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**Wayne Community College**
**Program Review and Outcome Assessments, 2019-20**
**(Previous Program Review Cycle, 2016-17)**

**Department Name:** Workforce Continuing Education Services Occupational Extension – Allied Health

## Section 1: Program Overview

**Mission/Purpose:**
To prepare students for entry level health careers by providing training that leads to certifications, licensing and specialized health care competencies

**Courses Offered:** Utilizing the table below, list all courses offered, along with codes.

| Program Areas & Occupational Pathways (i.e. L30 Health Occupations) | Local Government Courses (i.e. NUR3240) | Title (i.e. Nursing Aid I) | Third-Party Credentials (i.e. EKG-ECG) |
|---|---|---|---|
| L30 | HSE3264 | ACTIVITY DIRECTOR BASIC | Activity Director |
| L30 | ICV3111 | ECG/EKG MONITOR TECHNICIAN | EKG Technician |
| L30 | OSC3608 | HEALTH UNIT COORDINATOR | Health Unit Coordinator |
| L30 | MED3030 | MEDICAL CODING AND BILLING | Medical Coder and Biller |
| L30 | NUR3240 | NURSE AIDE 1 | Certified Nurse Aide 1 |
| L30 | NUR3241 | NURSE AIDE 2 | Nurse Aide 2 |
| L30 | PHM3250 | PHARMACY TECHNICIAN | CPhT |
| L30 | MLA3022 | PHLEBOTOMY | Phlebotomist |
| T75 | SEF3001 | SERVE SAFE CERTIFICATION TEST | ServSafe Food Manger |
| T75 | SEF3072 | SERVSAFE TRAINING | ServSafe Food Manager |
| L30 | PHM4100 | MEDICATION AIDE TRAINING | Medication Aide |
| L30 | FLI3700 | SPANISH MEDICAL INTERPRETER TRAINING | CHI |
| L30 | NUR3242 | NURSE AIDE 2 COMPETENCY | Nurse Aide 2 |
| L30 | NUR3242 | NURSE AIDE 1 REFRESHER | Certified Nurse Aide 1 |

**Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.**

**Goal 1: Increase Student Access**
**Goal 2: Ensure Program Excellence**
**Goal 3: Improve Student Success**
**Goal 4: Ensure Institutional Quality**

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GOAL 1- The Allied Health Programs are offered in the daytime, evening, and Saturdays so that students who are working and/or go to school have a convenient time to take the classes. The classes are taught in one semester so students can train and enter the workforce after completing the program. The programs are inexpensive compared to the cost of private schools and colleges.

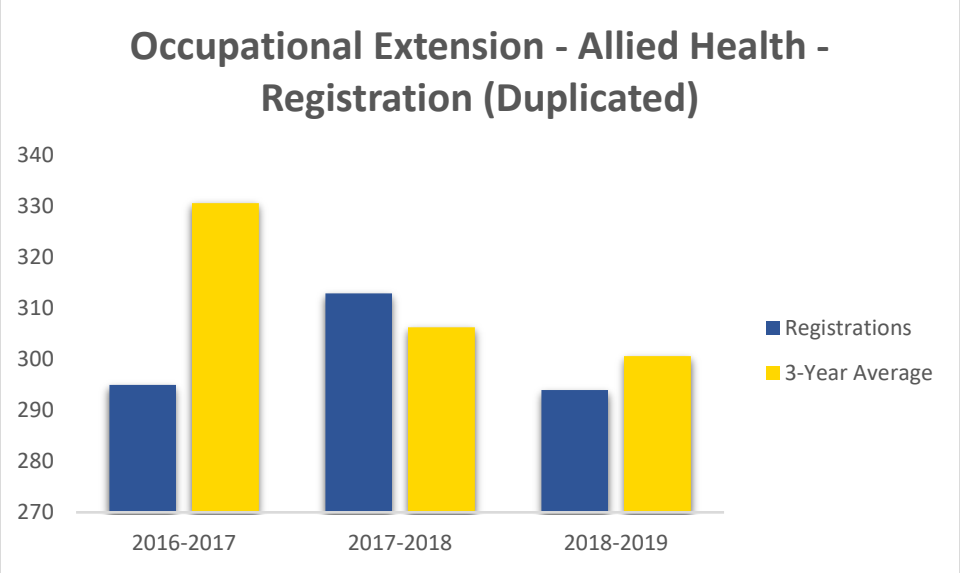
GOAL 2 –The Allied Health programs will meet/exceed the standards set by the accrediting agencies for each particular program with additional subjects, skills, and hours.

