

## ANNUAL SLOA Summary

Academic Year: 2018-2019

### 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 reviewed, there are 102 active courses and of those courses 95 have an up-to-date master syllabus and 7 do not have an up-to-date master syllabi on file with the Academic Affairs Office. These include Emergency Medical Services/Paramedic (5 courses), and Health Information Management (2 courses). Faculty members responsible for these identified courses, upon their return from non-reporting time will be working on their master syllabi to be submitted by a designated date. All master syllabi currently on file follow the Master Syllabi guidelines including course name, description, instructor; student learning outcomes and minimum clock hours for all formats for which the course is offered. All updated Master Syllabi during the 2018-2019 academic year have been reviewed by faculty to be sure that they are in compliance with ADA Accessibility requirements. It is common practice, that all faculty utilize their master syllabus to develop appropriate course guides, which is an 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 reviewed, there are 102 active courses and of those courses 95 have up-to-date COGs and 7 do not have up-to-date COGs on file with the Academic Affairs Office. Courses without up-to-date COGs are included in the Dental Hygiene Program (2 courses) and Emergency Medical Services/Paramedic (5 courses). Faculty members responsible for courses in the Dental Hygiene Program and Emergency Medical Services/Paramedic Program have been notified that upon their return from non-reporting time to submit updated COGs by a designated date. Please note that COGs are not available for 16 courses as not are only offered as needed and there was not any enrollment during this reporting cycle. Upon further review of the COGs, there appears to be a discrepancy in which expected learning outcomes are not consistent between what is listed on the master syllabus and the COG. These findings will be reviewed with faculty during the fall 2019 faculty in-service.

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. Data collected from the assessments provides an opportunity for faculty to make necessary adjustments to curriculum. Programs in the health sciences division, except Emergency Medical Services/Paramedic has a final course passing grade requirement of a 75% or higher. The Emergency Medical Services/Paramedic program has a final course passing grade requirement of a 70% or higher.

Data collected from course assessments reveals the following:

**Table 1: Overall Course Pass Rates**

<b>Discipline</b>	<b>First Attempt Overall Course(s) Pass Rate</b>
Computer Tomography Imaging	0%
Dental Assistant (DEN)	100%
Dental Hygiene (DHY)	80% - 100%
Electronic Health Records	67% - 100%
Emergency Medical Services (EMT/Paramedic)	Data Not Available
Health Information Management	67% - 100%
Magnetic Resonance Imaging Certificate	100%
Mammography	100%
Medical Assistant (MAP)	83%
Medical Coding & Reimbursement Specialist	100%
Phlebotomy (PHL)	90%
Medical Imaging/Radiography (RAD)	100%
Pharmacy Technician (PHR)	75% - 100%

Programs in the Health Sciences Division include letters of recognition, certificate programs and associate of applied science programs.

**Table 2: Overall Program Completion/Retention Rates**

<b>Discipline</b>	<b>Overall Program Completion/Retention Rate</b>
Computer Tomography Imaging	*
Dental Assistant (DEN)	100%
Dental Hygiene (DHY)	90%
Electronic Health Records	*
Emergency Medical Services (EMT/Paramedic)	Data Not Available
Health Information Management	*
Magnetic Resonance Imaging Certificate	40% <sup>1</sup>
Mammography	100%
Medical Assistant (MAP)	Data Not Available
Medical Coding & Reimbursement Specialist	100%
Phlebotomy (PHL)	90%
Medical Imaging/Radiography (RAD)	91%
Pharmacy Technician (PHR)	75%

\* No graduating class at this time.

<sup>1</sup> – Students did not complete the clinical component.

