



**Eastern West Virginia  
Community & Technical College**

**Post-Audit Review  
Allied Health  
Certificate in Applied Science**

**December 1, 2016**

Approved by Assessment: 1/19/17

Approved by LOT: 2/13/17

Approved by Cabinet: 2/14/17

Approved by Board of Governors: 3/22/17

West Virginia Council for Community and Technical College Education

**Institution: Eastern WV Community & Technical College**

**Program: Certificate of Applied Science (CAS): Allied Health**

**I. Introduction**

This program is designed for the students interested in entering a health care profession.

**II. Goals and Objectives**

- Access to higher education throughout the college's responsibility district
- Graduates to meet current and projected regional employment needs for entry-level allied health care professions
- Preparation for entry into Associate degree programs in health careers.

**III. Assessment**

- A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

**Program Level Assessment**

The assessment of the Certificate in Allied Health will follow assessment instruments and standards to discern student academic achievement and course effectiveness in meeting the certificate goals and course outcomes.

■ **Completion Rate/course level:** At least 75% of students enrolling in the certificate will successfully complete the course(s). At least 75% of the students will demonstrate mastery of the course outcomes by earning at least a 70% average in each course through a variety of classroom assessments. This will be determined after registration each semester based on enrollment numbers.

■ **Course-level effectiveness:** Course outcomes for all of the Allied Health Certificate courses will be assessed. At least four outcomes from each course will be assessed. Exam questions linked to course learning outcomes will be included in the final exam.

■ **Persistence Rate:** Students in the Certificate in Allied Health will be tracked throughout their certificate program to determine persistence through Certificate completion.

■ **Graduation Rate:** At least 70% of students enrolling in the Certificate in Allied Health will successfully complete the certificate within a reasonable time based on full-time or part-time implementation. This will be measured by the number obtaining the Certificate.

■ Syllabus Analysis: Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with Master Course Record Forms and among sections of specific courses.

■ Transcript Analysis: Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.

■ Advisory Committee Review: Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional paraprofessional educator needs.

■ Course evaluation surveys will be used as indirect assessment measures of student success and satisfaction.

■ Graduate Placement Rate: Tracking of students completing the Certificate in Allied Health will be done by a survey to determine the number of graduates obtaining employment in their field of study. The survey will include questions to collect data on location, salary, job preparedness, and reasons why graduates are not working in their field if applicable.

All technical courses are assessed on a two-year cycle. Student observation task sheets and exams serve as the data source for course learning outcome assessment.

B. Provide information on the following elements:

### **Educational goals of the program**

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

### **Measures of evaluating success in achieving goals**

Beginning in Fall 2015, the HESI 2 test was given as an exit exam for the certificate. The HESI 2 exam is the required test for entry into the nursing program. Of the 6 graduates in Fall 2015, 4 entered the nursing program in Fall 2016.

The HESI scores ranged from 71 to 96. Seventy-five is the required cut-off score to be eligible for entry into the two-year nursing program.

- C. Provide information on how assessment data is used to improve program quality. Include specific examples.

In Fall 2010 and Fall 2012, a course-level assessment was completed on AH 115 Drug Dosage Calculation. The outcomes evaluated were: 1) Students will accurately calculate simple drug dosages, 2) Students will accurately calculate intravenous flow rates, 3) Students will accurately calculate intake and output, 4) Students will accurately interpret medication labels. All four course outcomes were met at 100%. No changes were made to the course.