GOAL 3- The students' success in the program is measured by the instructor and Director throughout the course and based on competencies. Issues with performance are discussed with the students and recommendations are made to improve performance. Success is measured by grading of activities, proficiency testing, classroom evaluations and exams, and the ability of the student to pass the accrediting agency exam.

GOAL 4- Institutional Quality is ensured through faculty personal development to maintain the highest level of skill and knowledge in their area. We provide students with a standard of behavior and set of goals to achieve in the course to prepare them for the workforce. We are continually working to upgrade and improve curriculum, equipment, supplies, and resources used to educate students.

**Registration (Annual Reporting Year - Summer, Fall, Spring) – for each local government courses**

| **Registration *(duplicated)*** | | |
|---|---|---|
| **Reporting Year** | **Registration #** | **3-Year Average** |
| 2016-17 | 295 | 331 |
| 2017-18 | 313 | 306 |
| 2018-19 | 294 | 301 |




**Provide narrative for analysis of registration.** *(Is registration increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address registration.)*

Registration increased in 2017-2018 and decreased in 2019-2020

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Possible Reasons:

ServSafe program – This program was initiated to answer the need for training that became a mandate. All area food service providers needed to train their managers. There was an initial spike in registrations. In the years following, there is less demand for the service but it is still required training that must be updated. We have marketed to county restaurants, but there are other alternatives, including online training available through the ServSafe organization. We scheduled the program so that it is offered on the same day of every month to make it simple, easy to remember, and convenient.

Nurse Aide 1 program requirements have changed. More vaccines are required by our clinical sites than before. This adds an additional expense for students who do not have all of the required vaccines and may present a barrier. In order to increase pass rates with our NA 1 students we have added additional training hours to the program over the last few years. The program requirements have changed to include specific attendance requirements, uniforms, and additional classwork and assignments.

The Phlebotomy program has seen the same requirements of clinical sites as nurse aide, as well as the same changes to the program.

Nurse Aide 2, EKG, and Health Unit Coordinator fluctuates based on the hiring practices of the area healthcare employers. At times, some employers will train EKG techs working in other areas, giving them two roles. The policy will change and they will need trained, dedicated EKG techs.

Vidant Medical Center hires our NA 2 students, but UNC has not consistently found a role for them. Some employers do not pay NA 2 a differential for the training. Our long term care centers do not use nurse aide 2's.

Health Unit Coordinator is a position available at UNC Wayne and the need for them varies from semester to semester.

We have been working for over a year to teach the Nurse Aide training program in our area public high schools. Wayne County Schools replaced their nurse aide program last year with a health science program. We have obtained approval and are set to start the program this fall. This should increase enrollment.

The college also added Pharmacy Technician and Spanish Medical Interpreter programs last year, which may increase registration.

**Analysis of program budget full-time equivalent (BFTF)** *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

The budget FTE calculation changed in 2018-2019. Prior to that the FTE was calculated based on a calendar year. Beginning 18-19, FTE began to be calculated per academic year (summer, fall Spring) like curriculum programs.

The Budget full time Equivalent has gone from 73.13 in 2016-2017, to 97.38 in 2017-2018, and 89.32 2018-2019.

This may be due to the FTE calculation changing and an unusually large summer nurse aide program, a large NA 2 class (UNC Wayne was recruiting for nurse aide 2's at the time), large first pharmacy tech class and large first Spanish Medical Interpreter class.

Course hours were increased in 2019 which may be why our FTE was 89.9 with registrations were lower.

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**Activities to ensure program / course additions (2016-17; 2017-18; 2018-19 – Reporting Year)**
List program or course additions in table.

Nurse Aide 1 – Curriculum and Skills training were improved in response to changes made by the regulatory agency overseeing the program. Also, there is a performance improvement plan in place to increase first time testers pass rate. Faculty training, modifications in demonstrating skills and additional assignments are being implemented with the goal to improve student pass rates.

Phlebotomy - Text book was changed in 2019 after discussion with accrediting agency. New textbook coincides with material covered on the certification exam. Following test scores to determine improvement. Students have passed but score low in certain areas.

New Spanish Medical Interpreter Program – Began with a meeting with UNC Wayne HR director to determine needs for health care employees. Identified a need for qualified interpreters to meet the needs of Spanish speaking patients and needed soft skills in Nurse Aide and Phlebotomy students. Program was developed based on the National Standards for Healthcare Interpreter Training Programs, instructors hired and the program was offered for the first time in Fall of 2019 and again in Spring 2020. Students are tested for fluency in English and Spanish and must meet a standard to qualify for the program. Students receive 80 hour of classroom instruction including medical vocabulary building and interpreter skill. There is a 40 hour clinical experience with the instructor at UNC Wayne and affiliates.

