



**Allied Health**  
**Associates of Applied Science**  
**2017/2018**



## Contents

Program	4
Program Goals	4
2015/18 Curriculum Profile	4
Program Map (link also to website)	5
Professional Development	5
Courses Offered by Semester	5
<i>Fall 2017</i>	5
<i>Spring 2018</i>	6
<i>Summer 2018</i>	6
Program Retention Rates Fall to Spring for 2017-18 AY	6
Course Retention Rates for Fall 2017	6
Course Retention Rates for Spring 2018	7
Student Enrollment (Three-Year Annual Trend)	7
Fall 2017 By Course	7
Spring 2018 By Course	8
Summer 2018 By Course	8
Student Graduation (Three-Year Annual Trend)	8
Synopsis of Significant Findings	9
Program Improvement Plans Implemented or In-Progress	9
Advisory Committee Work	9
Student Advisement by Semester	9
Yearly Return on Investment	9
Revenue	9
Costs	10
Class Cost Per Student (Revenue-Costs/students enrolled)	10
Cost per Graduate (Revenue-Costs/students graduated this year)	11
Alumni Surveys	11
Program Learning Assessment Plan (Weave)	11
Student Alumni	11
Curriculum Committee Work (Link)	11
Final Program Approvals (Board of trustees) approvals to move program forward	11
Accreditation	11



Evaluation of the Program	11
Appendix A: Program Map	13
Appendix B: Program and Student Assessment of Learning	14



**Program**  
**Associates of Applied Sciences**  
**Minimum of 60 Credit Hours**

**Program Goals**

The Associates degree in Allied Health provides students with an educational background to facilitate possible admission into a health profession such as Nursing or seek employment opportunities in healthcare fields of their choosing, such as nursing assistant (CNA) or community health worker (CHW). The most important goal of the certificate is to provide foundational knowledge in the Allied Health Profession so that students can pursue the career pathway that best suits their ultimate career goal.

**2015/18 Curriculum Profile**

Place here and also link to the location on the luna website.

**Allied Health**

**Associate of Applied Science Degree**

**Minimum of 60 Credit Hours**

The Allied Health program establishes an excellent foundation for many allied health careers and education programs. The purpose of this degree is to get students ready to either transfer into an allied health career program or to a pre-professional program at a four year college. The degree is highly flexible in order to accommodate the various pre-requisite requirements for the many programs students may enter. Possible professions include but are not limited to: athletic training, laboratory scientist, occupational therapy, pharmacy, physical therapy, physician assistant and nursing (BSN).

Degree Requirements	Credit Hours 60
General Education Core	(33 hours)
Area I. Communications	(9 hours)
ENG111 Freshman Composition I	3
ENG115 Freshman Composition II	3
SPCH111 Public Speaking -or-	3
SPCH112 Interpersonal Communication	3
Area II. Mathematics*	(4 hours)
Area III. Laboratory Science*	(8 hours)
Area IV Social and Behavioral Sciences	(6 hours)
PSYC101 Introduction to Psychology	3





Area V. Humanities and Fine Arts	(6 hours)
Program Requirements	(8 hours)
AH205 Allied Health Seminar	2
AH210 Nutrition 3	
PSYC242 Developmental Lifespan -or- PSYC258 Abnormal Psychology	3 3
Approved Electives (19 hours)	
AH105 Nursing Assistant Training	4
AH113 Medical Terminology	3
AH244 Pathophysiology	4
AH120 CPR for Health Professionals	1
AH215 Introduction to Athletic Training	4
AH225 Athletic Training Clinical Practicum	3
MGMT207 Principles of Management	3
SPAN212 Spanish for Health Professionals	3
EMT150 Emergency Medical Technician Basic	8
EMT150L Emergency Medical Technician Basic Lab	2
EMT180 Emergency Medical Technician Basic Field/Clinical	1

Note: \* It is essential that students see an advisor to ensure the proper classes are being taken

\*\*Additional courses may be used as approved electives.

Note: The curriculum profile for the allied health certificate available online is for AY 2012-15. Please use the profile listed above or refer to the 2015-18 College catalog for the most current curriculum.

[https://luna.edu/media/page\\_files/Allied\\_Health\\_Certificate\\_Curriculum\\_Profile\\_2012-2015.pdf](https://luna.edu/media/page_files/Allied_Health_Certificate_Curriculum_Profile_2012-2015.pdf)

### **Program Map (link also to website)**

Refer to Appendix A for the program map.

### **Professional Development**

No PD to report at this time.

### **Courses Offered by Semester**

*Fall 2017*

The department offered the following courses:

- AH105 Nursing Assistant Training (4 sections)
- AH113 Medical Terminology (1 DL and 1 face-to-face)
- AH210 Nutrition (1 DL and 1 face-to-face)
- BIO217 Human Anatomy and Physiology I (2 section)
- BIO218 Human Anatomy and Physiology II (1 section)
- PSYC242 Developmental Life Span (1 DL section and 1 face-to-face)



*Spring 2018*

The department offered the following courses:

- AH105 Nursing Assistant Training (2 sections)
- AH113 Medical Terminology (1 DL and 1 face-to-face)
- AH205 Allied Health Seminar/Capstone (1 section)
- AH210 Nutrition (1 DL and 1 face-to-face)
- AH244 Pathophysiology (1 section)
- BIO201 Medical Microbiology (1 section)
- BIO218 Human Anatomy and Physiology II (1 section)
- PSYC242 Developmental Life Span (1 DL section)
- SPAN212 Spanish for Health Professionals (1 DL section)

*Summer 2018*

The department offered three (3) sections of AH105 Nursing Assistant Training.

