

### **3.7 Academic Program Review Allied Health w/ Option in Pre-Athletic Training 2009-2014**

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

Our mission at Carl Albert State College is "To provide affordable, accessible and exceptional education that fosters student success."

The number one priority of CASC is to offer educational programs that make significant and positive differences in the lives and futures of all its students. CASC provides a general education curriculum for all students. The Allied Health degree provides students with a high quality educational foundation that prepares them to transfer to a 4-year college or continue in an allied health profession at this college or at another college. A component of the college mission is to provide students with high quality in education so the degree is directly linked to the college mission.

#### **3.7.5 Process (Internal/External Review):**

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

The Weave Assessment program used by the institution allows for quantitative analysis in each class every semester. Very little analysis and assessment has been conducted on the degree in the past. The high demand for the degree could be considered an unofficial assessment strategy. The college graduated an average of 109.4 students with this degree annually (from 2009-2013). Students graduating with the degree have continued at the college by enrolling in one of the applied degrees however we do not currently have the numbers for this. Students have transferred to a 4-year or more college but we currently do not have the numbers on this. More rigorous and focused assessment will occur for this degree beginning in the Fall 2015, and will include assessments on transfers to 4-year colleges.

#### **A. Centrality of the Program to the Institution's Mission:**

The college mission is to provide a high quality educational experience that is affordable and accessible. To that end this degree can be obtained on either of the physical campuses of the college (Poteau or Sallisaw) and components of the degree can be obtained through the college's on-line campus. This makes the degree accessible. The tuition for the college is the lowest in the state so that addresses the affordability. The quality is demonstrated by the percentage of students completing the degree and those continuing into an applied health degree or transferring to a 4-year college.

**B. Vitality of the Program:****B.1. Program Objectives and Goals:**

The degree has 4 primary goals: 1.) Provide an ethical and compassionate environment that facilitates excellence in learning (linked to the CASC Goals 1 & 2); 2.\_ Provide educational activities that support the student's problem solving and critical thinking skills to form a foundation for independent lifelong learning (linked to the CASC Goals 4 & 8); 3.\_ Provide a foundation which encourages teamwork in a culturally diverse environment (linked to the CASC Goals 6 & &); 4.) Prepare students with foundations necessary to continue their education in their chosen professions (linked to CASC Goals 1, 2, 3, 4, 5, & 6). Outcomes have been developed that let the degree measure the level of success in meeting these goals.

**B.2 Quality Indicators (including Higher Learning Commission issues):**

An average of 824 students have declared the Allied Health degree over the past 5 years (2009-2013). An average of 109 students have graduated with the degree over this 5-year time span. Approximately 14% of those declaring this as major have graduated with this degree on average over the 5-year assessment range of 2009-2013. Successful completion of the degree has been the primary quality indicator for this degree over the 5-year assessment range from 2009-2013.

Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

AAS programs include a minimum of 18 hours of general education coursework, which is sufficient to meet the OSHRE requirements.

**B.3. Minimum Productivity Indicators:**

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2009	799	76
2010	884	112
2011	854	119
2012	826	123
2013	779	117

**B.4. Other Quantitative Measures:**

- a.** Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

*List or attach list of courses*

All of the course numbers are for 2011-2013. Numbers for 2009-2010 could not be obtained. AHS 1113 Medical Terminology: classroom max is 35 and on-line max is 25; typically all sections except one are filled.

In 2011 summer semester CASC had 39 students enrolled in AHS 1113.

In 2011 spring semester CASC had 154 students enrolled in AHS 1113.

In 2011 fall semester CASC had 148 students enrolled in AHS 1113.

In 2012 summer semester CASC had 37 students enrolled in AHS 1113.

In 2012 spring semester CASC had 158 students enrolled in AHS 1113.

In 2012 fall semester CASC had 156 students enrolled in AHS 1113.

In 2013 summer semester CASC had 31 students enrolled in AHS 1113.

In 2013 spring semester CASC had 144 students enrolled in AHS 1113.

In 2013 fall semester CASC had 156 students enrolled in AHS 1113.

AHS 1203 Basic Nutrition: classroom max is 35 and on-line max is 25; typically on-line sections are at max and the classroom sections have at least 20

In 2011 summer semester CASC had 34 students enrolled in AHS 1203.

In 2011 fall semester CASC had 168 students enrolled in AHS 1203.

In 2011 spring semester CASC had 178 students enrolled in AHS 1203.

In 2012 summer semester CASC had 33 students enrolled in AHS 1203.

In 2012 fall semester CASC had 156 students enrolled in AHS 1203.

In 2012 spring semester CASC had 133 students enrolled in AHS 1203.

In 2013 summer semester CASC had 43 students enrolled in AHS 1203.

In 2013 fall semester CASC had 155 students enrolled in AHS 1203.

In 2013 spring semester CASC had 150 students enrolled in AHS 1203.

ZOO 2114 Human Physiology: enrollment of Allied Health majors is unknown at this time

In 2009 summer semester CASC had 12 students enrolled in ZOO 2114.

In 2009 spring semester CASC had 106 students enrolled in ZOO 2114.