Pharmacy Technician – In addition to the 1 year diploma program offered at WCC, discussion began about offering a one semester basic pharmacy technician program in WCE in the summer. The program would be, approved by the PTCB – Pharmacy Technicians Certification Board, apply for college credit to be used toward the Diploma program, and provide training for retail pharmacy positions. This was accomplished and the first program was held in Fall 2019 after the curriculum program was suspended. The program was planned for Spring, Summer and Fall2020 as a programs that could lead into the diploma program and for those students who need training to get a job in one semester.

Medical Coding and Billing – This program has experienced a dropping success rate. The course was offered in 2 parts taking 2 semesters to complete. Few students registered for part 2. It had trouble meeting the class minimum to run. It was redesigned and is now offered as a longer one semester course. We are monitoring success rates.

| Course Title | Date – Revisions |
|---|---|
| Nurse Aide 1 | Fall 2019 |
| Spanish Medical Interpreter | Fall 2019 |
| Pharmacy Technician | Fall 2019 |
| Skills Labs-Practice/Review before accrediting exam | Summer 2019 |
| Job Skills- Resume and Interview Skills | Spring 2019 |
| Medical coding and billing – 2 semester to one semester program | Fall 2019 |

**Provide an overview of the significance of the program additions and improvements that occurred over the past three years.** *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, programs, and delivery methods?)*

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- Skills labs – In the effort to improve pass rates, we run skills/review lab the day before testing. This is done for nurse aide 1 prior to taking the state exam for certification and also for the phlebotomy students prior to the National Phlebotomy Test. Many students wait to take the exam for several months to a year, and so we offer this review class with our instructors on Fridays before testing. Our hope is to increase the first time test takers ability to pass the test.
- Job skills include resume writing and how to have a successful interview – for NA1, Phlebotomy and Spanish Medical Interpreter classes.
- Medical coding and billing was redesigned into a one semester course because the Part two of the original program struggled each semester to get enough students to run the program
- Added Pharmacy Tech and Spanish Medical interpreter program

**Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 -– Academic Year – Fall, Spring, Summer )**

**Summary of Advisory Committee Activities**

| Year | | Recommendations / Activities |
|---|---|---|
| 2016-17 | 11/15/16, 5/4/17 | Need for NA2's for Wayne Hospital; Concern with online phlebotomy programs and student skills |
| 2017-18 | 12/19/17, 5/23/18 | Hospital need for NA 1's; Need for soft skills in Nurse Aide and Phlebotomy programs; Need for the Spanish Medical Interpreter |
| 2018-19 | 11/15/18, 5/8/2019 | Make testing a part of tuition; Continue soft skills; UNC does not want to participate with online phlebotomy programs |

**Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance.** *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The Advisory Committee has a history of poor attendance. Those who attend provide information and insight into the needs of healthcare industry in Wayne County.

More information is obtained meeting with the members individually, emailing and calling.

This needs to be done regularly as staffing policies change frequently and affect job availability for certain classes.

All healthcare employers would like more time with the students to recruit. A job fair was held in 2019 and employers who attended hired students who attended. This was planned to be offered in Spring 2020; however COVID-19 happened. We will schedule this as soon as possible.

**Provide narrative for analysis of trends in the field (emerging needs).** *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

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There is a well-documented shortage of nurses and allied health professionals to justify providing more training to meet our future needs.

The employees may need to have several skill sets. A nurse aide who can draw a blood specimen because they are a phlebotomist and they can take an EKG because they are trained. Or they can also work as the Health Unit Coordinator because they have been trained.

Programs will need better equipment and simulations to train students to perform well on the job. Healthcare employers are updating equipment and supplies regularly. It is important for students to learn on equipment they will be working with on the job. We want to provide students with the supplies, equipment, and resources to train them for today's healthcare jobs.

## Section 2: Faculty Profile

**Have all the faculty credentials been verified?** (*Verify required documents are in personnel files.*)
Yes ☒ No ☐

**List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)**

| Faculty / Name | Full-Time / Part-Time | Total Years within Department/Program | Total Years at WCC |
|---|---|---|---|
| Courtney Smith | Adjunct Instructor | 4 years | 4 years |
| Lanika Case | Adjunct Instructor | 1 year | 1 year |
| Kim Bradshaw | Adjunct Instructor | 1 year | 1 year |
| Nancy Delia | Adjunct Instructor | 10 years | 10 years |
| Yvonne Stovall | Adjunct Instructor | 9 years | 9 years |
| Joyce Simmons Lee | Adjunct Instructor | 6 years | 6 years |
| Shirley Pigford | Adjunct Instructor | 7 years | 7 years |
| Lennie Stephenson | Adjunct Instructor | 6 years | 6 years |
| Faye Davis | Adjunct Instructor | 1 year | 7 years |
| Joyce Flemming | Adjunct Instructor | 9 years | 9 years |
| Mary Carmichael | Adjunct Instructor | 17 years | 17 years |
| Delilah Wiley | Adjunct Instructor | 1 year | 1 year |
| Patty Pate | Adjunct Instructor | 1 year | 1 year |
| Nann Hatcher | Adjunct Instructor | 2 years | 2 years |
| Kim Meredith | Adjunct Instructor | 1 year | 1 year |
| Coral Villanueva | Adjunct Instructor | 1 year | 1 year |
| Linda Benninghoff | Adjunct Instructor | 7 years | 7 years |