**Program Retention Rates Fall to Spring for 2017-18 AY**

Total Fall Enrollment	Total Spring Enrollment	Percent Retained
146	102	70%

**Course Retention Rates for Fall 2017**

Course	Total Fall Enrollment Start	Total Fall Enrollment End	Percent Retention
AH105 Nurse Assistant Training (2 sections)	15	15	100% (0% failed)
BIO217 Human A&P I (2 sections)	60	48	80% (14.6% failed)
BIO217 Human A&P I (Dual Credit)	18	18	100% (11% failed)
BIO218 Human A&P II	22	17	77% (11.8% failed)
AH113E Medical Terminology	25	22	88% (27% failed)
AH113 Medical Terminology	16	15	93.75% (13% failed)
AH210E Nutrition	25	19	76% (26% failed)
AH210 Nutrition	15	12	80% (6% failed)
PSYC242E Dev. Life Span	25	21	84% (14% failed)
PSYC242 Dev. Life Span	20	18	90 (11% failed)



**Course Retention Rates for Spring 2018**

Course	Total Spring Enrollment Start	Total Spring Enrollment End	Percent Retention
AH105 Nurse Assistant Training (2 sections)	???	8	100% (0% failed)
BIO218 Human A&P II	36	35	97% (14% failed)
BIO201 Medical Microbiology	18	18	100% (5.5% failed)
AH244 Pathophysiology	49	49	100% (2% failed)
AH113E Medical Terminology	17	16	94% (6.25% failed)
AH113 Medical Terminology	11	10	91% (10% failed)
AH210E Nutrition	19	18	94% (16.7% failed)
AH210 Nutrition	15	6	40% (0% failed)
PSYC242E Dev. Life Span	26	18	78% (16.7% failed)
SPAN212E Spanish for Health Professionals	7	7	100% (0% failed)

**Student Enrollment (Three-Year Annual Trend)**

2015/2016	2016/2017	2017/18
108	125	179

**Fall 2017 By Course**

Course	Credit	# Students Enrolled	Student Credit Hours
AH105 Nursing Assistant Training (3 sections)	4	21	84
AH113 Medical Terminology (1 DL and 1 face-to-face)	3	36	108
AH210 Nutrition (1 DL and 1 face-to-face)	3	31	93
BIO217 Human Anatomy and Physiology I (2 section)	4	50	200
BIO218 Human Anatomy and Physiology II (1 section)	4	17	68
PSYC242 Developmental Life	3	39	117





Span (1 DL section and 1 face-to-face)			
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**Spring 2018 By Course**

<b>Course</b>	<b>Credit</b>	<b># Students Enrolled</b>	<b>Student Credit Hours</b>
AH105 Nursing Assistant Training (2 sections)	4	8	32
AH113 Medical Terminology (1 DL and 1 face-to-face)	3	10+16	78
AH205 Allied Health Seminar/Capstone (1 section)	2	3	6
AH210 Nutrition (1 DL and 1 face-to-face)	3	6+18	72
AH244 Pathophysiology (1 section)	4	49	196
BIO201 Medical Microbiology (1 section)	4	18	72
BIO218 Human Anatomy and Physiology II (1 section)	4	36	144
PSYC242 Developmental Life Span (1 DL section)	3	18	54
SPAN212 Spanish for Health Professionals (1 DL section)	3	7	21

**Summer 2018 By Course**

<b>Course</b>	<b>Credit</b>	<b># Students Enrolled</b>	<b>Student Credit Hours</b>
AH 105 Nurse Assistant Training (3 sections)	4	24	96

**Student Graduation (Three-Year Annual Trend)**

<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/18</b>
N/A	1	3



**Synopsis of Significant Findings**

The Associates degree in Allied Health continues to provide opportunities for students interested in pursuing a career in the healthcare field. The number of students interested in the degree continue to increase. Though currently most of the students pursuing the Associate degree are pre-nursing students, the hope is that students will begin to pursue the degree and pursue a career other than nursing.

**Program Improvement Plans Implemented or In-Progress**

The degree is currently being revised to offer majors more specific focused pathways as oppose to a cafeteria style cadre of courses. The degree will be revised to reflect the new fifteen (15) credit hour education core and a more robust concentrated program required set of courses. The department is adding and creating more courses in the area of healthcare that can better prepare students for a variety of entry level employment opportunities within the healthcare profession.

**Advisory Committee Work**

The Area Health Education Center’s advisory council also serves as the Allied Health Sciences’ Advisory Committee. The advisory council meets quarterly, and the Allied Health programs generally participate in two of those meetings (one fall and one spring). The department generally provides an update about the activities of the programs and solicits input from the council members about the needs of the service communities and ways to improve the curriculum.

**Student Advisement by Semester**

The faculty, director and advisors (academic and student support) provide advisement to students. The department is trying to utilize the online portal more for advising. There is still some difficulties with delineating student pursuing the certificate and those seeking the associate degree. The department is not sure how students are currently being assigned in relationship to the certificate or degree pursuit and attainment. A short report on trying to improve advisement efficiency was completed during the fall 2017 semester. The department unfortunately lost its advisor for spring 2018, and during the summer the director has been responsible for all academic advising for all programs. A new staff advisor is to be hired in FY 18-19 to help with the advisement of students.

