

CTE Program Review – Annual Program Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Medical Professions**

Program Faculty Department Chair(s): Stephanie Karr

Program SAC Chair(s): Stephanie Karr

Program Dean: Jason Johnson

Pathway Dean: Janeen Hull

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / SY / NB / HC / WCC / Metro / CLIMB /
OMIC / Other: **Online**

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?
 - Competitive, based on admission criteria
 - Competitive due to limited capacity, based on order of application
 - Open entry
 - Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

SEE Student FTE Tab.

2A1. Does this data suggest any questions that the SAC would like to pursue?

Cascade is the only campus option for us, but MP courses are offered at multiple campuses.

We do not have any questions that our SAC feels that we need to pursue based on Enrollment.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

No, we offer all of our classes all 4 terms of the academic year with the exception of MP108.

MP108 is only offered online Fall, Winter and Spring but enrollment doesn't suggest that we need to add a summer section.

MP140 is offered online all 4 terms.

MP135 is offered online all 4 terms.

MP113 is hybrid all 4 terms.

MP 111 is offered online, face to face, and hybrid all 4 terms. We have morning, afternoon, and evening classes.

I believe we are providing an option for most students who want or need our classes.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

We would like to know if students ever want to sign up for an MP class but can not because it doesn't work into their schedule?

Our biggest question is what would prevent students from signing up for one of the MP classes?

If we know what is preventing students from registering, we could make adjustments to schedule and modality.

We have heard that some students have problems getting financing during summer term, so perhaps the financial aid department might have some data that could answer why students might not sign up for MP classes during the summer. Perhaps some sort of outreach to students to let them know that they can receive financial aid during the summer term as well.

We would also like to know what the marketing department is doing to promote the various programs/classes offered at PCC.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

MP135 has the highest success rate and I believe that is because there are more barriers to entry for this class (Prerequisites) than the other classes. By the time students are in MP135 they are either in a program (MA, OMT, HIM) and have to pass it in order to be successful in their career program, or they are students who are experienced in healthcare or seasoned students who desire to take the class for review before moving on to other healthcare programs such as nursing, pharmacy, medical assisting, PA, etc.

MP108 has the lowest success rate and this is likely due to the fact that there are no prerequisites to this class and many first time college students are taking this class and become overwhelmed and stop completing the work. Of the students who complete the assignments, they perform well. The lack of success is due to the fact that students simply do not do the assignments. This is also the case for MP111. This success rate is only slightly higher than MP108.

MP140 has a slightly higher success rate than MP111, but again, most students in the MP classes do well if they do the assignments. The lack of success is almost always because the students don't do the assignments and receive a score of 0 which brings down the grade and potential to succeed.

All of this is true for MP 113 as well but a lack of success in this class is usually due to not showing up for the final day of skills check off. The class is online with the exception of one day

on campus where they review their First Aid and CPR skills and the instructor signs off in order for the student to earn their CPR/First Aid certification cards.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

MP108 just started being offered online in 2021 so there is not a good comparison though in the one term it was offered online, it did have a higher success rate than in person.

MP135 and 140 are only offered online so no comparison.

MP113 is only offered as a hybrid option so no comparison.

The success rate online, remote, and in person for MP111 is comparable.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Teacher presence is very important in student success rates. We strive to show online presence in online classes as well as availability and approachability on campus (when we are on campus).

Course revisions to update classes and not use the MyLab for MP111 may increase success rate since some students simply don't do the MyLab exercises because they don't enjoy them or because they can't afford the MyLab.

One year goal: We anticipate that the course revisions to MP111 and MP135 will maintain and potentially increase success rate by increasing student engagement as well as instructor engagement. Also, no longer requiring the MyLab for MP111 will remove the financial barrier for many students.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Gender:

Male enrollment across all MP classes is around 25% of total enrollment. We are not seeing significant differences in success rates between male, female, and nonbinary students.

Race:

We do see differences in success rate among the various races.

Native American enrollment is fairly low and success rates appear to be decreasing over the past 4 years, particularly during the first year of the pandemic (20-21). We are wondering if this is due to lack of computer and internet access once all classes went remote during the pandemic.