**Provide narrative for adequacy of faculty numbers.** *(Do you have enough faculty to support your program?)*

There are challenges in hiring qualified instructors. There is an RN shortage in our community and so this affects our ability to find qualified instructors. The department uses adjunct instructors who are on semester-to-semester contracts. We hope to hire an instructor to teach a class from start to finish. For larger classes, we add another instructor. We have a 10:1 teaching ratio.

We have been able to find qualified adjunct instructors; however, most do not want to work all of the hours of the program (ex- If a program is 12 hours per week (3days or nights, they may only want to work 4-8, one or two days a week) and do not want to teach the program every semester. This can present challenges to provide consistent training for students as one instructor may teach a particular skill or subject differently than another instructor. To

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pass the state exam, skills need to be taught in a specific manner with consistency from class to class. Salaries, or compensation, is another challenge. WCC salaries are lower than those paid at the hospital and the long term care facilities in our community.

The nurse aide program takes 12 hours a week for 12-15 weeks a semester to teach. This could be a full-time position versus using 3-6 adjunct instructors each semester. This would add consistency to how the program is taught.

**Professional Development**

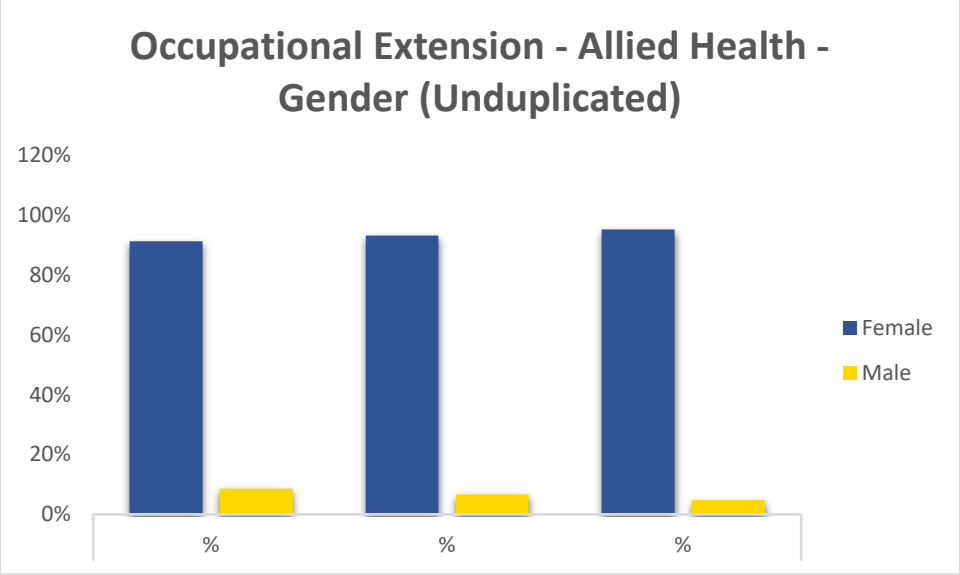
**Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1 – June 30)**

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder. *(Full-Time Faculty = 30 hours; Part-Time Adjunct Faculty = 6 hours recommended, but not required, for adjuncts who teach 6 or more hours per semester)*

Yes ☒ No ☐

## Section 3: Student Demographics

| **Gender *(unduplicated) Academic Year – Fall, Spring, Summer*** | | | | | | |
|---|---|---|---|---|---|---|
| **Gender** | **2016-17** | | **2017-18** | | **2018-19** | |
| | **N** | **%** | **N** | **%** | **N** | **%** |
| Female | 223 | 91% | 265 | 93% | 243 | 95% |
| Male | 21 | 9% | 19 | 7% | 12 | 5% |
| Total | 244 | 100% | 284 | 100% | 255 | 100% |