In 2009 fall semester CASC had 192 students enrolled in ZOO 2114.

In 2010 summer semester CASC had 32 students enrolled in ZOO 2114.

In 2010 spring semester CASC had 192 students enrolled in ZOO 2114.

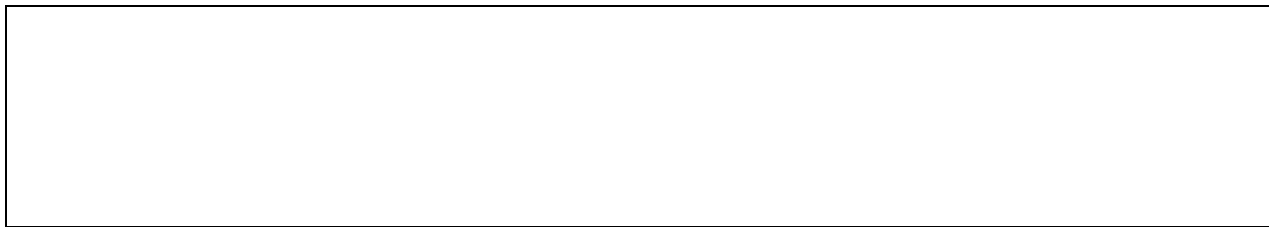
In 2010 fall semester CASC had 148 students enrolled in ZOO 2114.  
 In 2011 summer semester CASC had 32 students enrolled in ZOO 2114.  
 In 2011 spring semester CASC had 133 students enrolled in ZOO 2114.  
 In 2011 fall semester CASC had 103 students enrolled in ZOO 2114.  
 In 2012 summer semester CASC had 19 students enrolled in ZOO 2114.  
 In 2012 spring semester CASC had 91 students enrolled in ZOO 2114.  
 In 2012 fall semester CASC had 94 students enrolled in ZOO 2114.  
 In 2013 summer semester CASC had 28 students enrolled in ZOO 2114.  
 In 2013 spring semester CASC had 70 students enrolled in ZOO 2114.  
 In 2013 fall semester CASC had 96 students enrolled in ZOO 2114.

ZOO 2124 Human Anatomy: enrollment of Allied Health majors is unknown at this time

In 2009 summer semester CASC had 31 students enrolled in ZOO 2124.  
 In 2009 spring semester CASC had 154 students enrolled in ZOO 2124.  
 In 2009 fall semester CASC had 214 students enrolled in ZOO 2124.  
 In 2010 summer semester CASC had 85 students enrolled in ZOO 2124.  
 In 2010 spring semester CASC had 146 students enrolled in ZOO 2124.  
 In 2010 fall semester CASC had 232 students enrolled in ZOO 2124.  
 In 2011 summer semester CASC had 32 students enrolled in ZOO 2124.  
 In 2011 spring semester CASC had 146 students enrolled in ZOO 2124.  
 In 2011 fall semester CASC had 240 students enrolled in ZOO 2124.  
 In 2012 summer semester CASC had 33 students enrolled in ZOO 2124.  
 In 2012 spring semester CASC had 108 students enrolled in ZOO 2124.  
 In 2012 fall semester CASC had 112 students enrolled in ZOO 2124.  
 In 2013 summer semester CASC had 35 students enrolled in ZOO 2124.  
 In 2013 spring semester CASC had 95 students enrolled in ZOO 2124.  
 In 2013 fall semester CASC had 114 students enrolled in ZOO 2124.

AHS 2011 Allied Health Capstone: 2 sections with 50-60 students in each section each regular semester

In 2009 spring semester CASC had 35 students enrolled in AHS 2011.  
 In 2009 fall semester CASC had 58 students enrolled in AHS 2011.  
 In 2010 spring semester CASC had 56 students enrolled in AHS 2011.  
 In 2010 fall semester CASC had 89 students enrolled in AHS 2011.  
 In 2011 spring semester CASC had 59 students enrolled in AHS 2011.  
 In 2011 fall semester CASC had 77 students enrolled in AHS 2011.  
 In 2012 spring semester CASC had 49 students enrolled in AHS 2011.  
 In 2012 fall semester CASC had 83 students enrolled in AHS 2011.  
 In 2013 spring semester CASC had 46 students enrolled in AHS 2011.  
 In 2013 fall semester CASC had 87 students enrolled in AHS 2011.



**b. Student credit hours by level generated in all major courses that make up the degree program for five years:**

Each graduating student will have completed successfully all of the courses listed in B.4.a. for a total of 15 credit hours in the major. The degree requires 63-64 hours

2009	76 graduates	63-64 hrs
2010	112 graduates	63-64 hrs
2011	119 graduates	63-64 hrs.
2012	123 graduates	63-64 hrs
2013	117 graduates	63-64 hrs.



**c. Direct instructional costs for the program for the review period:**

The AHS courses are taught as overload for full-time faculty or by adjunct faculty. There is an average of 12 sections of AHS 1203 with 3-4 different instructors for an approximate total cost annually for the nutrition course in faculty load of approximately \$24,720.00. There is an approximate average of \$28440.00 in faculty load. Faculty are not compensated for the AHS 2011 Allied Health Capstone course. The approximate annual costs for the AHS courses is \$53150. Over 5 years the approximate costs are \$265,800.00.

