

**Wayne Community College
Program Review – 2021-2022**

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

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

To prepare students for entry level health careers by providing training that leads to certifications, licensing and specialized health care competencies.

Courses Offered:

Courses

Activity Director Basic
ECG/EKG Monitor Technician
Health Unit Coordinator
Medical Billing and Coding
Nurse Aide 1
Nurse Aide 2
Pharmacy Technician
Phlebotomy
SERV Safe Certification Testing
SERV Safe Training
Medication Aide Training
Central Sterile Processing
Nurse Aide 2 Competency
Nurse Aide 1 Refresher

Credentials

Activity Director
EKG Technician
Health Unit Coordinator
Medical Coder and Biller
Certified Nurse Aide I
Nurse Aide 2
CPht – Certified Pharmacy technician
Certified Phlebotomist
SERV Safe Food Manager
SERV Safe Food Manager
Medication Aide
CBSPD – Certified Board Sterile Processor
Nurse Aide 2
Certified Nurse Aide 1

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

No revision

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

Goal 1 – Allied Health Classes are offered each semester during the day, afternoon, and evening for working adults and others to accommodate their schedules and needs. The classes are one semester long so students can be trained and enter the workforce shortly after completion of the course.

Goal 2 - The Allied Health courses will meet and strive to exceed the standards set by the accrediting and/or governing boards for each program offering additional subject areas, skills and hours as needed.

Goal 3 - Student success in the courses is measured by instructors and/or the Director based on required competencies by the certifying board. Student performance and progress is discussed throughout the course. Success is measured by testing, performance/proficiency testing, clinical rotations if required and the ability to pass meeting the accrediting agency requirements.

Goal 4 – Institutional quality is ensured by continued staff/faculty development to maintain the highest level of skill and knowledge in their subject area. A standard of behavior is set as well as goals at the beginning of each course for students to prepare them for their future in the workforce of choice. Curriculum, equipment, and resources are upgraded and revised to help educate students.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Certificate	Activity Director
Certificate	EKG/EKG Monitor Technician
Certificate	Health Unit Coordinator
Certificate	Medical Billing and Coding
Certificate	Nurse Aide 1 & Nurse Aide 1 Refresher
Certificate	Nurse Aide 2 & Nurse Aide 2 Competency
Certificate	Pharmacy technician
Certificate	Phlebotomy
Certificate	Central Sterile Processing

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Spanish Medical Interpreter Training	Deleted

Provide an overview of the significance of the program changes 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, program degrees, certificates, diplomas, and/or delivery methods?)*

The Spanish Medical Interpreter Training course was deleted for a couple of reasons: Lack of interest in the course and inability to maintain qualified faculty to offer the course.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	5/8/2019	Soft skills for students discussed; No online phlebotomy courses recommended; scholarships for WCE students
2020-2021	10/28/2020	COVID Precautions discussed – new protocols for clinical rotations; college central network – facilities given instructions on how to utilize
2021-2022	5/19/2021	Need for more training for phlebotomy students before clinical – discussions improvements prior to scheduling students; apprenticeships for AH health programs discussed – UNC Wayne participating in some areas already

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

There continues to be a great need for healthcare workers, especially nurse aides, justifying the need for additional training and classes.

Facilities and agencies are interested in prospective employees with several skill sets: Nurse Aide 1 & 2; Health Unit Secretary, Phlebotomy and EKG. These skill sets can be used to cross-train employees in areas needed through the facility or agency.

More simulation equipment would be useful when training students as the website is not always the most accurate resource. Updated equipment is important to keep up with changing trends in the healthcare industry.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)****Baseline:** 225 # (Average of total enrollment for the last three years –2019-20; 2020-21; 2021-22)**Standard:** 226 #**Target:** 228 #**Program Enrollment**

Program Enrollment (unduplicated)	
Reporting Year (Summer, Fall, Spring)	Enrollment
2018-2019	282
2019-2020	185
2020-2021	209

