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# EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

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*DISCOVER YOUR POTENTIAL*

## Program Review

**Program Name: Allied Health Care CAS**

**Degree or Certificate: Certificate**

**Chair/Director: D. Phillips**

**Submitted by: D. Phillips**

Approved by LOT 4/6/22

Approved by President's Cabinet 4/12/22

Approved by Board of Governors 4/20/22

**Date Submitted: 3/17/22**

## Section I: Overview of Program

### A. Program description:

This program is designed for students interested in entering a health care profession. Graduates are better prepared for entry-level healthcare-related employment or entry into the nursing program. All courses must be completed with a grade of “C” or better.

### B. List the Program Learning Outcomes:

Upon successful completion of this certificate, the graduate will be able to:

1. Apply basic computation skills related to allied health careers
2. Appreciate the person as a holistic being for the purpose of fostering growth and development across the lifespan
3. Discuss health related issues
4. Demonstrate effective communication skills and computational skills

### C. Explain how this program has contributed to the institution’s mission and vision:

- provides programs and courses of instruction, through the associate-degree level, that encompass occupational-technical education, transfer education, general education, literacy and developmental education, and continuing education;
- provides a broad range of instructional technologies, methods, materials, facilities, and instructional support services that promote learning;

### D. What strategic planning goal(s) of the college does this program contribute to?

The College’s draft Strategic Plan was shared on 2/18/22.

As it can be assumed that every course and program has the capacity to positively impact all categories of retention by being well-organized, well resourced, accurately assessed, and user friendly; in other words, in promoting active, accessible opportunities for engagement and success, the A.A. program can expect to contribute to Goal 2: Increase Student Retention and Success:

*[2.2] Increase fall-to-fall retention for first-time, full-time degree-seeking undergraduate students.*

*[2.3] Increase the fall-to-fall retention rate of first-time, part-time degree-seeking undergraduate students.*

*[2.4] Increase the percentage of first-time, full-time degree-seeking undergraduate students graduating.*

*[2.5] Increase the number of full-time, degree-seeking students.*

*[2.6] Increase Eastern student satisfaction and engagement.*

*[2.7] Reduce the percentage of all degree-seeking students who receive an academic notification.*

*[2.9] Increase the pass rates of select DFW gateway courses.*

*2.12] Develop career programs and career-related enhancements for existing programs.*

In addition, all programs will also contribute to Goal 3: Build Academic Quality:

*[3.1] Implement system-wide embedded faculty development that broadens faculty expertise in teaching and learning in multiple environments.*

*[3.2] Perform systematic reviews of all program curricula to ensure optimal and up-to-date course curriculum alignments and course content.*

*[3.3] Review all programs and courses to determine the feasibility of implementing Open Educational Resources (OERs) program-wide to help reduce the cost of student textbooks.*

*[3.4] Create a mentorship program for new faculty.*

*[3.6] Ensure faculty and programs have up-to-date technology for teaching and learning.*

**E. Please describe any unique components of the program that meet the needs of Eastern's district.**

According to the West Virginia Higher Education Policy Commission, "In order to meet the state's employers and to facilitate continued education growth, it is estimated that nearly two-thirds of working-age adults will need to hold a high-quality, postsecondary credential. To meet this demand, West Virginia has embarked on an outreach campaign called 'West Virginia Climb,' with the goal of increasing the state's educational attainment rate to 60% by the year 2030." Currently, in Eastern's six-county region, the average attainment rate stands at 23.8%, significantly lower than the state average of 43%.

The Certificate of Allied Health Care provides a framework for pre-Nursing students to complete the general education components of the Nursing AAS in advance of joining that program, thereby reducing the workload on students enrolled in the Nursing cohort and improving their chances of success. It also provides them with an additional qualification to the Nursing degree.

**F. Please provide any other information that explains how this program contributes to the college community and supports external partners or workforce needs.**

See above.