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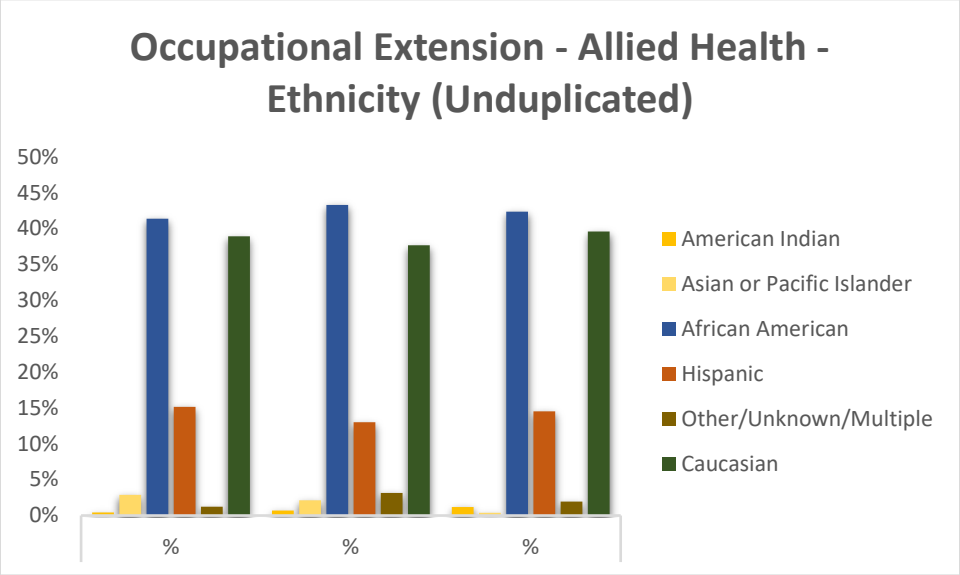
| Ethnicity (*unduplicated*) | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| American Indian | 1 | 0% | 2 | 1% | 3 | 1% |
| Asian or Pacific Islander | 7 | 3% | 6 | 2% | 1 | 0% |
| African American | 101 | 41% | 123 | 43% | 108 | 42% |
| Hispanic | 37 | 15% | 37 | 13% | 37 | 15% |
| Other/Unknown/Multiple | 3 | 1% | 9 | 3% | 5 | 2% |
| Caucasian | 95 | 39% | 107 | 38% | 101 | 40% |
| Total | 244 | 100% | 284 | 100% | 255 | 100% |




| Age (*unduplicated*) | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 17 and under | 0 | 0% | 0 | 0% | 0 | 0% |
| 18-24 years | 75 | 31% | 101 | 36% | 119 | 47% |
| 25-34 years | 75 | 31% | 82 | 29% | 53 | 21% |
| 35-44 years | 43 | 18% | 45 | 16% | 31 | 12% |
| 45 and older | 51 | 21% | 56 | 20% | 52 | 20% |
| Total | 244 | 100% | 284 | 100% | 255 | 100% |

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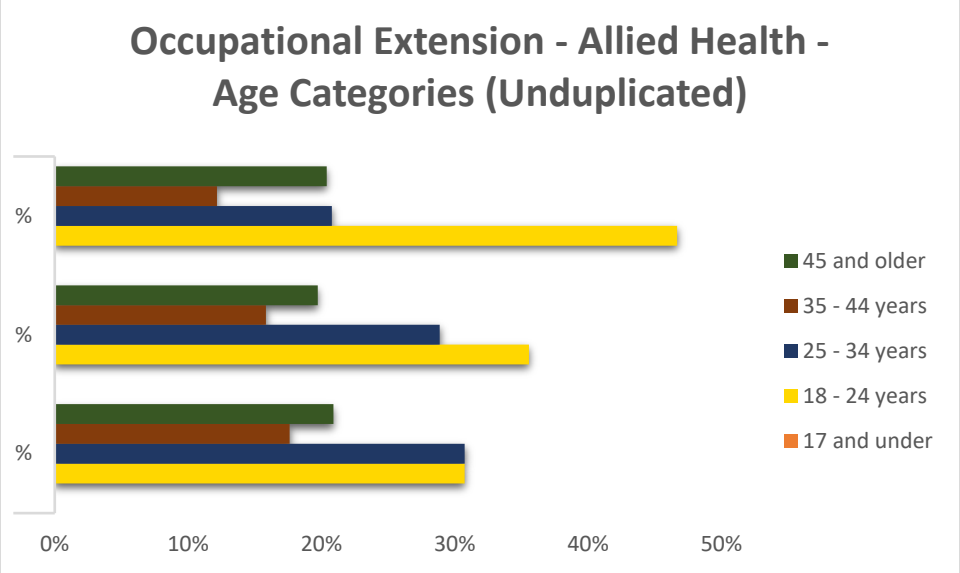
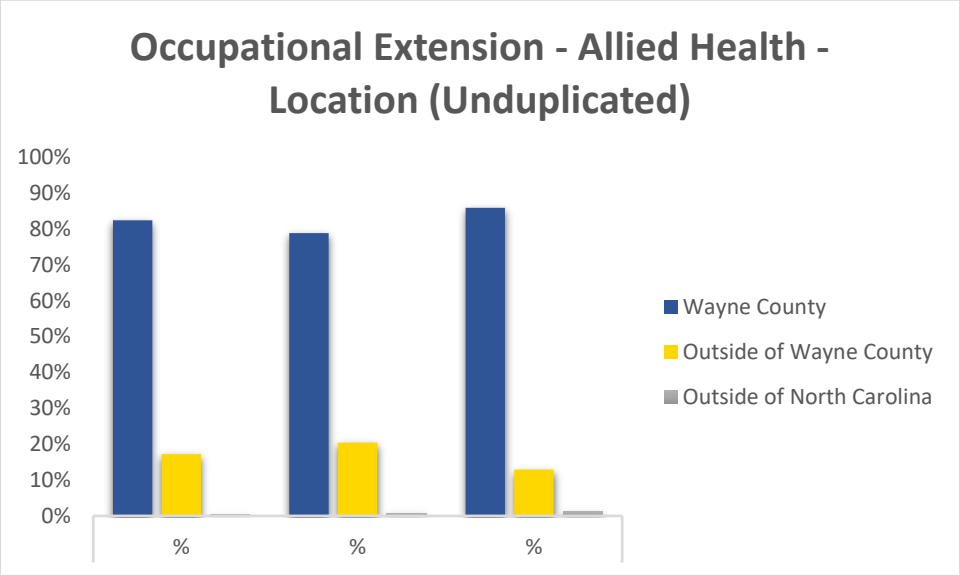