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	99	35.1%	86	46.5%	90	43.1%
American Indian/Alaskan Native, Female	1	0.4%	3	1.6%	2	1.0%
Asian, Female	5	1.8%	2	1.1%	2	1.0%
Caucasian, Female	94	33.3%	56	30.3%	59	28.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	53	18.8%	20	10.8%	34	16.3%
Two or More Races, Female	7	2.5%	3	1.6%	7	3.3%
Unknown, Female	3	1.1%	0	0.0%	0	0.0%
Female Total	262	92.9%	170	91.9%	194	92.8%
African American, Male	5	1.8%	5	2.7%	7	3.3%
American Indian/Alaskan Native, Male	0	0.0%	1	0.5%	2	1.0%
Asian, Male	0	0.0%	2	1.1%	0	0.0%
Caucasian, Male	6	2.1%	4	2.2%	1	0.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	9	3.2%	2	1.1%	4	1.9%
Two or More Races, Male	0	0.0%	1	0.5%	1	0.5%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	20	7.1%	15	8.1%	15	7.2%
Total	282	100.0%	185	100.0%	209	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	4	1.4%	0	0.0%	2	1.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	1	0.4%	1	0.5%	7	3.3%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	2	0.7%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	7	2.5%	1	0.5%	9	4.3%
African American, 18-24	30	10.6%	33	17.8%	28	13.4%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	1	0.5%
Asian, 18-24	1	0.4%	0	0.0%	0	0.0%
Caucasian, 18-24	33	11.7%	22	11.9%	28	13.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	35	12.4%	10	5.4%	25	12.0%
Two or More Races, 18-24	6	2.1%	2	1.1%	7	3.3%
Unknown, 18-24	2	0.7%	0	0.0%	0	0.0%
18-24 Total	107	37.9%	67	36.2%	89	42.6%
African American, 25-44	51	18.1%	44	23.8%	40	19.1%
American Indian/Alaskan Native, 25-44	1	0.4%	3	1.6%	2	1.0%
Asian, 25-44	3	1.1%	2	1.1%	0	0.0%
Caucasian, 25-44	40	14.2%	26	14.1%	19	9.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	21	7.4%	9	4.9%	11	5.3%
Two or More Races, 25-44	1	0.4%	2	1.1%	1	0.5%
Unknown, 25-44	1	0.4%	0	0.0%	0	0.0%
25-44 Total	118	41.8%	86	46.5%	73	34.9%
African American, 45-64	18	6.4%	12	6.5%	24	11.5%
American Indian/Alaskan Native, 45-64	0	0.0%	1	0.5%	1	0.5%
Asian, 45-64	1	0.4%	2	1.1%	2	1.0%
Caucasian, 45-64	26	9.2%	9	4.9%	6	2.9%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	3	1.1%	3	1.6%	2	1.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	48	17.0%	27	14.6%	35	16.7%
African American, 65+	1	0.4%	2	1.1%	3	1.4%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	2	1.1%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	1	0.4%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	2	0.7%	4	2.2%	3	1.4%
Total	282	100.0%	185	100.0%	209	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Enrollment is slowly increasing. New COVID requirements for healthcare facilities is affecting enrollment some. Most facilities are now requiring COVID vaccinations and not everyone is willing to get vaccinated prohibiting registration in classes that require a clinical rotation.

The economy has affected enrollment too, with the loss of jobs and prospective students not being able to pay for the classes. College scholarships have been helpful but now funds are running out as well.

There is a need for classes at the high school level. Finding qualified instructors to train and teach has been a barrier to starting these classes.

Identify Enrollment Action Items

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Additional instructors	Job applicants and ongoing advertisements
2	Job Fairs	Increase in Enrollment

Outcome #2: Course Success Rate**Baseline:** 82.0 % (Average of last three years – 2019-20; 2020-21; 2021-22;)**Standard:** 83 %**Target:** 85 %

Reporting Year	Course Success Rate
2019-2020	72.7%
2020-2021	86.2%
2021-2022	87.1%

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2019-2020	297	216	72.7%
2020-2021	196	169	86.2%
2021-2022	225	196	87.1%

Provide narrative for analysis of course success data. (Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)

Our success rate has continued to be stable the last couple of years. The revision in some of our courses such as Medical Billing and Coding from two semesters to one semester has helped retain students. Offering online courses in some areas such as EKG, Health Unit Coordinator and Sterile processing enables students to fit in their working schedules.

Frequent monitoring of nurse aide and phlebotomy students in the classroom and at clinical sites has helped them be successful when taking state exams. Final competencies are done on all students before completing the class.