During Fall 2013, AH 210 Nutrition was assessed. The outcomes evaluated were: 1) Examine CVD and nutrition, 2) Examine cancer and diet, 3) Discuss food contaminants and microbial food poisoning, 4) Explore results of vitamin and mineral deficiencies. Students achieved Outcome 2 and 3 at 75% or above. Outcome 1 (62%) and Outcome 4 (50%) were not met. Attendance and retention were indicated as barriers to student success: 17.6% of the students dropped the class. Of those who did not withdraw, 93% of the students finished with a "C" or above. Those students were able to demonstrate the knowledge of nutrition and the effects on health along with the effects of the environment on nutrition. In the future, the vitamins, minerals, and water will be stressed at a more comprehensive level and presented to the students in a more informative manner for importance and retention of knowledge. The course was re-assessed in Fall 2014. Three of the four outcomes were met at 70% or above. These students were able to demonstrate the knowledge of nutrition and its effect on health and the environment. A study guide was developed for each chapter during the semester as an extra aid for the students.

#### **IV. Curriculum**

- A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.

The Certificate is an open enrollment program. However, prerequisites are required for several courses. The prerequisite of Reading 100 or English 100 or a minimum acceptable test scores for placement in college-level English is required for Anatomy and Physiology. The prerequisite of MTH 100 or higher or minimum acceptable test score for placement in college-level math is required for AH 115 Drug Dosage Calculation. To complete the Certificate student must have completed ENL 101 and a college-level math 121 or higher.

- B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as **Appendix I**.
- C. Submit a listing of the course delivery modes.

Courses are offered in multiple delivery modes. These include traditional classroom, on-line web courses and hybrid. All science courses are delivered in the traditional classroom format.

## V. Faculty

Submit information on the total number of full-time and part-time faculty utilized per year to deliver the program. Use **Appendix II** forms. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

All courses within the certificate are either General Education courses or courses required as preparation for the nursing program. There are no full-time faculty designated for the program.

A list of general education faculty, credentials and instructional disciplines are provided in Appendix II.

## VI. Enrollment and Graduates

- A. Submit data indicating the headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence. Label as **Appendix III**.
- C. Provide information on graduates in terms of places of employment, starting salary ranges, and number employed in the field of specialization. Include evidence and results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and the number of respondents.

From Fall 2013 through Spring 2016, there were 24 graduates. Of those, 9 entered two-year nursing degree programs and 1 entered an LPN program. One student is employed in the allied health field. One student returned to pursue an A.A.S. in Information Technology. Twelve are unknown.

- D. Present information on the success of graduates in achieving acceptance into baccalaureate programs.

The Certificate Program graduates next step in their educational pathway is to continue and complete an Associate's degree before applying to baccalaureate programs. Therefore, students who complete the Certificate program are not applying to baccalaureate programs. Forty-six percent (46%) of the graduates have enrolled in a two-year degree program.

## **VII. Financial**

- A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.

The common courses in the individualized study program are primarily those included in the general education core. As a result, there is no additional cost affiliated with offering this program. Students often transfer specialized/concentration courses, again not requiring additional institutional funds or support.

- B. Identify projection of future resource requirements and source of funding.

It does not appear that the program will require additional funding or alternative sources of funding for continued implementation.

## **VIII. Advisory Committee**

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

### Advisory Committee 2016

Kim Linville	Grant Memorial Hospital
Gay Ann Veach	Grant Memorial Hospital
Darin Judy	Judy's Drug Store
Elizabeth Hott	Dawn View Nursing Home
Cindy Wagner	Dawn View Nursing Home
Virginia Combs	EA Hawse Continuous Care
Rachel Armentrout	EA Hawse Continuous Care
Gina Swisher	Hampshire Memorial Hospital
Sandria Glasscock	Grant County Health Department
Susan Rogers	Renal Adventures
Craig Curtis	Potomac Highlands Mental Health Guild
William Ours	Hardy County Health Department
Brenda Thompson	EA Hawse Health Center
Chantell Coby	Potomac Highlands Mental Health Guild
Chris Hahn	Hahn Medical Services
Gary Johnson	EA Hawse Health Center
Kristi Smith	HLC Home Health
Mary Beth Barr	Grant Memorial Hospital
Melinda Turner	Grant Memorial Hospital
Mike Judy	Pendleton Community Care
Kristy George	Renal Adventures
Pauline Vance	EA Hawse Continuous Care
April Shapiro	Mineral County Vocational and Technical Center
Shawn Dilly	Mineral County Vocational and Technical Center
Scott Staley	Mineral County Vocational and Technical Center