**Yearly Return on Investment**

Costs for instruction are listed by course.

**Revenue**

AH105 Nursing Assistant Training (2 sections)	4	15	60	\$321.16	\$19,269.60	\$2,400.00	\$21,669.60
AH113 Medical Terminology (1 DL and 1 face-to-face)	3	41	123	\$321.16	\$39,502.68	\$4,920.00	\$44,422.68
AH210 Nutrition (1 DL and 1 face-to-face)	3	40	120	\$321.16	\$38,539.20	\$4,800.00	\$43,339.20
BIO217 Human Anatomy and	4	78	312	\$133	\$41,496.00	\$12,480.00	\$53,976.00



Physiology I (2 section + DC)							
BIO218 Human Anatomy and Physiology II (1 section)	4	22	88	\$133	\$11,704.00	\$3,520.00	\$15,224.00
PSYC242 Developmental Life Span (1 DL section and 1 face-to-face)	3	45	135		\$17,955.00	\$5,400.00	\$23,355.00
AH105 Nurse Assistant Training (2 sections)	4	16?	64	\$321.16	\$20,554.24	\$2,560.00	\$23,114.24
BIO218 Human A&P II	4	36	144	\$133	\$19,152.00	\$5,760.00	\$24,912.00
BIO201 Medical Microbiology	4	18	72	\$133	\$9,576.00	\$2,880.00	\$12,456.00
AH244 Pathophysiology	4	49	196	\$321.16	\$62,947.36	\$,840.00	\$70,787.36
AH113 Medical (1 DL and 1 face-to-face) Terminology	3	28	84	\$321.16	\$26,977.44	\$3,360.00	\$30,337.44
AH210 Nutrition (1 DL and 1 face-to-face)	3	34	102	\$321.16	\$32,758.32	\$4,080.00	\$36,838.32
PSYC242E Dev. Life Span	3	26	78	\$133	\$10,374.00	\$3,120.00	\$13,494.00
SPAN212E Spanish for Health Professionals	3	7	21	\$133	\$2,793.00	\$840.00	\$3,633.00
				<b>Totals</b>	<b>\$353,598.84</b>	<b>\$63,960.00</b>	<b>\$417,558.84</b>

Costs

Course Name	Instructor Salary	Fringe	Operational Costs (63 and 64 codes)	Total Costs
FT/PT Instructors				
Full Time	\$32,914.00	\$9050.00	\$6558.50	<b>\$48,522.00</b>
All P-T	\$9450.00	\$0.00	\$6558.50	<b>\$16,088.50</b>
			<b>Totals</b>	<b>\$64,531.00</b>

Class Cost Per Student (Revenue-Costs/students enrolled)  
 $417,558.84 - 64,531.00 / 455 = \$775.89$





Cost per Graduate (Revenue-Costs/students graduated this year)  
 $417,558.84 - 64,531.00/24 = \$14,710.74$

#### **Alumni Surveys**

No surveys done at this time

#### **Program Learning Assessment Plan (Weave)**

Appendix B provides the program assessment of learning plan created by the faculty.

#### **Student Alumni**

The program does not currently keep track of student alumni

#### **Curriculum Committee Work (Link)**

In Fall of 2017 discussions were continued in the curriculum committee meetings about changes to the AAS in Allied Health, the discussion is to move the degree away from a cafeteria style degree plan to a more pathway focused degree plan that is more career area focused. The program is awaiting the changes in the general education core for the AAS degrees before it can continue with its proposed changes. The changes have been tabled in with the Curriculum Committee till more is known about the core course areas that will be adopted by the institution.

In January of 2018 the following requests and/or revisions were submitted to the Curriculum Committee for review:

- Addition of AH 205 Allied Health Seminar/Capstone to program curriculum
- Addition of AH 120 CPR for the Health Professional to program curriculum

In February of 2018 the following request and/or revisions were submitted to the Curriculum Committee for review:

- Suspension of AH 215 introduction to Athletic Training
- Suspension of HA 225 Athletic Training Practicum
- Creation of AH 110 Healthcare Information Systems
- Revisions to CHW I and CHW II
- Creation of CHW 101L and CHW 102L
- Creation of CHW 110 Community Health Worker Field/Clinical

#### **Final Program Approvals (Board of trustees) approvals to move program forward**

No Final approvals from VP/ President and board of trustees have been required to date.

#### **Accreditation**

No specific accreditation for this degree program exists.

#### **Evaluation of the Program**

##### **Summary**

The AAS degree program continues to be viable, since the program's initial start in fall of 2016 the program has had four (4) graduates. Of the four completers, one is currently in the Nursing program here





at LCC, two are attempting to gain admittance to the Nursing program and the remaining student is looking to find employment within the degree area. Changes will be made in the coming year to make the degree more viable, in that students completing the degree may have better opportunities for gainful employment.

An attempt to attract more fulltime faculty is currently underway, the concern here is that courses in the allied health fields can be highly specialized and require special degrees and/or certifications to teach those specialized courses.