Identify Retention Action Items

Item	Action Items (What actions can be taken to increase program retention?)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue to monitor students in class and at clinical sites	Student retention percentage

Outcome #3: Sections Offered

Baseline: 26 # (*Average of total sections offered for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: 27 #
Target: 29 #

Sections Offered– Reporting Year – Summer, Fall, Spring	
Reporting Year	Total Sections Offered
2019-2020	29
2020-2021	24
2021-2022	26

Reporting Year	Course Offerings	Sections Offered
2019-2020	12	29
2020-2021	9	24
2021-2022	9	26

Provide narrative for analysis of sections offered. (*Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?*)

Sections offered are based on registration and may vary from one semester to the next. Some classes can only be offered 1x during the semester due to the curriculum contact while others may be run 2x.

Lack of space has been a problem in the past having to share space with other areas on campus. With the new space being allocated for the AH programs an increase in classes will affect completer rate

Identify Completer Action Items

Item	Action Items (<i>What actions can be taken to increase student completion in your program?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Add classroom and lab space	Number of course sections offered

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)

Feedback from our third-party credentialing agencies is received after students have completed scheduled tests. Classes and Agencies:

Nurse Aide I – DHHS/NCNAR and Credentia Management System - students are listed on the NA 1 registry
 Nurse Aide 2 – NC Board of Nursing – Students are listed on the website
 Medication Aide – DHHS/NCNAR and Credentia Management System – students listed on registry
 Pharmacy Technician – PTCB – Pharmacy Technician Certification Board
 Phlebotomy – National Phlebotomy Association

Feedback after the students' test assists us in areas needing improvement or additional training of students and/or staff.

Planning Objectives (2019-20; 2020-21; 2021-22 – 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 (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	1) WCE-Advanced Manufacturing – 1-Tractor Trailer Truck without Day Cab 2) WCE-Advanced Manufacturing – 1-Tractor Trailer Truck with Day Cab 3) WCE-Advanced Manufacturing – 1-Trailer Wrapping Service 4) WCE-Public Safety - Two (2) CPR/Trauma Manikins for EMS/CPR/AED Training 5) WCE-Public Safety - One (1) Prestan Professional CPR-AED Training Manikin (Family Pak) 6) WCE-Allied Health - 2-Advanced GERI Manikins from NASCO 7) WCE-Advanced Manufacturing – 1-Gravel Parking Lot 8) WCE-Allied Health - Centrifuge 6pi Horizontal 3500rpm 9) WCE-Allied Health – EKG Monitor	1) Contacting local industries in pursuit of a donation option in obtaining a tractor trailer for instruction. Will continue to contact local industries in hopes that we can obtain a donation. If we are unsuccessful, we plan to resubmit the objective in the next plan/budget cycle for consideration of funding approval versus the donation option. 2) The college is in contract for leasing a tractor trailer truck for instruction. No additional report required at this time. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u> : The truck was purchased and put in use initially on the truck driving yard, but it is now being used for on the road training. <u>2020-21 Use of Results / Assessment</u> : 31 students have received their Class A license so far. 3) Vendor finished the trailer wrapping and returned to campus. The wrapped tractor trailer has served as an marketing tool, parked along the main parking lot facing Wayne Memorial Drive during the COVID campus shut-down. Carry forward to the 2020-21 Plan

