

Allied Health Department
Annual Unit Plan for Academic Year 2017-2018
November 2016

Describe Department/Unit

Mission/Connection to College Mission

The mission of the Allied Health Department is to develop and provide quality programs in various aspects of healthcare. The programs encourage education in a variety of health career areas, including Certified Nurse's Aide, Home Health Aide, Vocational Nursing, Medical Assisting, Emergency Medical Technician, and Human Services. Numerous other courses such as Medical Terminology, Nutrition, Nutrition and Diet Therapy, Pharmacology, Cultural Diversity, Intravenous Therapy, Ethics for the Healthcare Provider and Cardiac Arrhythmia are taught as separate courses but highly augment all of the Allied Health Programs and serve as required prerequisites for several programs including Vocational Nursing, Medical Assisting, and Emergency Medical Technician.

The Allied Health Programs are aligned with the college's mission in providing high quality career technical education within all the disciplines, in addition to expanded opportunities to continue in a variety of career fields. The result of operating these programs is increased FTES, working relationship with our service area employers, and student employment in the communities that we serve.

The Allied Health programs support enrollment in the academic programs within the college for both degree and certificate completion with the end goal of student employment.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

African American, American Indian, Asian, Filipino, Pacific Islander.

Population:

Ethnicity: African American

Analysis and Plan:

According to the Kern Economic Development Company and the United Census Bureau, less than 13.5% of the population is African American, American Indian, Asian, Filipino, or Pacific Islander. Of that population, over 30% is under 18 and over 65 years of age. The department enrollment is at or above 9% for Nursing and Health Careers, Emergency Medical Technology, and at 19% for Human Services.

Increasing exposure and availability of college programs is the focus to increase enrollment and growth through the CTE and college marketing plans.

HMSV under 30 years of age enrollment.

Population:

Age: 19 or younger

Analysis and Plan:

Under enrollment of age groups under 30 is being addressed through middle and high school talks, demonstrations, and access to brochures available in the communities at the advisory group members offices and agencies. Advisory group members are

encouraged to provide information within the communities they serve.

Outreach to adults that are 19 years of age or younger

Population:

Age: 19 or younger

Analysis and Plan:

The college has been using outreach programs to fifth graders and high school students. When the ROP legislation changed, many high schools became more interested in developing health care programs at the high school level. There has been a slow start up of dual enrollment courses for all the Allied Health Programs. Therefore, the current plan for outreach to adults 19 and under is to improve contact with high school students through dual enrollment, articulated courses, and advertisement.

Outcomes Assessment: Overall Report

Faculty have mentored adjunct faculty in online courses to improve instructor engagement, interaction, and content of relevant assignments linking to the course objectives. The goal was to achieve increased retention and students success.

Current data indicates a retention of 87% with a college average of 82%.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

Type:

SLO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan:

ALI of the VN SLOS

Type:

SLO

Target Missed/Gap Detected:

HCRS C100, HCRS C103, HCRS C107, HCRS C113.

Most of the PLOs and SLOs for the Vocational Nursing Program have the NCLEX-PN as the SLO assessment tool. The NCLEX-PN is the national license testing program. First time pass rates for VN students has historically been the method of determining student success in individual courses and the over all program. The Allied Health Department determined that the first time NCLEX-PN pass rates are not a true indicator of students meeting individual course objectives.

Therefore, the Allied Health Department is developing a plan, which includes individual course cumulative tests and High stakes testing for each semester and at the end of each yearly cohort.

Type of Gap:

Need for revision to assessment method. Need for revision to outcomes. Need for revision to performance target.

Analysis and Plan:

Therefore, the Allied Health Department is developing a plan, which includes individual course cumulative tests and High stakes testing for each semester and at the end of each yearly cohort.