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## Appendix B: Program and Student Assessment of Learning

<Academic Program Plan and SLO assessment goes here. Pull from WEAVE.>

# LCC Academic Allied Health AAS Assessment Plan

2017-2018

In Progress

## Program Mission Statement

To prepare and graduate skilled individuals who are ethically and professionally competent, and have the ability and confidence to successfully obtain a state and/or national certification.

## Program Goal

- 1 Provide students with an educational background to facilitate possible admission into a Nursing program or employment opportunities in healthcare.

The Allied Health program establishes an excellent foundation for many allied health careers and education programs. The purpose of this degree is to get students ready to either transfer into an allied health career program or to a pre-professional program at a four year college. The degree is highly flexible in order to accommodate the various pre-requisite requirements for the many programs students may enter. Possible professions include but are not limited to: athletic training, laboratory scientist, occupational therapy, pharmacy, physical therapy, physician assistant and nursing (BSN). Year 1 This three-year plan (2017/18, 2018/19, 2019/20) will evaluate the following three PLOs and three general education PLOs: 1.1 Describe and demonstrate effective soft and hard skills required in the healthcare workplace 1.2 Use critical thinking and problem solving skills, while exercising independent thinking when exploring solutions to specific workplace concerns and/or contemporary healthcare issues 1.6 Demonstrate knowledge of basic human anatomy and physiology, and the ability to identify anatomical structures and relevant pathological findings 1.8 Communicate verbally, or in writing to an academic advisor their goals to transfer into an Allied Health career program or to a pre-professional program at a four year institution if they wish to continue their education Gen Ed: Communication Critical Thinking Digital Literacy

## Program Learning Outcomes



**1.1** Describe and demonstrate effective soft and hard skills required in the healthcare workplace

Description

**Supported Initiatives (5)**

**General Education**

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Information & Digital Literacy- i.e. Essay, speech, research, presentation, computer skills, blogs, websites, etc.
- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment

**Action Plan**

Due Date

no due date

set

**PLO Assessment Method**

**1.1.1**

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

BIO 217-Human Anatomy & Physiology I, BIO 218-Human Anatomy & Physiology II, AH 244-Pathophysiology, PSYC 242-Developmental Lifespan, AH205-Allied Health Seminar

Benchmark/Target

### 1.1.2

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

### Benchmark/Target

1.2 Use critical thinking and problem solving skills, while exercising independent thinking when exploring solutions to specific workplace concerns and/or contemporary healthcare issues

Description

### Supported Initiatives (2)

#### General Education

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.

### PLO Assessment Method

#### 1.2.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

PSYC 242-Developmental Lifespan, AH 244-Pathophysiology, BIO 201-Medical Microbiology, AH205-Allied Health Seminar

### Benchmark/Target

1.3 Demonstrate and utilize effective written and oral communication skills and terminology necessary to interact with clients and other members of the healthcare team when working in a professional environment

Description

### **Supported Initiatives (3)**

#### **General Education**

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.

### **PLO Assessment Method**

#### **1.3.1**

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

AH 210-Nutrition, AH 113-Medical Terminology, BIO 201-Medical Microbiology, AH 244-Pathophysiology, BIO 217-Human Anatomy & Physiology I, BIO 218-Human Anatomy & Physiology II, AH205-Allied Health Seminar

### **Benchmark/Target**

**1.4** Describe the purposes and intents of key federal, state, and local healthcare policies

Description

### **Supported Initiatives (0)**

### **PLO Assessment Method**

#### **1.4.1**

Source of Evidence

Description



Describe the assessment method and Course used to assess this PLO.

AH 113-Medical Terminology, AH205-Allied Health Seminar

### Benchmark/Target

**1.5** Demonstrate ethical and professional behavior necessary to practice within in the scope of the healthcare profession

Description

#### **Supported Initiatives (2)**

##### **General Education**

- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.
- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.

### PLO Assessment Method

**1.5.1**

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

PSYC 242-Developmental Lifespan, AH 113-Medical Terminology, AH 244-Pathophysiology, AH205-Allied Health Seminar

### Benchmark/Target

**1.6** Demonstrate knowledge of basic human anatomy and physiology, and the ability to identify anatomical structures and relevant pathological findings

Description

#### **Supported Initiatives (3)**

##### **General Education**

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment,

research, etc.

- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment
- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.

## PLO Assessment Method

### 1.6.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

BIO 217-Human Anatomy & Physiology I, BIO 218-Human Anatomy & Physiology II, AH 113-Medical Terminology

## Benchmark/Target

1.7 Describe proper patient care, which includes the knowledge of body mechanics, basic life support techniques, nutrition, client education for examinations, and overall care/comfort

Description

### **Supported Initiatives (4)**

#### **General Education**

- Critical Thinking- i.e. Problem solving, analyze, explanation, argument, experiment, research, etc.
- Quantitative Reasoning- i.e. Laboratory reports, exam, project, critique, written assignment
- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.
- Personal & Social Responsibility- i.e. Ethical reasoning, collaboration, discussions, reflection, case studies, etc.

## PLO Assessment Method

### 1.7.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

AH 133-Medical Terminology, AH 210-Nutrition, BIO 217-Human Anatomy & Physiology I, BIO 218-Human Anatomy & Physiology II, AH 244-Pathophysiology, AH 205-Allied Health Seminar

## Benchmark/Target

1.8 Communicate verbally, or in writing to an academic advisor their goals to transfer into an Allied Health career program or to a pre-professional program at a four year institution if they wish to continue their education

Description

### **Supported Initiatives (1)**

#### **General Education**

- Communication- i.e. Written documents, oral and/or electronic presentations, digital assignments, portfolio, etc.