	<p>10) WCE-Allied Health – Digital Vital Sign Monitor</p>	<p>to report assessment. <u>2020-21 Status Report</u>: Received and being used for daytime and nighttime driving. <u>2020-21 Use of Results / Assessment</u>: 100% satisfied with the promotion of the TDT program and others at the College.</p> <p>4) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received and placed into use for all classes requiring CPR training. <u>2020-21 Use of Results / Assessment</u>: 100% satisfaction has been shown by students and staff with use of this equipment. There have been 51 classes and 521 students trained with these manikins.</p> <p>5) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received and placed into use for all classes requiring CPR training. <u>2020-21 Use of Results / Assessment</u>: 100% satisfaction has been shown by students and staff with use of this equipment. There have been 51 classes and 521 students trained with these manikins.</p> <p>6) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: The iWorx kit has been received. However, it cannot be used due to the COVID pandemic. This is likely to remain the case until Spring 2022 at the earliest. Carry forward to the 2021-22 Plan (or beyond) to report assessment. <u>2020-21 Use of Results / Assessment</u>: The iWorx kit has been received. However, it cannot be used due to the COVID pandemic. This is likely to remain the case until Spring 2022 at the earliest. Carry forward to the 2021-22 Plan (or beyond) to report assessment. <u>2021-22 Status Report</u>: Manikins were received and are in use. <u>2021-22 Use of Results / Assessment</u>: Manikins are vital when teaching and demonstrating skills to students. COVID 19 has required use of manikins more than normal in past couple of years. These manikins are very important in instruction delivery and when assessing proficiency on each student.</p> <p>7) Not funded, no action required.</p>
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		<p>8) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received Centrifuge and have demonstrated skills with it in SU2020, Fa2020 and SP2021. Student evaluations show the students find the equipment in the classroom to be adequate and meets their needs. <u>2020-21 Use of Results / Assessment</u>: Student evaluations from SU2020, FA2020, and SP2021 show the students find the equipment in the classroom to be adequate and meets their needs.</p> <p>9) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received EKG monitor and was unable to access as class has not been offered due to Covid pandemic. Class is planned to be offered in Fall 2021 and will report findings then. <u>2020-21 Use of Results / Assessment</u>: Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 Status Report</u>: The monitor is in place and in use. <u>2021-22 Use of Results / Assessment</u>: The EKG monitor is in place and is used to aide the instructor when teaching students how to read EKG strips and use of monitor in health care settings. We have run 2 semesters since purchase.</p> <p>10) Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: Received the monitor and is being used in all Nurse Aide classes. Students have not had clinical rotations due to Covid 19 pandemic but will return to clinicals SU2021 and will benefit from the training then. <u>2020-21 Use of Results / Assessment</u>: Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 Status Report</u>: The Digital Vital Sign Monitor is in place and in use. <u>2021-22 Use of Results / Assessment</u>: The vital sign monitor is in use and assist the instructors when teaching electronic vitals to nurse aide students. Students must be competent in use of this equipment as it simulates the real world use when obtaining vital signs. This equipment has been beneficial for the department.</p>
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2020-21	<ol style="list-style-type: none"> 1) WCE-Applied Technologies – 2014 Freightliner Tractor 2) WCE-Public Safety - Hemorrhage Control Biofeedback Kit 	<ol style="list-style-type: none"> 1) The truck is currently in use going into the third semester. We've had a few minor repairs since we purchased it. Student enrollment has been consistent with 8 - 9 students. SU2021 has the largest class so far, with twelve students. 2) Purchased complete kit October 2020. Placed in use immediately upon receipt on October 19, 2020 by the EMS faculty and students. The Biofeedback Kit has been utilized by the Basic EMT and Paramedic class as well as several monthly CE training classes dealing with hemorrhage control. The Biofeedback Kit was also taken to the Goldsboro F.D. for training firefighters on hemorrhage control. This biofeedback kit has provided the opportunity for us to offer training on hemorrhage control to approximately 125 students since the purchase. 100% of the students and faculty have shown satisfaction with the use of this new equipment.
2021-22	<ol style="list-style-type: none"> 1) WCE-Public Safety – SimMan ALS Dark Skin Manikin 2) WCE-Allied Health - New Nasco phlebotomy arms for practicing blood draws 3) WCE-Public Safety - Airway Management Bundle for EMS 	<ol style="list-style-type: none"> 1) Not all items have been received allowing for the mannequin to be placed into service. Carry forward to 2022-23 Plan to report assessment. 2) All IV Training Arms received as of 1/3/2022. Allied Health Phlebotomy program will utilize the training arms while instructing students on blood drawing and IV procedures. They will aide students prior to drawing blood room a live person. 3) Approximately 45 EMS students, as well as instructors have enhanced their skills by being able to utilize the purchased equipment. The addition of the upgraded equipment has allowed the EMS students more time to practice on more realistic training tools.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

With the newly allocated AH space most large equipment is being provided.

Replacement of small equipment such as blood pressure cuffs, scales, stethoscopes, upright IVAC machines, medication aide carts will be needed due to wear and tear over the years.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

Possible full time nurse aide instructor to accommodate the expanding needs. A full-time instructor would enable the department to schedule classes as needed – 6 hours, 8 hours, and night shift clinical rotations.

Current instructors are retired and only want to work 3–4-hour classes making planning around the needs of the community a problem at times.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

None with newly allocated space.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Student support services are adequate.

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

The Allied Health Program has well-trained instructors in all the areas where courses are offered. All are certified and/or licensed in their area of expertise. An area of weakness / opportunity is the need for continued development and training for instructors.

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

Joyce Hamilton Fleming, Allied Health Director

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: Dorothy Moore 11/18/2022

Dean, Director, or AVP / Date: Renita Dawson 11/18/2022

Administrator Approval / Date: Renita Dawson 11/18/2022