## Section II: Summary Update Since Last Program Review

<b>A. Identification of weaknesses or deficiencies from the previous review.</b>
None
<b>B. Status of improvements implemented or accomplished.</b>
No improvements were suggested.
<b>C. If program goals or program learning outcomes have changed, reflect that here.</b>
No changes; however, review is imminent.
<b>D. Provide a summary of any other curriculum changes or revisions since the last review. If there have not been any, put N/A below.</b>
N/A

## Section III: Student Learning Assessment

<b>A. Describe and analyze your Program Learning Outcomes</b> <ul style="list-style-type: none"><li>▪ Provide evidence that students are achieving each program learning outcome, including results of annual program level assessment activities</li><li>▪ Analyze the curriculum's effectiveness in helping students achieve the program learning outcomes</li><li>▪ Describe the effectiveness of instructional methods and support in helping students achieve the program learning outcomes</li><li>▪ Are all of the PLOs appropriately covered and sequenced to promote student success? (Place a copy of your PLO Mapping in Appendix A)</li></ul>
<p>The certificate comprises eight core courses and two electives. The current alignment of core course outcomes with program learning outcomes is shown in Appendix A.</p> <p>The results of aligned outcomes are generally acceptable (see Appendix B for Alignment Results Grids), suggesting that, as far as coverage allows, aspects of most of the outcomes are being successfully supported by core courses.</p> <p>Although each program learning outcome is supported by more than one course outcome, the contribution of some core courses (for example BIO 124 and 125) to the program outcomes</p>

could be more clearly established. Similarly, clarification to the wording of program Outcome 3 (Discuss health related issues) and issues of duplication with Outcome 4 (Demonstrate effective communication skills and computational skills) need to be addressed.

This situation will be addressed in accordance with Strategic Plan Goals [3.2] *Perform systematic reviews of all program curricula to ensure optimal and up-to-date course curriculum alignments and course content* and [3.3] *Review all programs and courses to determine the feasibility to implement Open Educational Resources (OERs) program-wide to help reduce the cost of student textbooks* as well as via Goals [5.1] *Develop an institutional assessment plan* and [5.5] *Develop an academic master plan*.

With regard to the effectiveness of instructional methods, see Section V. B below.

**B. Provide a brief summary report of any specific student learning outcomes assessed and describe the purpose, plan, and results attributed to that assessment.**

Program learning outcomes are assessed through Course Assessment Reports (see Appendices B and C).

As previously stated, the results of aligned outcomes are generally acceptable (see Appendix C for Alignment Results Grids).

**C. Provide a summary of course level assessments over the past five years and how they have contributed to program success and improvement.**

See Section A above.

The results of Course Assessment Reports aligned with Allied Health Care Certificate learning outcomes comprise Appendices B and C.

Consecutive reports are needed to demonstrate progress. Of the eight named core courses, only CIS 114, ENL 101, and PSY 200 were assessed twice in the review period. CIS 114 and ENL 101 align with Program Outcome 4 (Demonstrate effective communication skills and computational skills), itself under review. PSY 200 aligns to Program Outcome 2 (Appreciate the person as a holistic being for the purpose of fostering growth and development across the lifespan).

The only other core courses reported on (once) were AH 115 (fall 2017), and PSY 214 (fall 2020). The remaining core courses, BIO 124/L, BIO 125/L, and AHS 108 were not reported on at all in the review period.

All these courses performed above the 75% threshold.

While there are documented examples of progress at course level driving progress at the program level (focusing on research skills and evaluating sources in ENL 101 and CIS 114, for

instance), the paucity of assessment data makes demonstrating success or improvement very difficult.

As previously mentioned, these issues will be addressed in accordance with Strategic Plan Goals [3.2] *Perform systematic reviews of all program curricula to ensure optimal and up-to-date course curriculum alignments and course content* and [3.3] *Review all programs and courses to determine the feasibility to implement Open Educational Resources (OERs) program-wide to help reduce the cost of student textbooks.*

#### **D. What specific institutional general education goals have you focused on in this periodic review cycle?**

Give a brief explanation of those learning activities, data collected and analyzed, and any changes made to the program as a result (i.e., addition of curriculum, changes to existing curriculum, partnering with co-curricular activities).

<b>Oral and Written Communication</b>	<p>A general education assessment pilot focusing on this area was launched in fall 2021 and will conclude at the end of spring 2022.</p> <p>The pilot features data taken from BIO 124 students. Of the five students sampled, data returns show that 100% of them met or exceeded expectations.</p>
<b>Digital Literacy</b>	<p>A new general education goal was introduced in fall 2020 to better reflect courses' engagement with informational technology.</p> <p>As a result of the creation of this new goal, ENL 101 and ENL 102 both amended their course outcomes to reflect their significant engagement with informational technology. It is anticipated that, in the coming review of course learning outcomes, ([3.2] <i>Perform systematic reviews of all program curricula to ensure optimal and up-to-date course curriculum alignments and course content</i>), further alignments will be made between courses and programs.</p>

## **Section IV: Utilizing Findings**

#### **Plans for program improvement:**

1. To review and revise Program Learning Outcomes (Strategic Plan: 3.3)

2. To review and revise Course Learning Outcomes (3.3)
3. To realign core courses with Program Outcomes (3.2)
4. To develop a refined course assessment report system which a) increases report completion rate and b) ensures that aligned outcomes are systematically assessed (5.1)
5. To engage all faculty (full-time and part-time) in How2's and make this a regular goal-setting feature. (3.1)
6. To hire science and math faculty.