Progress Made on Program Review

Vocational Nursing

Year of Last Program Review:

2016 Spring

Progress in the last year on two-year strategies:

1. Providing cumulative assessment testing prior to graduation:

Cumulative testing has been implemented for each health careers course in the Vocational Nursing program. In addition, high stakes testing, often called predictor testing, has been implemented for the 2016 cohort using HESI. HESI is an Elsevier product that provides case studies and subject modules for Vocational Nursing (VN) students. HESI is based on the current suggested curriculum and NCLEX-PN testing concepts. It has been integrated into the VN curriculum to facilitate critical thinking, which prepares students for the national test and future job placement.

2. Testing students for readiness to be in a vocational nursing program (new BVNPT requirement)

This recent Board of Vocational Nursing and Psychiatric Technicians (BVNPT) requirement will be implemented for the 2017 VN cohort, which starts January 2017.

3. Providing a systematic individualized method of study during and after graduation

HESI also provides students with a systematic test plan post graduation based on individual student predictor scores. HESI as a systematic study plan was implemented for the 2015 graduating class. As a result of implementing HESI at the end of 2015, the 2015 graduating cohort had a 100% (13/13 students) first time pass rate.

Three-Year Program Strategies:

A. Support staff to support simulation, case studies, and maintain three to four skills labs: No Progress made.

B. Expand the distance education services to Mammoth and Tehachapi areas: No progress made.

C. RN feasibility study by 2018: Hired an instructor with several years experience teaching RN programs.

D. Request hiring of faculty to meet the growing needs of the program: Hired an Master's degree prepared instructor with several years experience teaching RN programs.

Progress in the last year on five-year strategies:

A. Start an RN program to meet the needs of outlining service areas.

The Allied Health Department has hired an experienced instructor who has taught in an RN program for several years. Before a program can be researched and developed, the Board of Registered Nursing requires there be a RN on staff who has experience in teaching in an RN program.

B. Contract with college that has a LVN to BSN program.

The Allied Health Department is working with counseling to contact private and state universities with LVN to BSN program.

Emergency Medical Technology - Job Skill Certificate

Year of Last Program Review:

Fall 2015

Progress in the last year on two-year strategies:

Accurate data collection has been developed to attempt to identify actual job placement after certificate completion and increase in wage due to completion. Self-reporting of job attainment has been requested of all students completing the program. Employers have been requested to follow up with the program director when they hire known completers of our program. Curriculum updates are being proposed to continue to meet or exceed changes in state law.

To increase student success, budget approval has allowed for professional expert recruiting to provide practical skill instruction to students outside of class to increase student effectiveness, repetition and naturalization of emergency evaluation and care techniques. This will be evaluated further once fully instituted.

Standardize equipment available for teaching at each site. Purchase of additional equipment and supplies is being completed. Additional changes in the Emergency Medical Services education standard occurred after completion of the program review and require additional supplies and equipment not included. The purchase of two moulage kits, two gurneys, four oxygen delivery systems and 6 pulse oximeter units.

Progress in the last year on five-year strategies:

As noted above, data collection and tracking have already begun. Analysis will be completed and changes made as necessary.

Human Services

Year of Last Program Review:

Fall 2014

Progress in the last year on two-year strategies:

Outreach to under-represented populations showing an increase of at least 25% within three years has begun with faculty participation in Career Exploration Day, middle and high school presentations, and incorporating advisory group members in outreach. Effectiveness and growth will be evaluated at the end of spring 2017.

No significant increase in younger age enrollment has occurred.

An increase in human services agencies involved in the advisory committees and internships has increased in the ESCCM and ESCCB. Contact has been made with additional agencies in each area.

Progress in the last year on five-year strategies:

As above noted.

Progress Made on Prior Year Initiatives

Provide collaborative opportunities for faculty and adjunct faculty within the department in the planning, budgeting, course scheduling, curriculum, SLO, and other areas of department management report.

