Workforce Continuing Education Services – Occupational Extension
Program Outcome and Assessment(s)
2020-21 Program Outcome Assessments Year-End Reporting Form
Program Review Cycle - 2019-20

In response to SACSCOC 8.2, *"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results …"*

Name of Program: Workforce Continuing Education Services Occupational Extension - Allied Health

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

Baseline: 39 # (*Average of three years – 2016-17; 2017-18; 2018-19*)
Standard: 40 #
Target: 42 #

2020-2021 Action / Strategy Items:

Item #	Action / Strategy Items: (Actions / strategies identified in the 2019-20 program review and outcome assessment.)	Results / Use of Results: (Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)
1	Identify alternative programs and decide continued need for Serv Safe program	Program has had declining numbers for several years. May be due to availability of online program and testing through the accrediting agency. Decided to keeping program through 2021 since COVID pandemic has created turnover and new jobs in this sector, we feel there may be a new need for the program. Will re-evaluate at end of 2021
2	Identify alternative programs and decide continued need for Activity Director program	Program is under review by its accrediting agency and content may change. Once this is done, there may be new need for the program. We will monitor and re-evaluate when changes are adopted. Identified a need for a new program – Sterile Processing Technician. Developed and offered the first program in Spring 2021 which will complete in SU2021

Reporting Year	Course Offerings	Sections Offered
2016-17	14	41
2017-18	12	37
2018-19	12	39
2019-20	12	29

WCES – OE Program Outcome Assessment Year-End Report, 2020-21

In 2019-20, Occupational Extension - Allied Health did not meet their baseline, standard, or target.

Target, 42
Standard, 40
Baseline, 39

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Provide narrative for analysis of course section offerings *(Based on the data, provide a narrative of your analysis of course section offerings. Are courses being offered based on the number and delivery type of sections needed for enrollment?)*

The courses offered are for training health care workers for this communities employers.
The need has only increased due to the pandemic.

Delivery types are somewhat dictated by the accrediting agencies. They dictate theory, skills lab an clinical hours needed for training.

The nurse aide and phlebotomy classes have the potential to be larger and thus produce more FTE however we are limited in class size due to the size of our labs and right now because of limiting class size to reduce COVID exposure risk to students and faculty.

Students continue to pursue the allied health programs in spite of the risk they may incur in face to face classes. We have over 200 students request information to attend nurse aide and phlebotomy with 70 seats available.

Course Section offerings affected
Spring 2020 classes were suspended and returned to complete in the summer session as self- supporting classes and this negatively impacted the FTE for Allied Health – 3 nurse aide and 2 phlebotomy programs.

These SP2020 classes that completed in SU2020, occupied the classrooms/labs for summer so that new programs that normally would be offered in this space, could not be offered. However, we were able to add an additional nurse aide course at an accelerated pace in available afternoon lab space

Have been unable to find a qualified replacement for the Spanish Medical Interpreter Instructor and so course could not be offered in 2020 or SP2021. Search continues.

COVID pandemic influenced students' ability to attend classes face to face in Spring/Summer 2020. We engaged students online with reviews until the DHHS and National Phlebotomy Association developed regulations for how classes could proceed and students returned in the Summer to complete the programs.

Pharmacy Technician was converted to online instruction however it not run until 20-21

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 so, do you intend to try to increase the number or type of course section offerings?)*

Did not meet target. We will keep the target at 42 anticipating

- The High School nurse aide program resuming in 2021,
- An increase in food service employees needing manager training,
- Offering the new Pharmacy Technician and Sterile Processing programs,
- Revising the Activity Director program to meet new standards,
- Finding a qualified instructor for the Spanish medical Interpreter program.

2021-2022 Action / Strategy Items:
(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy 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 *(How will you assess the results of action items?)*
1	Develop additional online programs or portions of programs	January 2022	Track Course Offerings and report
2	Offer larger classes and additional classes if lab space is available	January 2022	Track class size and report