## Section V: Faculty and Staff Development

### **A. Discuss any significant staffing changes impacting the effectiveness of the program, including areas such as hiring, support, coordination for part-time faculty, etc.**

As previously mentioned in Section II. B, the College has been advertising and interviewing for full-time faculty in science and math for some months now. Neither position has been permanently filled but, at the time of writing, a fresh round of interviews is taking place.

### **B. Share the program's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued. Discussion may include (but is not limited to):**

- Teaching pedagogy
- Use of technology
- Innovative learning models
- Faculty development
- Curricular design and formats

Currently, teaching effectiveness is measured in the following ways:

Every faculty member undergoes an evaluation, part of which is submitting a portfolio of teaching artifacts. New faculty are observed in their first semester at the College.

Faculty are observed every two years, measured against a set of criteria that focus on the organization, presentation, and delivery of materials, student engagement and interaction, and the use of formative assessment to extend student learning. If the observation, or the larger evaluation, identifies areas for improvement, an action plan is devised between the faculty and observer to address these areas. Any goals set are reviewed the following semester.

Additionally, annually, faculty submit their Goals and Priorities to the Division Chair, the first section of which, Instructional and curriculum development, is mandatory.

Eastern received a Title III grant in 2021 focused on improving student retention, graduation rates, and expanding instruction innovation. Curriculum development, professional development, and augmentation of online courses will elevate Eastern's instructional



innovation strategies. 36 general education courses with low pass rates will be redesigned and moved online to make college more accessible and positive outcomes more likely.

Finally, Course Assessment Reports and, now, Semester Course Assessment Reports are a data-driven opportunity to reflect on and plan to improve course delivery effectiveness.

With the onset of the pandemic and the greater dependence on online delivery, the College extended the observation process to include online classes, with faculty providing a portfolio of evidence to satisfy each of the same criteria used for in-person observations.

The necessity for greater online delivery has led to the establishment of an online course review: each semester, a selection of faculty has its online course reviewed by The Instructional Technology Specialist. The review process mirrors that of Quality Matters, and the same standards are applied. These reviews are shared with Division Chairs. In each evaluation or review, feedback is shared with the faculty member, and strategies for improvement are discussed, if necessary.

The Instructional Technology Specialist also has a regular agenda item in monthly Faculty Assembly meetings in which a Tech Tip (how to embed audio in PowerPoint files; the utilization of Snagit and Camtasia to create screen capture videos; how to use the LMS Medial service to host and caption video content in courses) is shared. Both these initiatives already address goal [3.6] *Ensure faculty and programs have up-to-date technology for teaching and learning.*

The College now has access to 'How2s', a database of flexible, cross-discipline pedagogical techniques. Access to this will be rolled out across the College in accordance with Goal [3.1] *Implement system-wide embedded faculty development that broadens faculty expertise in teaching and learning in multiple environments* and potentially [3.4] *Create a mentorship program for new faculty.*

**C. Discuss the contributions of your program faculty. (This is an area to share an overview of the exceptional aspects of your program faculty).**

Items to consider may include:

- Significant accomplishments
- Publications, grants
- Advanced degrees, promotion
- Service to students/institution/community and others

In the last five years, four full-time faculty who taught/teach General Studies courses included in the AHC certificate have received a promotion.

Other achievements by full-time and adjunct faculty members are:

- Published authors of children's fiction

## Section VI: Key Performance Indicators (KPIs)

### A. Program enrollment data

	Fall 2021 ____	Fall 2020 ____	Fall 2019 ____	Fall 2018 ____	Fall 2017 ____
Headcount	10	13	20	12	14

**Provide an analysis of the enrollment trends in your program. Include in that analysis actions you have taken, or plan to take, to address enrollment changes. You may also include what steps you would like to see the college take to support enrollments in your program.**

Enrollment has fallen overall by 1.8% between fall 2017 and fall 2021, despite having risen in the semesters in between.

Plans to improve and stabilize enrollment will be developed in accordance with Goal 1: Stabilize and Increase Enrollment.

