

ANNUAL SLOA Summary

Academic Year: 2016-2017

Division: Health Sciences – Dr. Kathleen J. D’Ambrisi

1. Please describe the progress made on master syllabi. (What is the percentage of master syllabi on file with the Academic Affairs Office for the courses in your division? What is the percentage of master syllabi that includes outcomes and assessment procedures? Do all faculty, full and part-time, use the master syllabus to develop course guides?)

According to the latest data provided, there are 103 active courses and of those courses 86% have up-to-date master syllabi and 14% do not have up to date master syllabi on file with the Academic Affairs Office. These include one dental assistant program course, six emergency medical services program courses, one pharmacy technician program course, and five medical imaging program courses. Faculty members responsible for these identified courses, upon their return from non-reporting time will be notified to review their master syllabi and submit accordingly by a designated date. All master syllabi currently on file include outcomes and assessment procedures. It is common practice, that all faculty utilize their master syllabus to develop appropriate course guides, which represent expanded representation of the master syllabi.

2. Please describe the progress made on creating Course Outcome Guides. (What is the percentage of courses with COGs in your division? What courses need to have COGs developed? What are the obstacles to completing these COGs? What is your plan/timeline for completing this work?)

According to the latest data provided, there are 103 active courses and of those courses 81% have up-to-date COGs and 9% do not have up-to-date COGs on file with the Academic Affairs Office. These include eight emergency medical services program courses, five pharmacy technician program courses, and two medical imaging program courses. Faculty members responsible for courses in the emergency medical service program and the medical imaging program will be notified upon their return from non-reporting time to submit updated COGs accordingly by a designated date. As there is currently not an active faculty member for the pharmacy technician program, the division director will review materials and submit updated COGs accordingly.

3. Please describe how course outcomes are being assessed. (What assessment instruments are being used? What’s the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)

Program course outcomes are being assessed utilizing a variety of techniques as they have a strong impact on learning and provides data relating to the quality of learning occurring in individual courses. Assessment techniques include quizzes, examinations, clinical competency evaluations, assignments, projects, and national/regional standardized examinations. Programs in the health sciences division has a final course passing grade requirement of a “C” or higher.

Data collected from course assessments reveals the following:

Table 1: Overall Course Pass Rates

Discipline	First Attempt Overall Course(s) Pass Rate
Dental Assistant (DEN)	90%
Dental Hygiene (DHY)	95%
Emergency Medical Services (EMT/Paramedic)	Data Not Available
Medical Assistant (MAP)	100%
Medical Coding & Reimbursement Specialist	100%
Phlebotomy (PHL)	88%
Medical Imaging/Radiography (RAD)	86%
Pharmacy Technician (PHR)	87%

Table 2: Overall National/Regional Standardized Examination Pass Rate

Discipline	Standardized Examination(s)	First Attempt Overall Exam(s) Pass Rate
Dental Assistant (DEN)	Radiation Health & Safety (DANB) Infection Control (DANB) General Chairside (DANB)	95% 95% 95%
Dental Hygiene (DHY)	Commission on Dental Competency Assessments (ADEX/CDCA) National Board Dental Hygiene Examination	100% 100%
Emergency Medical Services (EMT/Paramedic)	National Registry of Emergency Medical Technologist	Data Not Available
Medical Assistant (MAP)	American Medical Technologists Examination (AMT)	100%
Medical Coding & Reimbursement Specialist	American Academy of Professional Coders (AAPC) Certified Professional Coder (CPC)	80%
Medical Imaging/Radiography (RAD)	American Registry of Radiologic Technologist Examination	81%
Pharmacy Technician (PHR)	Pharmacy Technician Certification Exam (PTCE)	50%

Instructors meet periodically throughout the academic year to discuss strategies and techniques to improve instruction and retention. Additionally, time is allocated during monthly division meetings to discuss strategies and pedagogy best practices. Data is stored in the Health Sciences SLOA folder on the “Y” drive, as well as forwarded to the Office of Academic Affairs to be shared on HCC’s Website.

- Please describe the progress made on creating Program Outcome Guides. (What is the percentage of programs with POGs in your division? What programs need to have POGs developed? What are the obstacles to completing these POGs? What is your plan/timeline for completing this work?)

After review of the Health Sciences Division’s SLOA folder on the “Y” drive, it was determined that of the eight programs within the division only 37.5 % have completed their respective Program Outcome Guide (POG). These include the dental hygiene, medical assistant and medical imaging/radiography programs. Those programs who have not created the 2016-2017 POG include dental assistant, emergency medical services, phlebotomy, medical coding and reimbursement, and pharmacy technician. Faculty members and program coordinators, from the programs missing up-to-date POGs will be notified upon their return from non-reporting time to create and submit accordingly by a designated date.

5. Please describe how program outcomes are being assessed. (Have course matrices been developed for all program? What assessment instruments are being used? What’s the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)

Course matrices have been developed for all programs and are provided to each student in either a hardcopy format and/or the Moodle Learning Platform. Assessment instruments utilized include but not limited to assignments, projects, quizzes, examinations, clinical competency evaluations, and standardized regional/national examinations.

Based on the data collected, the following table provides some details for program improvement:

Table 3: Program Modifications

Discipline	Program Modifications
Dental Assistant (DEN)	Revise externship evaluation documents to include specialty functions; incorporate DANB review materials into the curriculum.
Dental Hygiene (DHY)	Review course/program completion at the end of each semester to address areas where there may be deficiencies; evaluate program competencies and sub-competencies and made modifications as applicable.
Emergency Medical Services (EMT/Paramedic)	Identified modifications not presented.
Medical Assistant/Phlebotomy (MAP)	Incorporate a review course for the American Medical Technologists Examination (AMT) National Certification Examination in the externship courses.
Medical Coding & Reimbursement Specialist	Continue to utilize techniques to relieve student anxiety with the Mock AAPC CPC certification examination.
Phlebotomy (PHL)	Incorporate more utilization of the Moodle learning platform.
Medical Imaging/Radiography (RAD)	One-on-one and group tutoring sessions to ensure understanding of program material reviewed during individual course lecture sessions; weekly follow-up advising meetings with students to ensure completion of program requirements.

Pharmacy Technician (PHR)	Review curriculum in each course to be sure that it aligns with the ASHP/ACPE accreditation standards in preparing graduates for practice as entry-level pharmacy technicians in a variety of contemporary settings. Areas for improvement in the curriculum include medication order entry and fill process, pharmacology for technicians, pharmacy billing and reimbursement, pharmacy inventory management, pharmacy quality assurance and sterile and non-sterile compounding based on the Pharmacy Technician Certification Exam Advocate Summary Report.
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Data collected during the review period is maintained by individual program coordinators; as well as located on the Health Sciences Division “Y” drive SLOA folder.

6. Please describe the progress made on General Education Outcomes Assessment. (Do all the general education courses in your division have common outcomes listed by discipline area on the syllabus? What courses need to have common outcomes developed? What are the obstacles to completing these common outcomes? What is your plan/timeline for completing this work? Do all the general education courses in your division have a common assessment procedure? What courses need to have a common assessment procedures developed? What are the obstacles to competing these common assessment procedures? What is your plan/timeline for completing this work?)

The Health Sciences Division does have general education courses; however, we do work with the Mathematics & Science Division to identify appropriate science prerequisite courses for programs in our division.

7. Please describe how general education course outcomes are being assessed. (What assessment instruments are being used? What’s the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)

The Health Sciences Division does not have any general education courses.

Division Director Signature. Dr. Kathleen J. D'Ambrisi