## PLO Assessment Method

### 1.8.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

AH 205-Allied Health Seminar

## Benchmark/Target

## Project Attachments

#### Attachments (4)

	File Size	Last Modified
<a href="#">Advisement_Report_F17_Sp18.pdf</a>	160KB	DEC 10, 2018
<a href="#">Allied_Health_AAS_Program_Map.pdf</a>	434KB	SEP 17, 2018
<a href="#">Allied_Health_Associates_of_Applied_Science_Curriculum_Profile_2015-2018.pdf</a>	581KB	SEP 17, 2018
<a href="#">Grade_Distribution_and_Retention_Form_Spring_2018_all_courses_(1).xlsx</a>	32KB	DEC 10, 2018

## LCC Academic Allied Health Certificate Assessment Plan

2017-2018

In Progress

### Program Mission Statement

To prepare and graduate skilled individuals who are ethically and professionally competent, and have the ability and confidence to successfully obtain a state and/or national certification.

### Program Goal

- 1 Provide students with an educational background to facilitate possible admission into an RN Nursing program or employment opportunities in healthcare, such as a certified nursing assistant (CNA) or Community Health Worker (CHW).

The intent of the certificate is to provide foundational knowledge in Allied Health professions. Year 1 This three-year plan (2017/18, 2018/19, 2019/20) will evaluate the following three PLOs and three general education PLOs: 1.2 Use critical thinking and problem solving skills, while exercising independent thinking when exploring solutions to specific workplace concerns and/or contemporary healthcare issues 1.6 Demonstrate knowledge of basic human anatomy and physiology, and the ability to identify anatomical structures and relevant pathological findings 1.7 Describe proper patient care, which includes the knowledge of body mechanics, basic life support techniques,



nutrition, client education for examinations, and overall care/comfort 1.8 Communicate verbally, or in writing to an academic advisor their goals to transfer into an Allied Health career program or to a pre-professional program at a four year institution if they wish to continue their education Gen Ed: Communication Critical Thinking Digital Literacy

## Program Learning Outcomes

- 1.1 Describe and demonstrate effective soft and hard skills required in the healthcare workplace

### Description

Students will be taught how to be responsible employees in the workplace. Students will be taught the importance of time management and work ethics. Students will learn how to master and sharpen their professional skills to deliver the best healthcare possible.

### PLO Assessment Method

#### 1.1.1

#### Source of Evidence

#### Description

Describe the assessment method and Course used to assess this PLO.

BIO 217-Human Anatomy & Physiology I, BIO 218-Human Anatomy & Physiology II, AH 244-Pathophysiology, PSYC 242-Developmental Lifespan, AH205-Allied Health Seminar

### Benchmark/Target

- 1.2 Use critical thinking and problem solving skills, while exercising independent thinking required to explore solutions to specific workplace concerns and/or contemporary healthcare issues

#### Description

#### Action Plan

Due Date  
no due date  
set

## PLO Assessment Method

### 1.2.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

PSYC 242-Developmental Lifespan, AH 244-Pathophysiology, BIO 201-Medical Microbiology, AH205-Allied Health Seminar

## Benchmark/Target

- 1.3 Demonstrate and utilize effective written and oral communication skills and terminology required to interact with clients and other members of the healthcare team when working in a professional environment

Description

## PLO Assessment Method

### 1.3.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

AH 210-Nutrition, AH 113-Medical Terminology, BIO 201-Medical Microbiology, AH 244-Pathophysiology, BIO 217-Human Anatomy & Physiology I, BIO 218-Human Anatomy & Physiology II, AH205-Allied Health Seminar

## Benchmark/Target

- 1.4 Describe the purposes and intents of key federal, state, and local healthcare policies

Description

## PLO Assessment Method

### 1.4.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

AH 113-Medical Terminology, AH205-Allied Health Seminar

## Benchmark/Target

- 1.5 Demonstrate ethical and professional behavior required to effectively practice within in the scope of the healthcare profession

Description

## PLO Assessment Method

### 1.5.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

PSYC 242-Developmental Lifespan, AH 113-Medical Terminology, AH 244-Pathophysiology, AH205-Allied Health Seminar

## Benchmark/Target

- 1.6 Demonstrate knowledge of basic human anatomy and physiology, and the ability to identify anatomical structures and relevant pathological findings

Description

## PLO Assessment Method

### 1.6.1



Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

BIO 217-Human Anatomy & Physiology I, BIO 218-Human Anatomy & Physiology II,  
AH 113-Medical Terminology

### Benchmark/Target

- 1.7 Describe proper patient care, which includes the knowledge of body mechanics, basic life support techniques, nutrition, client education for examinations, and overall care/comfort

Description

### PLO Assessment Method

1.7.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

AH 133-Medical Terminology, AH 210-Nutrition, BIO 217-Human Anatomy & Physiology I, BIO 218-Human Anatomy & Physiology II, AH 244-Pathophysiology,  
AH 205-Allied Health Seminar

### Benchmark/Target

- 1.8 Communicate verbally, or in writing to an academic advisor their goals to transfer into an Allied Health career program or to a pre-professional program at a four year institution if they wish to continue their education

Description

### PLO Assessment Method

1.8.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

AH 205-Allied Health Seminar

Benchmark/Target

### Project Attachments

Attachments (2)	File Size	Last Modified
<a href="#">Allied_Health_Certificate_Curriculum_Profile_2015-2018.pdf</a>	576KB	SEP 17, 2018
<a href="#">Allied_Health_Certificate_Program_Map_.pdf</a>	419KB	SEP 17, 2018

## LCC Academic Dental Program Certificate PLO Assessment Plan

2017-2018

In Progress

### Program Mission Statement

Mission:

To prepare and graduate skilled individuals who are ethically and professionally competent, and have the ability and confidence to successfully obtain a state and/or national certification

### Program Goal

- 1 The dental assisting program provides an education based in the social, behavioral, and biological sciences.

