

# Program Review



## ADP/Program Review - Allied Health

### 2020 - 2021

- 1. Department Goals - Current Progress:**
1. Finalize Pre-Clinical Laboratory Science Certificate - Completed
  2. Finalize Pre-Health Occupations' conversion to a Career Education TOP Code. -Completed
  3. Launch MRI in a distance education modality -Completed (Starting Spring 2021)
  4. Launch CNA Program - Completed (Starting F2020)
  5. Continue work on Eldercare program -Complete (Starting Fall 2020)
  6. Convert MLT to a Hybrid Modality, while maintaining the same, or better, outcome measures ( Completed; currently evaluating outcomes)

**2. Department Goals - Future:** MLT

1. Continue with the conversion of courses to the online/hybrid environment.
2. Work with clinical partners to ensure the continuation of clinical rotations during the COVID-19 pandemic.
3. Evaluate and compare student outcomes in the online only environment vs pre-COVID hybrid.

Resources required:

Continuation of the funds used to:

- employ one Special Projects IA for the MLT Program. [Perkins Activity]
- employ the AH Clerk III position.
- purchase the Program Performance Report from ASCP.
- pay NAACLS accreditation dues [Perkins Activity]
- pay for MLT supplies and materials [Perkins Activity/Split with college]
- pay for updating and adding to MLT equipment [Perkins Activity]
- pay for attendance at the Clinical Laboratory Educators conference and mandatory travel
- pay for Media Lab and other online modules [Perkins Activity]

Perkins funding: MLT is the only program in the AH department to use Perkins funding. Perkins activities are referenced in the resource requests above. This funding is used for professional development, skill development, equipment, and other permissive activities defined in 135(c)7 and 135(c)19 in the Perkins plan.

New funds are also request to hire a full-time faculty member.

### PREHEALTH OCCUPATIONS

1. Evaluate quantity of graduates receiving degree and explore options for improvement.

No resources required.

### IMAGE

1. Continue review of program offerings (MRI/CT programs) to optimize enrollments.

Resources required: FTEf from the college to offer courses. Currently courses have been run using grant money for 4+ years. Supplies/Materials and equipment to remain current with clinical setting.

#### NURSE/ELDERCARE

1. Continue work with elder care to develop additional certificates to meet industry need.
2. Explore turning CNA course into a program. This may include adding AH110 to make a 10-unit certificate.

Resources required: FTEf for Eldercare and CNA programs (currently on grant funding). FTEF to expand the offerings of AH110 to accommodate increased demand related to the CNA program.

**3. Special or Long Term Projects:** None.

**4. Department/Discipline Plans - Curriculum and Course Sequencing:** The Medical Laboratory Technician Program continuously evaluates and revises its curriculum for relevancy and accreditation purposes. MRI and CT have also undergone recent curriculum revisions and will continue to be assessed. Recently launched CNA and Eldercare programs will have their curriculum assessed following their first round of completion to look for areas of improvement.

**5. Program Development & Revision:** All the courses within the Allied Health Department are continuously revised.

**6. Percent of SLOs assessed:** With so many new programs not all the SLOs have been assessed. Our plan is develop a schedule which allows 100% of the SLOs to be assessed by their sixth year.

**7. Course SLOs - Synopsis:** Overall, most courses within the Allied Health Department have met their respective SLOs. The Ad-Hoc report does show two outliers, one of which is a typo where the absolute number of students passing the assessment was accidentally used as the pass rate %, and another from a very low-enrolled class where one student's performance drastically changed the percentages.

**8. Course SLOs - Strategies for Improvement/Maintenance:** MLT continues to meet it's desired outcomes, but does mine data looking for areas to improve as part of its NAACLS accreditation. In order to maintain our current success we will continue to ask for required equipment and supplies.

A schedule is in current development to evaluate all Allied Health Programs/Courses within the required six year window. However, having a sole faculty member performing SLO assessments on five programs is extremely difficult and time consuming. The faculty member does not instruct most of the courses they are evaluating, and there is no other department help to aid in the assessment of SLOs on a regular basis.

**9. Program SLOs - Synopsis:** The MLT program performed extremely well; receiving high marks on all pSLOs. Given the program's 100% national exam pass rate, this is expected. CT also seemed to perform well, but only have two year's worth of data. Pre-Health Occupations only has one year of data, and thus needs more data before a formal assessment can be made. CNA and Eldercare have no data.

**10. Program SLOs - Strategies for Improvement/Maintenance:** The primary goal this academic year is to maintain our standards and outcomes during the COVID-19 pandemic. Having gone 100% online in most of our department's courses, it has presented unique challenges for our department. Overall, maintaining each program's performance relies on maintaining our historical budget needs, but with a new emphasis in online resources.

**11. Improving Course and Program Success Rates - Data Analysis:** MLT:

The success and retention rates of the MLT program are profound (98.0%) and well above that of the college. This is not a surprise given the program's cohort model and 100% pass rate on national exam scores. Regarding equity, there is little difference among gender, race, etc. With the MLT program having a limited number of students, any one student's individual situation can impact these numbers. This is especially true for Spring 2020, which had a major disruption caused by the COVID-19 pandemic and subsequent conversion to all online classes. Not every student was able to adapt to this new method of learning and subsequently dropped the courses. As such, the downward trend (low of 91.3%) is almost certainly an outlier and it is expected that the success rates will bounce back up towards the 100% marks of years past.

Imaging:

While positive (92.3%), there is very limited data to draw sweeping conclusions from regarding Equity and Success rates. Again, Imaging suffers from a limited number of students, which means means an individual's situation can dramatically affect the data in any given year. The hope is as the years go on, and more data becomes available, the department can begin to look for patterns and trends.