Black enrollment is also low but we are wondering if it is representative of the black population in the area. Success rates among black students, particularly black males, is lower than we would like to see. We would like to know why black enrollment is lower, is there a lack of interest in healthcare careers? Can we identify barriers to enrollment and success among this student population? If we can identify these barriers, perhaps we can make adjustments to better serve these students. (Financial insecurity, food insecurity, lack of interest, computer/internet access, safe space, etc.)

For the most part, other races had good success rates.

Pell:

Overall success rates among students who receive a pell grant is slightly lower than students who do not. However, in the higher level classes, the students who receive the grant have a higher success rate. This is not surprising but we don't necessarily know exactly what is preventing the lower level students from being as successful. Because these students are lower income, there could be barriers as mentioned above. (Financial insecurity, food insecurity, lack of interest, computer/internet access, safe space, etc.)

Goal: Include case studies/lecture photos that encompass multiple races and gender identities.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

We are curious to know if financial aid fraud plays a role in lower success rates for the lower level students. For MP111 in particular, we often see students who show up to class the first week or two and do the minimal requirements to not get dropped from the class and then simply disappear and receive a failing grade in the class.

We are curious to know if there is data on students' financial status and success rates. We imagine that stable living environments, food insecurity, and childcare concerns could all affect student success.

We are curious to know if cultural concerns prevent students of different races and ethnicities from being successful. Are the language barriers too difficult to overcome?

MP across the board has low male enrollment. We are curious to know why this is the case and whether or not we are missing out on this demographic due to the jobs being predominately female or if they go directly into the workforce to help support their family.

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

As far as course completions, we are not independently tracking this data.

The MP certificate was developed for Career Pathways. We believe that they are (or were) tracking some data regarding course/program completion for their students.

We aren't seeing any data on how many students were trying to complete the certificate in comparison to the number of awards given.

We believe that our instructors are doing everything they can in order to encourage students to complete their coursework in order to be successful in the class. Again, the lack success in MP classes is primarily due to not completing assignments rather than poor scores on assignments. Our instructors send out CPN regularly to students who seem to be falling behind and offer extensions to due dates. We are open to suggestions but feel like we are doing everything we can to encourage completion.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

The number of certificates awarded to students has been low the past couple of years due to Covid. The majority of students completing the certificate are part of career pathways sponsored cohorts.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

The biggest issue right now is COVID and the inability to be on campus. There has been no recruitment for Career Pathways cohorts and we are not aware of any plans to resume that anytime soon. Funding for these cohorts has always been provided by external organizations and we are not aware of any funds allocated for this right now.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

Career pathways takes care of this tracking.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

- Multi Year Plan current and complete
- 2021 Summary Data Report submitted
- 2021 CTE Learning Assessment Report submitted

 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

We are unsure of our TSA status. What is TSA?

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: These assignments are well designed and provide great opportunities for students to look at different careers in healthcare. Given the stress of the pandemic, the SAC should be commended for carrying out a meaningful project directly related to the outcome.

Suggestions/Comments: Could the SAC provide raw data for their following years' assessments? This is helpful for peer reviewers and shows more depth in analysis.

Questions: In addition, what is a way to assess an outcome (this one or a different one) solely in terms of the quality of student work? (The third criteria on the rubric includes a quality assessment, but the first two simply have to do with completeness and turning in the assignment on time.)

SAC Response:

We would be happy to provide raw data in the future.

We are in the middle of the MP111 STORI revision and will develop an assignment with a grading rubric that assesses an outcome solely in terms of the quality of the student work.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

We have had several students complete the certificate and use the credits they earned to then apply for and be accepted into various allied health programs here at PCC - such as MA, MLT, HIM, and OMT.

4B. Are there any challenges not described above that you would like to note here?

We believe we have described our challenges above.

4C. Do you see any opportunities in the near or long term that you would like to share?

Healthcare jobs continue to be some of the most in demand jobs and will continue to be so for years to come, especially with the number of healthcare workers who left their jobs during the pandemic. We have heard from employers in the area that there is a need for people to fill entry level positions as well as the need for patient access specialists and project management positions. We see the opportunity to create a certificate or degree to help train students for these positions.

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: This is a fairly new SAC and no roster has yet been posted.

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

We do not have an advisory committee.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

N/A

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

N/A

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

YES / **NO**

- If yes:
 - What is the name of your accrediting body? N/A
 - What is the typical accreditation cycle? N/A
 - When is your next self-study/visit scheduled to occur? N/A

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.

N/A