The curriculum is delivered by fulfilling three components of education; competency, assessment, and outcomes. Emphasis is placed on skill building techniques, as well as, in depth curriculum to support successful pass rate for board exam. The principal goal of

dental assisting training is to educate a dental auxiliary who is ethically and morally responsible, clinically competent, to facilitate comprehensive quality care to the community. The Dental Assisting Program is accredited by the Commission on Dental Accreditation. Completion of this certificate may be applied toward the Associate of Applied Science Degree in Vocational Studies, student must meet specific required criteria.

## Program Learning Outcomes

- 1.1 Utilize appropriate decision-making skills and collaboration with others to deliver preventive oral health care to clients of various age groups and with complex health care problems.

Description

### Action Plan

Planned

Emphasis on 90% Student pass rates for DANB dental assisting National and State Board certification. Completion of all three components in National certification. Three hundred clinical hours.

Due Date

7/31/2019

Budget Source

Dollar Amount

*Instructional/Study Resources: Edmentum* \$750.00

*Workforce Readiness & DANB Online practice text*

#	Action Item	Date Created	Due Date	Status
1	Study on Cengage Mindtap	6/14/2018	7/31/2019	Planned
2	NorthStar Edmentum Workforce Readiness	6/14/2018	7/31/2019	Planned
3	DANB Practice Test	6/14/2018	7/31/2019	Planned
4	Laboratory Procedures	6/18/2018	3/15/2019	Planned

#	Action Item	Date Created	Due Date	Status
5	Externship Clinical Rotation 1 200 hours	6/18/2018	5/10/2019	Planned
6	Externship Clinical Rotation 2 100 hours	6/18/2018	7/25/2019	Planned

## PLO Assessment Method

**1.1.1** The program must demonstrate its effectiveness through a formal and ongoing planning and outcomes assessment process that is systematically documented and annually evaluated.

Source of Evidence

Certification - Academic Direct

Description

Curriculum, and weekly assignments and exams are designed to assist DA student to the Completion of cohort classes, three semesters in Dental Assisting beginning in the fall, spring and summer to include three hundred clinical hours with contracted dentist in the community and surrounding community to include Santa Fe, Santa Rosa, and Mora. as well as, to achieve the Dental Assisting Nation Board (DANB), Certified Dental Assistant and NM Board State Radiation Health & Safety Certificate or NM State Board of Dental Health Care License in Radiation, Health and Safety, Coronal Polish, Fluoride Topical Applications, and Pit and Fissure Sealant.

Describe the assessment method and Course used to assess this PLO.

Assignments, Attendance, Exams, Pretest, Post-Test (final), Skill Competencies within the cohort classes taught in three semesters.

## Benchmark/Target

**1.1.1.1** Partially Met

Benchmark/Target

Certification in Dental Assisting through DANB and NM State RHS



#### Finding

85% of students passed one or more components for DANB RHS/ICE

#### Analysis of Finding

7 students applied 6/7 passed one or more of the Radiation Health and Safety and the Infection Control exam.

#### Improvement Type

Academic Process Modifications

#### Improvement Description

Certification

#### Improvement

### 1.1.2 DENT160 Dental Radiology

#### Source of Evidence

In-Class Exercise - Academic Direct

#### Description

In this Course a student will learn about radiation physics, maintaining health and safety theories with emphasis on fundamentals of X-ray processing techniques.

Year 1: the three year plan 2017-18, 2018-19, 2019-202, will evaluate the following three PLO and two general education PLO's.

2. Identify the properties of radiation and explain the biological effects of radiation exposure.
3. Identify the components of a Dental x-ray unit and explain the function of each component.
4. Demonstrate safety precautions when using radiation

Describe the assessment method and Course used to assess this PLO.

DENT160: Dental Radiology

Attendance (16) 16%

Unit Exam (5) 25%

Lab procedure demonstrations (14) 14%

Quizzes & Assignments (14) 14%

Northstar Activities (RHS/ICE) (14) 14%

Final Comprehensive Exam 16%

## Benchmark/Target

1.1.2.1

**Benchmark: Demonstrate skills by completion of a full mouth series of 18 film State Board Quality for technique exam, as well as, RHS/ICE exam highest score 900. Target is for all DA registered student to pass RHS/ICE with a passing score of 450**  
Partially Met

Benchmark/Target

Pass RHS/ICE

Finding

6/7 students passed one or both of the two components RHS/ICE of the DANB exams

Analysis of Finding

85% of 2018 students passed one or both of DANB exams. Students who studied study guides I provided, and studied on online resources, passed with a higher score than students who did not complete study assignment and one did not work on study guide and had more absences.