| Location (*unduplicated*) | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Wayne County | 201 | 82% | 224 | 79% | 219 | 86% |
| Outside of Wayne County | 42 | 17% | 58 | 20% | 33 | 13% |
| Outside of North Carolina | 1 | 0% | 2 | 1% | 3 | 1% |
| Total | 244 | 100% | 284 | 100% | 255 | 100% |




**Provide narrative for analysis of student demographics.** *(What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)*

Our students demographics represent our community demographics. We have a diverse population. We have seen more Haitian students in the last year. Sometimes there is a language barrier that some students can overcome and others cannot. We refer students who cannot pass due to a possible language barrier to on-campus programs for help. We also participate in programs to promote health careers in area schools and the community.

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## Section 4: Program Outcomes

**Outcome #1: Course Section Offerings (all delivery methods) (*Course Offerings tab*)**

**Baseline:** 39 # (*Average course section offerings for the last three years – 2016-17; 2017-18; 2018-19*)
**Standard:** 40 #
**Target:** 42 #

| Reporting Year | Course Offerings | Sections Offered |
|---|---|---|
| 2016-17 | 14 | 41 |
| 2017-18 | 12 | 37 |
| 2018-19 | 12 | 39 |

**Provide narrative for analysis of course section offerings.** *(Ex – Are courses being offered based on the sections needed for enrollment?)*

Most of the sections are offered based on registrations and vary from semester to semester. There are adequate registrations to offer the courses 1-3 times a year.

Additional nurse aide and phlebotomy classes cannot be offered due to lack of lab space. We currently use two labs to accommodate three nurse aide 1 classes, one nurse aide 2 class, two phlebotomy classes, refreshers, skills labs, testing and physics, and direct care aide also use these labs. We can offer off campus classes at several high schools because they have labs available. This is planned to start in Fall 2020 at Southern Wayne High School.

**Provide narrative for analysis of course section offerings standard/target.** *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

New course section offerings standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

**Identify Course Section Offerings Action Items**
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| **Item** | **Action Items** *(Identify action items as a result of your program outcome assessment.)* | **Target Date** *(Identify your projected target date for completion of action items.)* | **Assessment of Action Items** *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)* |
|---|---|---|---|
| 1 | Identify alternative programs and decide continued need for Serv Safe program | January 2021 | Contact employers and obtain source of training used. |
| 2 | Identify alternative programs and decide continued need for Activity Director program | January 2012 | Contact employers and obtain source of training used. |

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**Outcome #2: Course Success Rate (all delivery methods) (*Course Success Rate tab*)**

**Baseline:** 79 **%** (*Average course success rate for the last three years – 2016-17; 2017-18; 2018-19*)
**Standard:** 82 %
**Target:** 85 %

| Reporting Year | Registered Students | Registered Success Students | Course Success Rate |
|---|---|---|---|
| 2016-17 | 295 | 239 | 81% |
| 2017-18 | 313 | 245 | 78% |
| 2018-19 | 294 | 233 | 79% |

**Provide narrative for analysis of course success rates.** *(Ex – Are students more successful in courses; face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)*

Our course success rate has been stable over the last three years. This has been monitored resulting in the Medical Billing and Coding program change from one semester to a two semester course to help improve the success rate.