CNA & Eldercare: No data available.

AH:  
This consists of only one course (AH110) and is a bit different than the other programs above in that there is no screening criteria for admission. AH110 operates like a typical college course without prerequisites and thus receives a very diverse group of students. The course was largely successful in 2018 (87.5%), however over the years there does appear to be a difference in the success rates for Latinos. Latinos had the lowest success rates (77.4%), despite accounting for 81 of the total 395 students. This accounts for a -5.5% difference in the success of Latino students versus other populations. Fall 2019 appears to be a particularly problematic semester as a whole, and this may account for some of the gaps we are seeing. We will be monitoring these numbers closely to understand what patterns develop (if any) and to identify and make improvements if required.

**12. Improving Course and Program Success Rates - Strategies and Resources Needed: MLT:**

The largest issue by large for the Allied Health Department involves the sheer amount of work put onto a single faculty member. The faculty member works well over their current assignment to manage the day-to-day aspects of several programs. Last year the AH Department's request for a new hire was ranked #1, and had a hiring freeze not occurred due to the COVID-19 pandemic, a new tenure-track faculty would have been added. The problems that lead to almost getting a new hire did not go away, and in fact, have been amplified by the COVID-19 pandemic. While it is clear hiring will not occur in 2020-21, another request for a new faculty member was put in anyway (on hold).

Imaging:  
The difficult decision was made to not offer the VIR Program this year. Over the last two years only one student has applied each year, and while there is a need for VIR trained individuals at various hospitals, there is not enough demand to sustain the program at the college in its current form. As such, we will explore offering VIR as contract education.

CNA & Eldercare: N/A

AH:  
The department will need to collect more data to confirm the success rate gap identified above. If the trend continues the department will need to look deeper into the factors that are preventing success overall, but especially for Latino students.

**13. Suggestions for Improving the ADP/PR process: N/A**

**14. Is your ADP complete and ready for review by the Dean and Vice President?: Yes**

**Program Review Questions (skip if not completing program review)**

**15. Mission Statement: MLT:**

To produce highly-trained individuals who successfully pass the medical laboratory technician national licensing exam and who will remain committed to all ethical and affective objectives in a healthcare setting, while exhibiting the critical core values of accountability, dedication, work ethic, and trust.

CT(MRI):  
To produce highly-trained individuals who successfully pass the CT (MRI) ARRT certification exam and who will remain committed to all ethical and affective objectives in a healthcare setting, while exhibiting critical thinking and core values of accountability, dedication, work ethic, and trust.

Pre-Health Occupations:  
To prepare students with the classes they need to pursue a career in an allied health field.

preCLS, NURSE, and Elder Care: In development.

**16. Pre-Requisite and Co-Requisite Validation:** Only the MLT program has prerequisite courses. These prerequisite courses have been determined, and evaluated, under the guidance of our advisory board. The MLT program prerequisites are also industry standard and ensure students are prepared to do well in the MLT course work. An unintentional, but significant, benefit to the MLT prerequisite courses is that they also align with the prerequisite requirements for clinical laboratory scientist (CLS) programs. As a result MLT graduates are much better positioned to become CLSs should they choose to do so, and will not have to retake undergraduate coursework to get there.

For CNA, using AH110 as a prerequisite is currently under consideration.

For IMAGE CT/MRI the first lecture and laboratory are prerequisites to the second lecture and laboratory respectively. The first laboratory is a simulation lab that was recently revised to lend itself better to a distance education modality. This revision maintains the rigor and exploration of content and may eventually fuse with the second laboratory course altogether.

**17. Maintaining Program Currency:** For MLT (and pre-CLS), every year several faculty attend the Clinical Laboratory Educators Conference. This is a one of a kind conference that focuses on current best practices and emerging trends. Many of the program innovations, and glowing accreditation results, are a direct result of faculty member's annual attendance. In addition MLT faculty must adhere to 12 hours of continuing education annually in order to maintain their state and national licensure. In addition, the MLT program underwent a formal accreditation inspection and review and passed with flying colors. The program has been reaccredited for 10 years.

For CT & MRI, all faculty currently work in the field and also have an annual 12 hour continuing education requirement to maintain state and national licensure.

For Pre-Health Occupations, the courses are largely prerequisite science courses (such as General Chemistry/Biology) for Allied Health programs, and are not themselves courses in Allied Health. We rely on the discipline experts in each department to ensure the appropriate currency of their courses. The department chair however, is directly involved in several allied health programs and can attest to the relevancy of the offered courses to Allied Health programs.

For CNA & Eldercare, courses are taught by instructors currently in the field. In addition, instructors have a required annual continuing education requirement similar to MLT.

With the exception of the Pre-Health Occupations degree, all programs (CNA, Eldercare, MLT, preCLS, CT, MRI) all have advisory board meetings throughout the year. This too ensures the programs stay current and relevant.

**18. Evidence of Program Relevancy:** Every COVID-19 test is conducted by a lab professional. Every COVID-19 patient is seen by an Imaging professional. CNA and Eldercare employees no doubt play a role in caring for those most-vulnerable to COVID-19. Even before COVID-19, the need for professional staff in Allied Health was mounting. COVID-19 simply exposed the gaping holes in supply of medical professionals that was already there. As such, having multiple Allied Health, and pre-Allied Health programs, at Folsom Lake College is an integral part of fulfilling the demand.

**19. Is your PR ready for review by Dean/VP?:** Yes