.E: Transfer Figures from Transfer Report (being developed)~~

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

The number of program completions for Phlebotomy Certificates has been steady, but difficult to analyze due to the low enrollments and alternate year offerings. Pharmacy Tech Certificate credentials earned has waned, appearing to be in response to the decreased enrollments. Awards in the Medical Assistant pathway have more than doubled over the last four years due creation of ladder credentials and implementation of auto-awarding of degrees and certificates.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**

Monitor Phlebotomy and Pharmacy Tech program enrollments and completions. Continue to monitor Medical Assistant pathways awards to identify award trend now that both the ladder credentials and auto-awarding have been in place for a few years and are not impacting the data.

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <http://www.qualityinfo.org/olmis/OlmisZine>

Exhibit II.B: Advisory Committee Recommendations

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

OLMIS continues to identify demand in medical assisting, pharmacy tech, and phlebotomy labor market for both the local market

and state-wide. The south Coast state economist reports that all medical related positions are in demand on the South Coast. Our local medical community and advisory committee echo this position.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**

Beginning in 2015, form separate advisory committees for Medical Assisting, Pharmacy Tech, and Phlebotomy programs to provide opportunity to get focused input and feedback in these three distinct areas. Survey the advisory members on the qualifications needed to enter the local market as well as the state-wide market.

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement Data Placement Rates

Exhibit VI.A: 4 Year Achievement (if available)

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**
N/A
- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**
N/A

PART D: Systemic Program Review

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

- **Address systemic issues:**
The medical community is leaning toward requiring certification of allied health employees. At this time, none of our allied health programs are accredited.
- **Proposed Systemic Project(s):**
Review the accreditation requirements for each of our programs, analyze the costs and benefits, and develop a proposal to pursue accreditations and budget moneys to support those endeavors. Continue to pursue the Medical Assistant accreditation.

Systemic Program Viability Analysis

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses **0.2%**

>10 Growing Strong (20 pt.)

5-10% Growing (17 pt.)

0-5% Maintaining (14 pt.)

5-0% Dropping (10 pt.)

<-5% ??? (5 pt.)

- **Program Outcomes Assessment:**

Assessment Category	No Evidence (1 pt.)	In Development <30% (2 pt.)	Implemented in Some Areas 30-80% (3 pt.)	Fully Implemented 81-100% (4 pt.)	TOTAL SCORE
READING PROGRAM					
Development of course outcomes				4	4
Mapping course to program outcomes				4	4
Multiple Assessment measures documented and mapped to program outcomes			3		3
Course Assessment data collected and analyzed			3		3
Assessment Data used to improve course teaching / learning and is documented			3		3
Total					17

- **Program Size:** Review of unduplicated student FTE (all terms) in discipline courses in prior year **65.78 FTE**

>50 FTE (20 pt.)

30-50 FTE (17 pt.)

20-30 FTE (14 pt.)

15-20 FTE (10 pt.)

10-14 FTE (7 pt.)

<10 FTE (5 pt.)

- **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week **84%**

>95% (20 pt.)

90-95% Growing (18 pt.)

80-90% Maintaining (16 pt.)

70-80% Dropping (14 pt.)

60-70% (10 pt.)

<10% (5 pt.)

- **Program Cost:** Cost of program per student FTE in prior year **\$3,295**
 - < \$1000/FTE (20 pt.)
 - \$1-2000/FTE (17 pt)
 - \$2-3000/FTE (14 pt.)
 - \$3-4000/FTE (10 pt)
 - \$>4000/FTE (5 pt.)

- **OVERALL PROGRAM VIABILITY SCORE: 77**

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1. Update program outcomes and assessment mapping.	Lead faculty	2015-2016		L&A		
2. Conduct thorough Labor Market analysis and advisory committee survey to determine current industry standards and market trends.	Lead faculty	2015-2016		L&A		6
3. Conduct a program gap analysis considering results of Project 2.	Lead faculty	2015-2016		L&A		2
4. Update program in response to gap analysis including curriculum, frequency, and duration of programs	Lead faculty	2015-2016	Leverage TAACCT4	L&A, Access	TAACCT4	3
5. Develop and implement marketing strategy for Allied Health program and courses, especially through high school partnerships	CTE Dean and Dir. Of AH and Nursing	2015-2016		Access, L&A		
6. Conduct a minimum of two (2) Advisory Committee meetings per year for each program.	Dir. Of AH and Nursing, lead faculty	2015-2016	\$200 mtg expenses	L&A, CE		2
7. Develop program part-time faculty coordination plan to include ongoing instruction evaluation, curriculum review, and professional development opportunities	Dir. Of AH and Nursing, lead faculty	2015-2016		Sust., L&A		
8. Research strategies for collecting graduate success data consistent with accredited program practices.	Dir. Of AH and Nursing and Admin Assistants	2015-2016		L&A	ABHES Self Study	
9. Review student persistence when report is available and through the ABHES PEP processes.	Dir. Of AH and Nursing and Admin Assistants	2015-2016		L&A	ABHES PEP	

10. Pursue program accreditations	Dir. Of AH and Nursing	2015-2016	\$2500 ABHES training	L&A		
11. Monitor Program performance data	Lead faculty	2015-2016		L&A		
12.						
13.						