Transitions to updated and new online teaching platforms has created difficulties in evaluating the affects of peer mentoring. Overall the department retention is above the college average with Nursing and Health Career courses at 87%, Emergency Medical Technology at 93%, and Human Services at 74%. Human Services enrollments have high number of Native American population enrollments at 8% of all department programs which accounts for the highest drop rates in the northern college service area.

Meeting participation within the department still lacks an overall increase in adjunct attendance. Less then 15% of adjunct faculty attend department-wide meetings. Adjunct faculty involved individual programs do participate in meetings for the specific program. Four adjunct faculty participated in the college-wide adjunct in-service day in November 2015.

Recruiting of advisory group membership has continued to build representation of businesses, medical clinics and facilities, and area service providers. Despite recruiting efforts, advisory meetings had a minimal increased attendance during the 2015-16 academic year as compared to the previous year.

Complete planning and completion of SLOs as scheduled to provide feedback within the department to the potential areas requiring improvement.

SLO rotation cycles have been established and department faculty and adjunct faculty have started transitioning to a standardized completion template and timely submission. Standardization of SLO evaluation was required to provide effective evaluation of hybrid, face-to-face, and online courses being provided are each campus site with different instructors. Standardization was completed in fall 2015 and department instructor education is continuing to provide consistent and effective SLO evaluation and completion.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Complete instructor certification for National Medical Coding - 1 faculty and 2 adjunct faculty.

Action Plan:

Send 3 department instructors to complete training and certification as National Medical Coding instructors. This will provide a means from which to develop and implement an online medical coding certificate program. This will provide more options for student career entry and transfer to other specialty programs. Portions of this program are already instituted in the MA program.

Measure of Success:

Successful completion.

Person Responsible:

Director of Nursing and Health Careers.

It directly addresses a college Strategic Goal or Objective

This provide job placement, advancement and enhancement for multiple positions in health careers. Enhances existing program and course offerings. Advisory group members are interested in employing program completers.

AS-T Degree in Nutrition

Action Plan:

An AS-T in Nutrition and Dietetics is being proposed, which will complement the department's other offerings in health careers. Although this is a transfer degree, all degrees should ultimately lead to employment, and it is relevant to mention that Nutrition and Dietetics is a growing field. Economic Modeling Specialists, Inc. projects 13% job growth in the State for individuals with a Bachelor's degree in Nutrition or Dietetics, many of whom continue on to obtain certification as a Registered Dietitian or pursue advanced degrees and certifications in nutrition. Cerro Coso already has all of the courses in the program in its inventory except for one course, Principles of Food Preparation. This course is currently undergoing curriculum approval and will first need to be published in the catalog before the AS-T undergoes its curriculum approval. It is projected that this degree will be available to students by Fall 2017. A tenured faculty member is currently obtaining an M.S. in Nutrition and will be qualified to teach nutrition courses in the program when it is offered.

Measure of Success:

This is a new proposed program and will be assessed after implementation.

Person Responsible:

Director of Nursing and Health Careers.

It directly addresses a college Strategic Goal or Objective

This is a new program to provide student access to additional degree transfer options not currently available in or around our service area.

Evaluate Resource Needs

Facilities

No additional facilities requested at this time.

Information Technology

ITV upgrade for distant sites: ESCCB and KRV. Consideration for planning adding ITV to Tehachapi for the future expansion of the VN program.

General rotation and upgrade of faculty and teaching computers, multi-function printing/scanning, and projector/monitors per IT plan.

Marketing

The variety of programs offered by the Allied Health department will require direct, informative marketing to specific groups that include focus on equity in each area. These groups include but are not limited to, extended communities, members of advisory group organizations, current correctional officers, middle and high school students, and military veterans.

Focused marketing using banners, fliers, and local media sources that include newspaper, TV, and radio ads to inform our communities of the services and educational opportunities available.

Continued outreach in public and private middle and high schools within our service area to include participation in other community events, providing direct public/student talks, demonstrations, and informational resources in conjunction with the college public information office's college wide plan.