We have also taken steps to improve nurse aide success rate. Providing in-service to instructors on methods to help students learn, monitoring student success rate more frequently, and reporting actions taken for students underperforming.

**Provide narrative for analysis of course success rate standard/target.** *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

New course success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

**Identify Course Success Rate Action Items**
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

The new courses such as high school program for nurse aide, Pharmacy Tech, and Spanish Medical Interpreter should increase course success rates. It is anticipated that the new design for the Medical Billing and Coding will help increase the success rate. Additionally, more frequent monitoring of nurse aide students should increase success rates. We would like to see success rate at 85% by 2022.

| Item | **Action Items** *(Identify action items as a result of your program outcome assessment.)* | **Target Date** *(Identify your projected target date for completion of action items.)* | **Assessment of Action Items** *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)* |
|---|---|---|---|
| 1 | Monitor success rates of nurse aide program for a 5% increase | 5/31/2021 | Monitor state NNAAP testing result reports for nurse aide |
| 2 | Monitor success rates of Medical Billing and coding for a 5% increase | 5/31/2021 | Monitor class records of medical billing and coding |

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**Outcome #3: Licensure and Certification Passing Rates (if applicable)**

**Baseline:** ____ % (*Average of last three years; identify last three licensure years*)
**Standard:** ____ %
**Target:** ____ %

Unable to set baseline at this time; baseline will be determined 2021-22.

**Licensure / Certification Exam – Nurse Aide**

| NCCCS Report | Exam Year | # Tested | # Passed | % Passing | Index Score |
|---|---|---|---|---|---|
| 2019 | 2017-18 | 83 | 56 | 67% | 0.91 |

**Provide narrative for analysis of licensure / certification passing rates.** *(Are you satisfied with your program licensure rates?)*

The nurse aide program is currently involved in improving the number of nurse aide students who pass the test. Instructors are involved in training to provide consistency in the way they teach skills. We have adopted new assignments and activities aimed at increasing the students skill level. We have taken the five most missed skills by nurse aides, broken them down step by step and decided on alternative ways to teach to reduce the risk of failure. This will be implemented Summer 2020. Testing results should be available by January.

**Provide narrative for analysis of licensure and certification passing rates standard/target.** *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

Unable to set baseline at this time; baseline will be determined 2021-22.

**Identify Licensure and Certification Passing Rates Action Items**
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | **Action Items** *(Identify action items as a result of your program outcome assessment.)* | **Target Date** *(Identify your projected target date for completion of action items.)* | **Assessment of Action Items** *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)* |
|---|---|---|---|
| 1 | Train nurse aide instructors on skills demonstrations to obtain consistency in training and correct area students are failing. | 1/31/2021 | Monitor state testing reports for improvement in 5% of students who pass NNAAP exam. |
| 2 | | | |

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**Outcome #4: Third-Party Credentials (if applicable)**

**Baseline:** ____ # (*Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19*)
**Standard:** ____ #
**Target:** ____ #

**Third-Party Credentials**

| Year | Credentials for Courses | # Tested *(duplicated)* | # Passed |
|---|---|---|---|
| 2016-17 | | | |
| | | | |
| 2017-18 | | | |
| | | | |
| 2018-19 | | | |
| | | | |

**Provide narrative for analysis of third-party credentials.** *(Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)*

Not applicable.

**Provide narrative for analysis of third-party credentials standard/target.** *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

Not applicable.

**Identify Third-Party Credentials Action Items**
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | **Action Items** *(Identify action items as a result of your program outcome assessment.)* | **Target Date** *(Identify your projected target date for completion of action items.)* | **Assessment of Action Items** *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)* |
|---|---|---|---|
| 1 | | | |
| 2 | | | |

## Section 5: Other Assessments

**In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.**

Nurse Aide 1 - DHHS-NCNAR Nurse Aide 1 accreditation Approved May 2019 – every two years; also serves as an approved Testing Site

Nurse Aide 2 – NC Board of Nursing Approved April 2020 - yearly

Medication Aide – NC Board of Nursing Approved April 2020 - yearly

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Pharmacy Technician – PTCB – Pharmacy Technician Certification Board – Approved and approved Testing Site

Phlebotomy program – National Phlebotomy Association Approved yearly and an approved Testing Site

**Analysis of other assessments.** *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

A survey of students was conducted to determine students intent to test. Ninety-five percent of nurse aide and phlebotomy students informed us they intended to test. However, only half tested. In 2019, we have educated students on sources of funding to pay for testing and more is being offered to help them plan for the expanse. We have set up in-facility tests with free practice labs the day before testing. We assist students in the process of applying for the test. We will monitor this to watch for improving the number of students who test.