Program Outcome #2: Course Success Rate (all delivery methods)
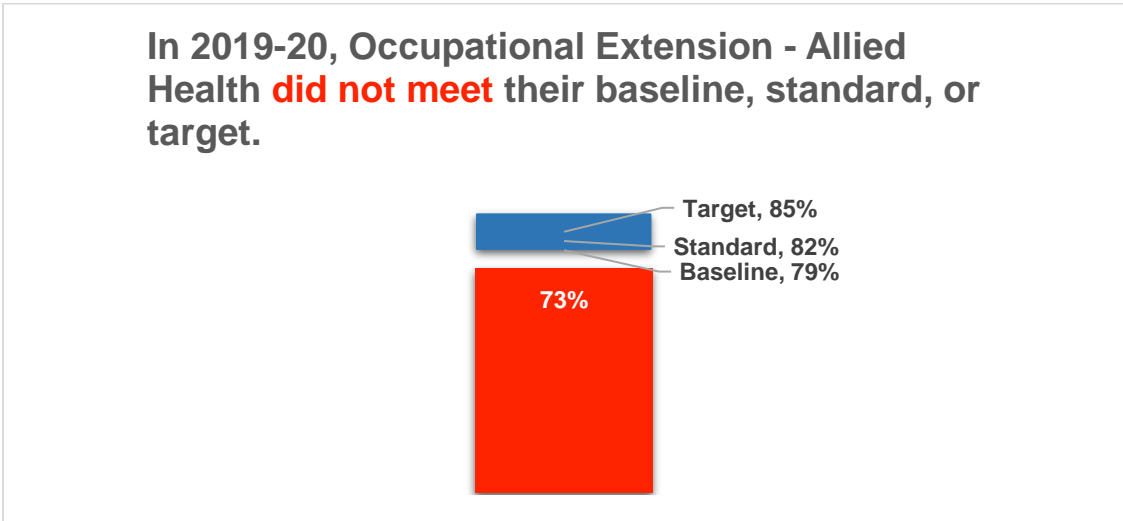
Baseline: 79 % (*Average of three years – 2016-17; 2017-18; 2018-19*)
Standard: 82 %
Target: 85 %

2020-2021 Action / Strategy Items:

Item #	Action / Strategy Items: (*Actions / strategies identified in the 2019-20 program review and outcome assessment.*)	Results / Use of Results: (*Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?*)
1	Monitor success rates of nurse aide program for a 5% increase	Instructors met and department developed strategies to increase our pass rates in January of SP2020. COVID happened. Classes were suspended and so were the state tests for nurse aide and phlebotomy. All testing was cancelled and did not resume until June. Even then the testing started slowly. The testing company had difficulty recruiting evaluators and had to develop new testing protocols to prevent exposure to COVID. A normal testing schedule did not resume until September. Recently test dates again were cancelled while the company (Pearson Vue) begins online testing for the written part of the exam. All test dates have been cancelled for April 22- June. It is felt that the longer a student waits after graduating to test, the greater the risk of failure. So these changes may affect our testing scores.
2	Monitor success rates of Medical Billing and coding for a 5% increase	The pass rate for medical billing and coding has been low. It was traditionally built as a two part course and most students did not return for part 2. We had difficulty running part two due to low enrollment. We combined the two sections and offered the program one semester with additional hours. The pass rate is still low, we have been monitoring it and warning students when they stop participating for 8 hours that they are in jeopardy of being dropped and determine if there is an

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		issue the instructor can help with. Will continue to monitor for an increase in the success rate through 2021

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%
2019-20	297	216	73%

In 2019-20, Occupational Extension - Allied Health did not meet their baseline, standard, or target.

Target, 85%
Standard, 82%
Baseline, 79%

73%

Provide narrative for analysis of course success rates *(Based on the data, provide a narrative of your analysis of course success rates. 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 addition, deletion, or modification?)*

I have two classes that are online
Medical Coding and Billing
Health Unit Coordinator

We teach the Nurse aide 2 program as a hybrid occasionally. We did in Fall 2020 and will in SU2021

All other programs are taught face to face.

Provide narrative for analysis of course success rates standard/target *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If so, how do you plan to further increase course success rates?)*

Met with instructors to review pass rates and strategies to increase the pass rate.
We have recently purchased FACETS for students in the nurse aide program which gives the students access to videos, quizzes, case studies and practice tests. We are integrating this now with current students.

We will be offering a practice online test for our nurse aide and phlebotomy students so that they can become comfortable with this new way the test for certification will be administered and hopefully identify areas they need more help in, in order to pass.

Reviewed learning strategies and methods of learning, and identifying what type of learner the student is and how we may want to integrate this in our courses.

Decided that students who cannot maintain a 75 average while in the class, will be dropped.

Instructors identifying students by second test, meeting with them to discuss issues and setting a goal.

Medical Billing an Coding and Pharmacy Technician may require pre registration testing to determine math and English comprehension levels. Will monitor through 2021 and decide if this is necessary.

2021-2022 Action / Strategy Items:
(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy 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 *(How will you assess the results of action items?)*
1	Increase course pass rates by 5%	5/30/2022	Monitor and Track

Program Outcome #3: Licensure and Certification Passing Rates (if applicable) (NCCCS Performance Measure)

Baselines were set based upon WCC's average college performance of the individual licensure and/or certification exam. Standards and targets were set by the program responsible for the individual licensure and/or certification exam and based on the baseline average performance.