Professional Development

All Nursing and EMT program instructors must maintain mandated licensing requirements, facility professional development, and keep abreast of current research, changes in medical procedures/protocols, and updates to state regulatory changes. Faculty attend conferences related to their area of specialty and provide updates to adjuncts within the department. Continued funding is needed to support the in-state and out-of-state conference travel to maintain student and program success.

Department faculty travel to the Online Teaching Conference in June 2018 to maintain and advance department mentoring and educational support of instructors.

Live patient simulation training to enhance patient simulation practice in all health careers and emergency medical technology practical skill lab applications.

Peer-to-peer workshops on online teaching strategies, resources, and options to engage and support student learning in distance and face-to-face learning.

National Medical Coding instructor certification training for one faculty and two adjunct faculty members.

Staffing Requests

1000 Category - Certificated Positions

iTV class aides/Professional Experts

Location:

ESCC Bishop

Justification:

part time teaching assistant or professional expert in iTV classroom for the Bishop offering starting January 2018 to provide classroom management, proctoring exams, safety management, and direct individual monitoring of students required by the BVNPT for any VN course. This position can also be considered for implementing a part-time adjunct faculty to teach separately from iTV platform resulting in no need for iTV and replacing the teaching assistant. This would be for the spring and summer sessions of the 2017-18 budget year.

Emergency Medical Technology

Location:

College-wide

Justification:

1. There is a continued enrollment in the offered sections.
2. Additional program may not be offered without additional instructor resources.
3. Career entry and increase in hourly wage are achieved through the course offerings is aligned with core mission.
4. Courses are not over scheduled but generate 4.4 FTEF at the current load of each EMTCC105 (63.3%). State law mandated increased course hours and curriculum change that will increase each course load to 70%. This will limit course offerings with a single adjunct faculty. All course instructed by EMT adjunct will require 2 adjuncts to split course instruction. Limited access to EMT instructors that meet California College minimum hiring standards and the California State EMS law minimum qualifications has limited access to qualified applicants throughout our service area.
5. There is capacity to adjust the course offerings once approved by the authorizing county of jurisdiction.
6. See #4 above.
7. Course capacity has been increasing when advertised separately. Without this courses fill but do not meet capacity.

8a. No waitlist at this time.

8b. Department productivity varies with course mandated caps for class sizes in nursing sections of HCRS with FTES/FTEF of 9.4, HMSV at 14.0 and EMT at 10.7.

8c. One full-time faculty out of the IWV campus site monitors and coordinates the EMT program college wide and serves as the Director of Emergency Medical Technology with additional load assigned.

8d. Three adjunct faculty (2 adjuncts residing outside of our primary service area) provide shared course instruction at the EK-TEH, KRV, and ESCC sites.

8e. Course completions awarded were 41.

8f. Job skill certificate petitions totaled 14 noted in current data. Additional petitions are pending.

8g. Core courses for the EMT Job Skill certificate are being covered below the 20% by the current full time faculty. This decreases growth potential. Core courses include the EMTCC070 course that is one day. The EMTCC105 course is over 3 times the hours of an academic course.

8h. As noted in the program review,

8i. First day enrollment of 340 with census at 309. These courses are not typical 3.0 unit courses.

2000 Category - Classified Staff

Department Assistant II

Location:

Ridgecrest/IWV

Salary Grade:

per scale

Number of Months:

9

Number of Hours per Week:

19

Salary Amount:

per scale

Justification:

Rationale is to assist in management of records for all programs to include correspondence with state board agencies, maintaining skills labs, preparation of supply orders for programs, general management of student immunization records, background reports, alcohol/drugs screens reports, scheduling review of required documents with clinical facilities, and file support services. This assistant may be a shared resource with the Administration of Justice department as both departments are heavily laden with need for assistance in this area. Currently the administrative component is completed by all faculty in these disciplines.