Improvement Type

Improvement Description

Academic Process Modifications

Target not met but acceptable

Improvement

Instructor will focus more on test taking techniques

### 1.1.3 DENT167 Oral Medicine

Source of Evidence

Comprehensives - Academic Direct

Description

Students will learn oral health and disease prevention by studying dental oral pathological diseases, causes, treatment, and diagnosis with emphasis on periodontal disease and charting.

Year 1: the three year plan 2017-18, 2018-19, 2019-202, will evaluate the following three PLO

1. Identify the infective agent in the caries process.
2. Describe pulpal and periapical disease
3. Identify oral lesions.

Describe the assessment method and Course used to assess this PLO.

DENT167 Oral Medicine

Assignments/presentations (14) 14%

Attendance/Participation (14) 14%

Quizzes /Exams (13) 13%

Research Paper 29%

Final Comprehensive Exam 30%

## Benchmark/Target

**1.1.3.1 Define oral pathology to effectively report significant concerns or information to appropriate members of the dental or interdisciplinary team.**  
Met

Benchmark/Target

Student will distinguish between normal and abnormal oral conditions.

Finding

Students in the Fall semester class DENT167, 5/7 passed with an 85% & 2/7 passed with an 93% overall final grade. Students who studied study guides I provided, passed with a higher score than students who did not complete study assignment.

Analysis of Finding

Fall 2017 seven students registered for the co-hort class DENT167, seven students passed with an average of at least an 89% overall grade, an increase by 53.61% from average pretest of 34%, Students who completed and studied, study guides did much better than those who did not

Improvement Type

Academic Process Modifications

Improvement Description

Action Plan implemented; will assess next semester

Improvement

Type of improvement made evidence is reflected in year 2 assessment plan

**1.1.4 DENT170/270 Clinical Training Practicum I & II**

Source of Evidence

Clinical Evaluations, Reviews - Academic



## Direct

### Description

The Student participates in a nonpaid practical application clinical experience in the dental offices of qualified/contracted dentist in the community and surrounding area. Students will practice chairside assisting, dental charting and lab procedures with other DA duties allocated by the office while under direct supervision following State Board rules and regulations for dental assistants.

Year 1: the three year plan 2017-18, 2018-19, 2019-202, will evaluate the following three PLO and two general education PLO's.

1. Applied dental assisting techniques.
2. Utilization of the four handed dentistry techniques.
3. Efficiency/ time management in dental assisting.

Describe the assessment method and Course used to assess this PLO.

DENT170/ 270 Clinical Practicum I & II

Weekly onsite performance evaluations by Faculty, staff and dental personnel, weekly evaluation of contact clinical hour accumulation, journal evaluation and discussions during weekly seminar.

## Benchmark/Target

### 1.1.4.1 **Completion of 200 Clinical Hours** Met

#### Benchmark/Target

Successful completion of two hundred rotation clinical hours in general and speciality dentistry. Student will practice chairside assisting, x-rays and lab procedures.

#### Finding

Fall 2017 Seven students successfully completed 200 + 100= 300 required practicum hours in general and speciality dentistry.

#### Analysis of Finding

All seven students completed 300 clinical hours

#### Improvement Type

Retention

#### Improvement Description

Strategic Planning

Improvement

recruit more dentist for rotations in specialty dentistry

### 1.1.5 DENT220 Dental Office Management

Source of Evidence

Comprehensives - Academic Direct

Description

The Student will be introduced to dental business office procedures, general telephone etiquette, Appointment scheduling and control, accounts payable and receivables, insurance Billing, inventory control, data entry basics and occupation specific computer software.

Year 1: the three year plan 2017-18, 2018-19, 2019-202, will evaluate the following three PLO and two general education PLO's.

1. Identify the dental office staff and their areas of responsibility.
2. Identify marketing ideas for dentistry.
3. Outline the proper procedure for answering an incoming call

Describe the assessment method and Course used to assess this PLO.

DENT220: DOM

Unit Exams (3) 30%

Class attendance/Participation (8) 16%

Assignments (18) 18%

Final Comprehensive Exam 36%

Benchmark/Target

**1.1.5.1 List and explain Dentistry as a Business, Describe the duties for a Dental Office Manager**  
Partially Met

Benchmark/Target

Benchmark: to successfully complete assignments, and pass unit exams with an 85%.

Target pass final exam with 90%

Finding

Spring 2018 3/7 student met at least 85% comprehensives, 3/7 exceeded 92% and 1/7

below expectation of 85% at a 74.42%.

#### Analysis of Finding

Students who studied study guides I provided, passed with a higher score than students who did not complete study assignment and one did not work on study guide and had more absences.

#### Improvement Type

Academic Process Modifications

#### Improvement Description

Assessment Revision Needed

#### Improvement

More emphasis on Dental team management, Communication management and skills for Business office systems.

### 1.1.6 DENT226 Dental Pharmacology

#### Source of Evidence

Comprehensives - Academic Direct

#### Description

This course is an introduction to safe administration and classification of drugs used in dentistry. The goal of this course is to assist students to become knowledgeable about medications used in Dental offices and the role of dental assistants and pharmacology.

Year 1: the three year plan 2017-18, 2018-19, 2019-202, will evaluate the following three PLO and two general education PLO's.

? Identify the difference between drug chemicals, brand names and generic names.