**Table 3: Overall National/Regional Standardized Examination Pass Rate**

<b>Discipline</b>	<b>Standardized Examination(s)</b>	<b>First Attempt Overall Exam(s) Pass Rate</b>
Computer Tomography Imaging	American Registry of Radiologic Technologist Examination	N/A
Dental Assistant (DEN)	Radiation Health & Safety (DANB) Infection Control (DANB) General Chairside (DANB)	100% 95% 95%
Dental Hygiene (DHY)	Commission on Dental Competency Assessments (ADEX/CDCA) National Board Dental Hygiene Examination	100% 100%
Electronic Health Records	Certified Electronic Health Records Specialists Certification Exam	No Data Available
Emergency Medical Services (EMT/Paramedic)	National Registry of Emergency Medical Technologist	77%
Health Information Management	Registered Health Information Technician (RHIT) Examination	No Data Available
Magnetic Resonance Imaging Certificate	American Registry of Radiologic Technologist Examination	100%
Mammography	American Registry of Radiologic Technologist Examination	100%
Medical Assistant (MAP)	American Medical Technologists Examination (AMT)	100%
Medical Coding & Reimbursement Specialist	American Academy of Professional Coders (AAPC) Certified Professional Coder (CPC)	No Data Available
Medical Imaging/Radiography (RAD)	American Registry of Radiologic Technologist Examination	83%
Pharmacy Technician (PHR)	Pharmacy Technician Certification Exam (PTCE)	No Data Available

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.

4. 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 sixteen programs within the division only 11 programs have completed respective Program Outcome Guide (POG) for this reporting cycle. These include Computer Tomography Imaging, Dental Assisting, Dental Hygiene, Electronic Health Records, Magnetic Resonance Imaging, Mammography, Medical Assistant, Medical Coding and Reimbursement Specialist, Phlebotomy and Radiography. Those programs who have not created the 2018-2019 POG include Emergency Medical Technician, EMT-I to EMT-P, Health Information Management, Paramedic Emergency Services-A.A.S, and Paramedic Emergency Services-CERT. Program coordinators, from the programs missing up-to-date POGs will complete upon their return from non-reporting time and submit 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 4: Program Modifications**

Discipline	Program Modifications
Computer Tomography Imaging	Utilize CT Basics modules during clinical rotations to reinforce didactic materials.
Dental Assistant (DEN)	Create more objective evaluation sheets to evaluate students performing externship functions. Incorporate the DANB review books into the dental assisting curriculum. There is a need to equipment in CPB 172 to enrich learning experiences.
Dental Hygiene (DHY)	Based on feedback obtained from course evaluations and input from advisory board members ensure that teaching strategies and in alignment with required outcomes. Maintain curriculum requirements to be in alignment with CODA accreditation standards. There is a need for replacement of clinic dental units due to functionality of the units. Need to evaluate overall course grade scale as there is a not an even distribution between the letter grades.
Electronic Health Records	Review curriculum to ensure that it follows the CAHIIM standards. Develop assignments from the CAHIIM curriculum grid to meet competencies. Adopt new textbooks.
Emergency Medical Services (EMT/Paramedic)	Modifications not identified.
Health Information Management	Modifications not identified.
Magnetic Resonance Imaging Certificate Program	Use the MR Basics resources to reinforce didactic materials while students complete their required ARRT repetitions. Monitor student repetitions to ensure completion requirements.
Mammography	Encourage students to complete their clinical rotations, as well as site for their ARRT certification examination. Review curriculum and investigate additional positioning mannequins.
Medical Assistant/Phlebotomy (MAP)	Maintain consistent communications with externship instructor to ensure that all paperwork from externships is returned in a timely manner.
Medical Coding & Reimbursement Specialist	Continue to utilize the mock CPC examination as a tool for student success.
Phlebotomy (PHL)	Continue to review program completion at the end of each semester to insure issues identified through data analysis is addressed immediately.
Medical Imaging/Radiography (RAD)	Provide additional resources, such as ASRT practice tests, tutoring, and additional course resources to be used in the LSC.
Pharmacy Technician (PHR)	Effective July 1, 2019 the program is inactivated.

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*