Baseline: N/A % (*Average of % passing for three years – identify last three licensure years; Nurse-Aide*)
                        Unable to set baseline at this time; set baseline once 3 years is achieved in 2021-22 (2022-23 report) / or when there is 3 years of data to average
Standard: N/A %
Target: N/A %

2020-2021 Action / Strategy Items:

Item #	Action / Strategy Items: *(Actions / strategies identified in the 2019-20 program review and outcome assessment and 2019-20 performance measure year-end report.)*	Results / Use of Results: *(Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)*
1	Train nurse aide instructors on skills demonstrations to obtain consistency in training and correct area students are failing. *(Program Review and Outcome Assessment)*	Met with instructors in January and February 2020 for training. Used recommendations when students returned in SU2020. Students will test in Fall2020 and SP2021. Self monitoring shows improvement in pass rate however all students have not tested to date
2	Improve the first time pass rate for Nurse Aide testing through early instructor intervention with students who are not achieving a grade of 75% by the second testing. *(Performance Measure Year-End Report)*	Decided that students who cannot maintain a 75 average while in the class, will be dropped. Instructors identifying students by second test, meeting with them to discuss issues and setting a goal. Decision to drop is made at mid term.
3	Meet with instructors to review testing findings and determine actions to take to prevent failure in future testing. *(Performance Measure Year-End Report)*	Met with instructors to review pass rates and strategies to increase the pass rate. We have recently purchased FACETS for students in the nurse aide program which gives the students access to videos, quizzes, case studies and practice tests. We are integrating this now with current students. We will be offering a practice online test for students so that they can become comfortable with this new way the test for certification will be administered and hopefully identify areas they need more help in, in order to pass.

WCES – OE Program Outcome Assessment Year-End Report, 2020-21

Licensure / Certification Exam – (Nurse Aide)

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	83	56	67%	0.91
2020	2018-19	82	56	68%	0.88

Provide narrative for analysis of licensure / certification passing rates data *(Based on the performance measure data, provide a narrative of your analysis of licensure / certification. Are you satisfied with your program licensure or certification rates?   State any changes you plan to make for continuous improvement.)*

Nurse Aide licensure / certification exam was identified by the NCCCS as an exam to be measured in 2019. At that time, the Planning Council's Performance Measures Licensure and Certification Passing Rate Subcommittee Chair identified a representative from the Workforce Continuing Education Services Allied Health Occupational Extension Programs to address the Nurse Aide measure. No 2019-2020 action/strategy items were identified at that time.

No Changes at this time since this is a new performance measure. The pass rate for this program needs to be reviewed and possibly gain a better insight as to how to improve the overall pass rates for the state certification exam. New action/strategy items were developed for the 2020-2021 academic year.

Provide narrative for analysis of licensure / certification passing rates standard/target *(Standards and targets were set by the program responsible for the individual licensure and/or certification exam and based on the baseline average performance.)*

Baselines will be set based upon WCC's average college performance of the individual licensure and/or certification exam. Standards and targets will be set by the program responsible for the individual licensure and/or certification exam and based on the baseline average performance.

Unable to establish a baseline at this time. Therefore the standard and target has not yet been determined. Standard and target will be set by the program responsible for the individual licensure and/or certification exam performance.

2021-2022 Action / Strategy Items:
(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy Items *(Identify action items as a result of your program outcome assessment. The action items mirror those identified in the licensure/certification performance measure.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Nurse Aide pass rate will improve by 5% points	12/22/2021	Monitor reports of state testing.

Program Outcome #4: Other Assessment (if applicable)

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

2020-2021 Action / Strategy Items:

Item #	Action / Strategy Items: *(Actions / strategies identified in the 2019-20 program review and outcome assessment.)*	Results / Use of Results: *(Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)*
1	Survey students who have not taken the certification exam within 3 months of graduation to determine reason.	We have found surveys to be inconclusive due to low participation. We decided a more proactive approach would help determine why students don't test. Each semester, Allied Health director meets with each class – Nurse Aide and Phlebotomy to discuss test dates, cost and preparation early in the semester. All students are referred for grant/scholarship applications to cover the cost of the test. Phlebotomy testing numbers have increase in the past two semesters 2018- 15 students tested, 2019- 17 students tested, 2020- 20 students tested and in the first testing of 2021- 19 have already tested. Nurse Aide numbers are more difficult because testing in 2020 was cancelled and it took months to get new test dates for students. The results of the FA2020 and SP2021 should show improvement if the testing agency does not interrupt testing again. We now track the students test dates and their pass fail rates. This is voluntary on the students part. 95% of FA2020 Nurse Aide students shared dates with us we were able to track See attachments

2021-2022 Action / Strategy Items:

(Identify and address outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action / Strategy 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 *(How will you assess the results of action items?)*
1	Nurse Aide pass rates will increase by 5 % points	10/1/2022	Track within department

Attachments

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NA1 TestingFall 2019 - Pearsonvue T

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