? Identify the parts of a written prescription.

? Discuss the dispensing of drugs: DEA, Drug categories in the five schedules of the Controlled Substance Act.

Describe the assessment method and Course used to assess this PLO.

DENT226:

Assignments 15%

Attendance 10%

Exams 30%

Project/Report 25%

Quizzes 20%

## Benchmark/Target

### 1.1.6.1 Partially Met

Benchmark/Target

Benchmark: Students will pass exams with an 85%. Target: 85% of students will pass with score of 90% or higher.

Finding

Spring 2018: Seven students completed that course. 3/7 students passed with at least a 90%, 3/7 passed with at least an 81% and 1/7 passed with a 76%.

Analysis of Finding

Students who attended class regularly and completed study guides did much better than those who did not

Improvement Type

Improvement Description

Academic Process Modifications

Assessment Revision Needed

Improvement

Allow more time in class to work on study guides for exams.

### 1.1.7 DENT233 Laboratory Procedures

Source of Evidence

Performance - Academic Direct

Description

Essential principles of chair-side assisting for various dental procedures, to include opening/closing office, seating/dismissing Patient, charting, treatment documentation and treatment plans utilizing Eaglesoft software. Students learn about the types, handling, setting, delivering, and retrieving of dental instruments; dental office set up and environment; delivering of dental care; moisture control; and an introduction to anesthesia and pain control. Emphasis is on infection-control procedures, management of hazardous materials, and chair-side



psychology.

Year 1: the three year plan 2017-18, 2018-19, 2019-202, will evaluate the following three PLO and two general education PLO's

1. Demonstrate effective skills in Operation & maintenance of the dental office, chairside assisting, Pt. records, admitting, seating and dental charting & dismissing the patient
2. Demonstrate skills in digital radiology utilizing Eaglesoft software & the duplication of films
3. Demonstrate skill in chairside assisting procedures suction, instrument transfer, & mix materials per restorative procedures

Describe the assessment method and Course used to assess this PLO.

DENT233:

Attendance (16) 10%

Final Lab demonstration 40%

Skill Competency (16) 40%

Northstar RHS/ICE (16 pract) 10%

## Benchmark/Target

**1.1.7.1 Student will pass lab check off with a maximum of 2 attempts**  
Met

Benchmark/Target

The Skill Competency benchmark is two attempts to successfully pass the Skill with a minimum of 90%. The target is to have 90% of students pass skill with score of 95% or higher.

Finding

Spring 2018 seven students completed the course. Seven students participated in the final lab skill check off. 5/7 (71%) students passed with a 90% or higher.

Analysis of Finding

Students who attended all labs and had two attempts performed and understood procedure better than students who had absences with only one attempt.

Improvement Type

Improvement Description

Retention

Strategic Planning

Improvement

Implement referrals to tutoring services for dental assisting students

**1.2** Demonstrate accountability and practice professional roles when providing dental care for clients.

Description

**1.3** Provide care that is consistent with values, beliefs and cultural traditions when caring for clients with complex health needs.

Description

## Project Attachments

Attachments (2)	File Size	Last Modified
<a href="#">LCC Curriculum and GenED Template.xlsx</a>	25KB	MAY 16, 2018
<a href="#">Program assessment final .pdf</a>	390KB	MAY 16, 2018

## LCC Academic Emergency Medical Technician Certificate Assessment Plan

**2017-2018**

In Progress

### Program Mission Statement

To prepare and graduate skilled individuals who are ethically and professionally competent, and have the ability and confidence to successfully obtain a state and/or national certification.

### Program Goal

**1**

The EMS program is designed to prepare a student to work in Emergency Medicine.

Each certificate course allows the student, upon completion, to become certified as an EMT-Basic or EMT-Intermediate. The progression of the curriculum requires completion of the EMT-Basic prior to entry into the EMT-Intermediate course. Emphasis is placed on initial certification followed by various elective options. \*\*\*\*\*Course data is currently unavailable, as the faculty member is deployed

## Program Learning Outcomes

- 1.1 Produce graduates who are able to enter the job force in the field of Emergency Medical Services (EMS), or continue on to a higher degree

Description

### PLO Assessment Method

1.1.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

### Benchmark/Target

- 1.2 Identify conditions and appropriate treatments for simulated medical patients

Description

### PLO Assessment Method

1.2.1

Source of Evidence

Description

Describe the assessment method and Course used to assess this PLO.

### Benchmark/Target

1.2.1.1 Not Reported this Period

Benchmark/Target

Finding

Analysis of Finding

Improvement Type

Improvement Description

Improvement

**1.3** Acquire EMT-Basic and/or EMT-Intermediate certification

Description

## **LCC AH105 Nursing Assistant Training Course Assessment**

**2017-2018**

In Progress

### **Course Description/Purpose**

This course provides the basic knowledge and skills necessary by nursing assistants to deliver safe and effective care in an acute and long-term health care setting. The nursing assistant works under the direct supervision of a Licensed Practical Nurse or Registered Nurse within the guidelines set by the institution and New Mexico Department of Health and Human Services Department certification guidelines. Upon successful completion of this course, the student is eligible to take the New Mexico Nurse Aide Certification Examination.

Academic Year 2017-2018

Fall 2017 - Sections 01, 02, 03, 04

Spring 2018 - Sections 02, 03

Summer 2018 - Sections 02, 03, 04, 05