### B. Program graduation history

	2020-2021	2019-2020	2018- 2019	2017-2018	2016-2017
Graduates	4	11	3	5	7

**Provide an analysis of the graduation rates since your last program review. Include in that analysis actions the program has taken, or plans to take, to address any success rate challenges. You may also include what steps you would like to see the college take to support success rates in your program.**

The previous Post Audit review showed 24 graduates over 6 semesters, an average of 8 per year.

The above shows findings here show 30 graduates over 10 semesters, an average of 6 graduates per year.

Plans to improve success will be developed in accordance with Strategic Plan Goal 2: Increase Student Retention and Success.

**C. Program demand** – *Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (include summer, fall, and spring enrollment numbers)*

The number of students enrolled and the number of graduates comprise sections A and B above.

**D. If applicable, provide an analysis of early entrance courses offered in your program. Discuss challenges associated with delivering early entrance college classes and strategies you have employed to address those challenges. You may also include what steps you would like to see the college take to support the delivery of early entrance courses and student success in this area.**

At Eastern, early entrance students usually enroll in an AA degree to collect general education credit to transfer to a four-year college.

However, more recently, high school students have started to opt for AHC program courses. For example, in fall 2021, six students enrolled for AH 108 Medical Terminology, two students for BIO 124 Human Anatomy and Physiology I, and one student for AH 210 Nutrition.

Early entrance enrollment is addressed by Goal [4.3] in the Strategic Plan.

**E. Does this program lead to a licensure or certification? If yes, then include students' pass rates on licensure/certification exams.**

	20__	20__	20__	20__	20__
Name of exam:					
Pass rate:					

**F. Transfer data for program graduates**

	20__	20__	20__	20__	20__
Number of graduating students who transferred to a four-year institution					
Percentage of graduating students who transferred to a four-year institution					

The overwhelming majority of AHC majors transfer to Eastern's Nursing AAS program.

**G. Job placement data**

	20__	20__	20__	20__	20__
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Number of graduating students who sought employment					
Percentage of graduating students who sought employment					
Number of graduating students who gained employment					
Percentage of graduating students who gained employment					

Eastern currently does not collect data in this format. Results from Graduates' Surveys can be summarized as follows:

80-83% said that were employed at the time of the survey

- 40-50% said that their job was related to their education at Eastern
- 35- 53% were employed in their current position before attending Eastern
- 47-61% were employed for more than 37 hours a week.

It should be noted that Graduate Survey responders come from all degrees, not specifically AHC. Increasing information on graduate employment will be addressed by the Strategic Plan Goal 2: Increase Student Retention and Success.

## Section VII: Program Sustainability

<b>A. Provide a summative analysis of the overall health and the current state of the program.</b>
Possible discussion points may be (but are not limited to): trends impacting the program, degree transferability, local and national demand for program graduates, student recruitment, and availability of qualified faculty to teach. You may include in your analysis what steps you would like to see the college take to address program viability challenges associated with your program.
Recruitment for the Nursing program is consistent, and pre-Nursing students are advised to take an Associates in Arts degree with a medical concentration and/or the Allied Health Care certificate.
<b>B. Identify specific program resource needs that can help with the overall effectiveness and sustainability of the program. Areas might include (but are not limited to):</b>
➤ Required technology/equipment/facility space
➤ Marketing/recruitment/professional development

- Staffing levels, etc.

*If possible, provide cost estimates or quotes related to any of the above resource needs. Indicate if budget requests have been made since the last program review and if those requests are still unmet.*

As mentioned previously, replacing full-time math and science faculty is ongoing.

**C. Provide a final reflection of the program summarizing its role in fulfilling the mission of the college and student learning success.**

- **Indicate the goals and actions the program intends to take in this next cycle.**
- **Prioritize in rank order the most pressing needs facing the program and include how the college can assist in supporting these needs.**

The Allied Health Care Certificate provides an additional qualification for students who intend to join the Nursing program. Priorities are:

1. To review and revise Program Learning Outcomes (Strategic Plan: 3.3)
2. To review and revise Course Learning Outcomes (3.3)
3. To realign core courses with Program Outcomes (3.2)
4. To develop a refined course assessment report system which a) increases report completion rate and b) ensures that aligned course and program outcomes are systematically assessed (5.1)
5. To engage all faculty (full-time and part-time) in How2's and make this a regular feature of goal setting. (3.1)
6. Appoint math and science faculty

The results of the five-year program reviews conducted each year should be submitted to WVHEPC by May 31. Request to submit reports at a later date should be filed with the Academic Affairs office.