We also need to survey students who do not register for the accrediting exam to determine why.

**Identify Other Assessment(s) Action Items *(if applicable)***
*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| **Item** | **Action Items** *(Identify action items as a result of your program outcome assessment.)* | **Target Date** *(Identify your projected target date for completion of action items.)* | **Assessment of Action Items** *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)* |
|---|---|---|---|
| 1 | Survey students who have not taken the certification exam within 3 months of graduation to determine reason | Survey students in Spring 2020 class by December 1,2020, Fall class by April 1 and Spring2021 by September 1 2021 | Send, email survey and determine reasons for not testing.<br>Decide actions to take based on the survey results |
| 2 | | | |

**Provide narrative for program facilities adequacy and/or needs. If facilities are adequate, please confirm.**

Additional labs are needed for the nurse aide and phlebotomy programs. If physics could be located to another classroom we would be able to offer afternoon classes.

We need larger areas to simulate skills students will provide to patients. Walk around areas are tight and do not allow for more than one practice area for students. Desk areas need to be spread out to provide privacy during testing and for team skills.

Each semester we have to add supplies to ensure the students are using the equipment and supplies they will work with on the job. Working on the same mannequins, wheelchairs, scales, etc. by each class repeatedly causes depreciation and we replace equipment each year to ensure we have adequate equipment to teach the program.

**Provide narrative for academic / student support services.** *(Are services adequate for your program?)*

Student support services are adequate.

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**Planning Objectives (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1-June 30)**

Provide a summary of planning objectives submitted for the last three years, including the use of results, of the planning objectives in the table provided.

**Summary of Planning Objectives**

| Planning Year | Objective(s) Submitted | Use of Results |
|---|---|---|
| 2016-17 | Basic Keri Manikin (approved) | Item was received on 2/6/17. Assembled, presented to staff and became operational in March for use in Spring semester. Again used in current Summer semester. Enabled students to develop skills needed to pass skill testing in NA1 and 2 programs. Utilized by 100% of students in these programs. Passing rates remain above state average but number of students using the new equipment and who have taken the test is too little to determine outcomes. By October, state passing results will show a significant number of students who have used the mannequin and tested. Will continue to monitor pass rates, and obtain instructor feedback in October 2017. Carry forward to the 2017-18 Plan to report assessment. (2017-18 Status Report) By October, All nurse aide students utilized the mannequin for skill training. 69 students tested and 55 passed. That is an 80% pass rate. This rate is better than the state rate. The number of students employed has not been tracked. A survey was developed and a database started. It will be launched in October 2018. All nurse aide students are using the mannequin each semester to practice skills like foot care, wound care, care of a colostomy, tracheostomy care, suctioning, positioning, bathing, denture care, dressing, applying pressure stockings, and catheter care. These skills are practiced by students repeatedly each semester until the skill is mastered. This equipment ensures students are well trained for the skills they must perform. |
| 2017-18 | Manikin Advanced Geri Medium LFo4117U | Equipment put in place during Spring 2018 semester. All Students in Nurse Aide 1 and phlebotomy are using the manikin. Skills are taught and practiced using the manikins' 3 days a week for 3 nurse aide classes and 2 phlebotomy classes. A total of 66 students have used the manikin repeatedly. Students will test for |

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| | | |
|---|---|---|
| | | certification in May, June, July and August. Pass rates will be monitored and reported. Survey to be completed in August. |
| 2018-19 | No planning objective(s) submitted. | N/A |

**Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.**

The Allied Health Program provides well trained nurse aides, phlebotomists, pharmacy techs, medical interpreters, medical coders and billers, activity directors, and EKG tech for the community.

Lab space limits the number and size of classes we can provide. We have maximized the space we have; however, we need larger space and more space. Equipment and supplies needed to teach students need to be upgraded and adequate for the skills that need to be taught.

## Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up to be addressed spring semester following review year (2020-21 and 2021-22).

**Review prepared and submitted by:** *(Please list name(s) and titles)*

Elizabeth Curry RN, MS Director, WCE Allied Health

**Approvals**

- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment as submitted.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessment and Recommendations as submitted.

**Dean Acceptance / Date:** Renita Dawson 8/13/2020

**IE Acceptance / Date:** Dorothy Moore 8/13/2020

**Administrator Approval / Date:** Renita Dawson 8/13/2020