Suenette Barr	HLC Hospice Care
Vickie Haines	Hampshire Continuous Care Nursing Home
Alex Carmichael	Burlington United Methodist Family Services
Ann Kielar	Grant County Nursing Home

The committee reviewed and approved the Allied Health Certificate. The Post-Audit will be shared at their next meeting once approved. In October 2013, the Certificate was presented as an alternative for the students who were not accepted into the Nursing program and as a way for them to better prepare for re-applying for the next cohort.

#### IX. Accreditation

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

There is no accreditation process for this program.

## APPENDIX I Required Courses

Program Implementation: Full-time day

Recommended Course Sequence – Allied Health Certificate of Applied Science

Note: All courses must be completed with a “C” or better.

First Year – Fall Semester				First Year – Spring Semester			
Dept.		Course Title	Sem. Hrs.	Dept.		Course Title	Sem. Hrs.
AH	210	Nutrition	3	AH	115	Drug Dosage Calculation	1
BIO	124	Human Anatomy & Physiology I	3	AHS	108	Medical Terminology	3
BIO	124L	Human Anatomy & Physiology I LAB	1	BIO	125	Human Anatomy & Physiology II	3
CIS	108	Computer Fundamentals	3	BIO	125L	Human Anatomy & Physiology II LAB	1
ENL	101	English Composition I	3	Elective		Math Elective (100 level or higher)	3
PSY	200	General Psychology	3	PSY	214	Life-Span Developmental Psychology	3
Total Semester Hours			16	Total Semester Hours			14



## APPENDIX II

### Adjunct Faculty Teaching courses in the Allied Health Certificate

#### Anatomy and Physiology

Hammer, Gene M.S. Shenandoah University (1997)      B.S. West Virginia Univ (1976)

Oliverio, Anthony      M.S. University of Maryland (2013)    B.S.  
Frostburg State Univ (2008)  
A.A.S. Frostburg State Univ (2005)

#### Allied Health

Glasscock, Sandria    R.N. Diploma The Washington Hospital School of Nursing (1972)

Michael, Andrea      B.S. West Virginia University (2014)  
B.A. Shepherd University (1995)

Mollard, Phoebe B.S.    University of Maryland (1983)  
A.A. J. Sargeant Reynolds Community College

#### Mathematics

Crystoff, William      B.S.E.T. Central New England College of Technology  
(1973)

Gott, Sharon      M.T. Virginia Commonwealth University (1993)  
B.S. Virginia Commonwealth University (1993)  
Additional Graduate Hours University of California at Los Angeles

Hershberger, Jamin      M.A. Marshall University (1998)  
B.A. Glenville State College (1995)  
Additional Graduate Study West Virginia University

Putze, Eric      B.S. Virginia Polytechnic Institute and State  
University (1984)  
A.A.S. Eastern West Virginia Community and Technical  
College (2013)  
Certificate George Washington University (1996)

Sites, Ruth      M.S. Shepherd University (1998)  
B.A. Shepherd University (1990)

#### Psychology

Benear, Mark      M.S. Cappel University (2007)  
R.B.A. Shepherd College

George, Gregory      M.A. Marshall University (2011)  
B.A. Shepherd University (2007)

**APPENDIX III  
ENROLLMENT AND GRADUATES**

TERM	HEADCOUNT	FTE	GRADUATES
Fall 2013	7	5.3	5
Spring 2014	8	5.9	0
Fall 2014	6	3.5	8
Spring 2015	7	4.1	1
Fall 2015	6	3.5	6
Spring 2016	4	2.6	4
<b>TOTAL</b>	38 (Duplicated)	24.9	24