<b>Date Submitted: 3/17/22</b>
<b>Approved by Assessment Committee: 4/6/22</b>
<b>Approved by LOT:</b>
<b>Approved by Cabinet:</b>
<b>Approved by Board of Governors:</b>

**Final recommendations approved by the governing board:**

**Institutional Recommendations:** (Check the appropriate box)

- ☐ Continue without Modifications
- ☐ Continue with Modifications – \*Identify suggested or required modifications.
- ☐ Cease the Co-Curricular Activity - \*Identify reasons for this recommendation below
- ☐ Move the Educational Program to the Reduction in Force process \*Identify reasons for this

recommendation below and identify what should be included in teach-out plan.

\*As required above, please identify rationale:

## Appendix A – PLO Mapping:

Allied Health Care CAS		Courses In Program										
		Fall Year 1					Spring Year 1					
		BIO 124	BIO 124L	CIS 114	ENL 101	PSY 200	AH 115	AHS 108	BIO 125	BIO 125L	MTH 121+	PSY 214
Program Outcomes (General Education in green)												
CRIT	Demonstrate the ability to think critically by observing critically, reading critically, planning, reflecting, analyzing, evaluating and synthesizing by using multiple modalities of inquiry to collect information including organizing, evaluating, analyzing, and interpreting findings.	4	4		1	4	4,5				1,7	
COM	Communicate with precision, clarity, fluency, accuracy, and coherence through their reading, writing, and verbal communications.	1	1		1-4	1		1-7				
MTH	Demonstrate their abilities to think mathematically by applying mathematical concepts in problem-solving including estimation, computation, analysis, assimilation, application, transference and modeling strategies as appropriate workforce skills and lifelong learning.	8	8				1,2,3				2,3,4,5,6,7	
WF/OT	Demonstrate workforce and citizenship skills needed for professional ethical reasoning, diversity awareness, civic engagement, and steadfast participation in lifelong learning activities.				1e	3,6					5	7
Digit	Demonstrate the ability to use relevant technology tools and software for information design, data visualization, creative expression, research, record-keeping, communication, completing projects, solving problems, and making informed decisions.	7	7	6-9	1, 1e, 2a	2						
1	Apply basic computational skills related to allied health careers	8	8				1,2,3					
2	Appreciate the person as a holistic being for the purpose of fostering growth and development across the life-span					6						1,2,3,4,5
3	Discuss health related issues						4, 5		8	8		6
4	Demonstrate effective communication skills and computational skills											

## Appendix B – Alignment of Assessed Outcomes

Program Learning Outcome 1		
<i>Apply basic computational skills related to allied health workers</i>		
Assessed Courses	Aligned Course Outcomes Assessed	% Success of combined Aligned Outcomes
AH 115	1,2,3	92.5

Program Learning Outcome 2		
<i>Appreciate the person as a holistic being for the purpose of fostering growth and development across the lifespan.</i>		
Assessed Courses	Aligned Course Outcomes	% Success of combined Aligned Outcomes

PSY 200	6, 7	92
PSY 214	1,2,3,4,5	84.5

<b>Program Learning Outcome 3</b>		
<i><b>Discuss health related issues</b></i>		
Assessed Courses	Aligned Course Outcomes	% Success of combined Aligned Outcomes
PSY 214	6	82
AH 115	4, 5	88.8

<b>Program Learning Outcome 4</b>		
<i><b>Demonstrate effective communication and computational skills</b></i>		
Assessed Courses	Aligned Course Outcomes	% Success of combined Aligned Outcomes
AH 115	1,2,3	92.5
ENL 101	1-4	88.2

## Appendix C – Performance of Course Outcomes

ENL 101					
Semester	Aligned Outcomes Assessed			Unaligned Outcomes Assessed	
	PLO	CLO	%	CLO	%
F 17	4	1	92		
		2	89.7		
		3	89.7		
		4	88.5		
	Average:		90		
F 19	4	1	90		
		2	87		
		3	87.4		
		4	85.5		



	Average:	87.4		
Course Average		88.7		

AH 115					
Semester	Aligned Outcomes Assessed			Unaligned Outcomes Assessed	
	PLO	CLO	%	CLO	%
F 17	1	1	88.8		
		2	100		
		3	88.8		
	3	4	88.8		
		5	88.8		
	Average:		91		

Psychology						
Semester	Course	Aligned Outcomes Assessed			Unaligned Outcomes Assessed	
		PLO	CLO	%	CLO	%
F 20	PSY 214	2	1	83.1		
			2	85.4		
			3	82.5		
			4	85.6		
			5	85.6		
		3	6	82.3		
		2	7	82.2		
		Course Average		83.8		
S 21	PSY 200	2	6	92.4		