The ZOO courses are taught as a regular part of the science faculty's course load so it is difficult to determine any direct costs for these courses and students with majors other than Allied Health take these courses. However there are 3 instructors with 75% of their load being focused on the ZOO 2114 and 2124 at an average of \$30,000 per year for each with another \$12,800 in benefits. This is approximately a total of \$42,800 per person per year. This would be \$128,400 per year. Over 5 years this would be approximately \$642,000.

Combined costs for ZOO and AHS courses is \$907,800.00

**d.** The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

From 2009-2013 the general education credit hours generated for this major was 40 credit hours per graduate and with an average of 109 graduates. This is an approximate average of 4,360 hours in general education courses per year with a 5-year average total of general education hours of 21, 800 hours. It is not possible at this time to determine the number of Allied Health majors not graduating during this 5-year time span so credit hour numbers have not been generated for the general education course support for non-graduating majors.

**e.** A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

<b>Faculty</b>	<b>Credential</b>	<b>Institution that granted degree</b>
J. Rachelle Holman	BS Dietetics; MS College Teaching	NSU, Tahlequah, OK
Rocky Heath	OD Optometry	Southern College of Optometry
Deborah Cheater	BS and MS Nursing	University of Oklahoma
Jeri Hobday	BS PTA; MS Education	University of Arkansas
Midge Blue	BA Psychology; MA College Teaching	NSU Tahlequah, OK
Heather Bailey	BSN & MSN Nursing	NSU, Tahlequah, OK
Beverly Afzali	M. Ed. School Admn	NSU, OK
Natalie Maxwell	M. Ed. Secondary Ed	East Central University, OK
Danny Wann	M. Ed. Biology Ed	Southeastern Oklahoma State University

**f.** If available, information about employment or advanced studies of graduates of the program over the past five years:

Not available.

**g.** If available, information about the success of students from this program who have transferred to another institution:

Not available.

**B.5. Duplication and Demand:**

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

### **B.5. Duplication and Demand Issues:**

#### *Address Duplication:*

This is the only degree/major of its type at Carl Albert State College.

#### *Address Demand:*

The college averaged approximately 3,400 students each year from 2009-2013. The major averaged 109 graduates annually while averaging approximately 830 students declaring this major annually. This is approximately 24% of the student population. This indicates a strong demand for the major. This program frequently serves as preparatory for the applied science degree programs of nursing, radiologic technology, and physical therapist assistant. However the degree is not required for entry into any of these 3 programs and has students who select this degree in preparation for transfer to a 4-year institution or because they have a general interest in health care.

#### **B.5.a.** Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Students must meet the college admission standards to be accepted into the Allied Health Degree/Major. No special requirements are required. Anecdotally students declare this major because they are interested in of the health careers offered at the college (Nursing, Physical Therapy Assistant, Radiologic Technologist) or because they wish to transfer to a 4-year college (or greater) and major in a health career.

**B.5.b.** Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

This program offers prerequisite courses required in the rigorous curriculum found in the nursing, radiologic technology, and physical therapist assistant programs. Often, successful completions of major science course work is identified as indicators of success into these programs.

**B.5.c.** Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not Applicable.

**B.5.d.** Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

**B.5.e.** The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The college began offering all three of the AHS courses required by the major on line years ago. The college within the past 10 years has expanded the Sallisaw campus and provided day and evening sections of these courses. The Poteau campus typically has an evening offering of Basic Nutrition and day offerings of Medical Terminology. The college has met the needs of students by offering these courses on multiple campuses, Poteau, Sallisaw, and On-Line, as well as various times, days and evenings.

**B.6.** Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.



Not applicable.

\*Low Producing Program Reviews follow a different format and template.

**Institutional Program Recommendations:** (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

<b>Recommendations</b>	<b>Implementation Plan</b>	<b>Target Date</b>
Continue to offer the AHS courses on multiple campuses and at varying times.	Ongoing	Ongoing
Remove the AHS 2011 from the degree plan since capstone courses have been excluded from all college degree plans	Submit degree plan revisions to the college and state regents spring/summer 2014	Remove from degree plan beginning Fall 2014
Review the courses required in the major and consider adding another AHS course. Have the allied health faculty determine if Microbiology or Pathophysiology would be the preferred addition.	Bring the additional course to a vote of the division faculty in the spring 2015 and then take the recommendation to the VPAA. If approved then take forward to the college and state regents.	Fall 2015

**Summary of Recommendations:**

	<b>Department</b>	<b>School/College</b>	<b>Institutional</b>
<b>Possible Recommendations:</b>			
Expand program (# of students)	None	None	None
Maintain program at current level	Yes	Yes	Yes

Reduce program in size or scope	No	No	No
Reorganize program	Slight curricular changes	Slight curricular changes	Slight curricular changes
Suspend program	No	No	No
Delete program	No	No	No

Department/  
Program Head \_\_\_\_\_  
(Signature)

Date \_\_\_\_\_

Dean \_\_\_\_\_  
(Signature)

Date \_\_\_\_\_