

PROGRAM REVIEW

Department: Allied Health Department



Date of Program Review: 11/27/2024

Prepared by: Vickie Laderer, MSN RN

TABLE OF CONTENTS

Introduction to Program.....	4
I. Scope.....	4
A. Program Relation to College Mission, Core Values, and Strategic Plan.....	4-5
B. Program/Discipline Demand/ Need.....	6-7
C. Program /Discipline Analysis.....	7-13
D. Program Assessment.....	13-18
E. CTE Programs Only.....	18-19
II. SWOT Analysis	19
A. Strengths.....	19
B. Weaknesses	20
C. Opportunities	20
D. Threats.....	20
III. Action Plan.....	21
A. Action Plan.....	21
Summary Report	22-23
Appendix A	
Advisory Board Minutes.....	24-29

Recommended Timeline

1. Program Review document will be completed and submitted to the Instruction Office by December 31st.
2. Vice President of Academic Affairs and Institutional Effectiveness Support will complete the summary report and send it to faculty by February 15th.
3. Vice President of Academic Affairs and Institutional Effectiveness Support will provide feedback to faculty by April 15th.
4. The faculty responsible will review the report, provide any follow up information and make comments within seven days of receiving the report.
5. Programs under review may be asked to present a summary of their program findings and an action plan to the Board of Trustees in the following academic year.

ACADEMIC PROGRAM/DISCIPLINE REVIEW Fort Scott Community College

Introduction to Program

I. Scope

A. Program Relation to College Mission, Core Values, and Strategic Plan:

1. How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?

1. Commitment to student success-Provide student with a well-structured syllabus, clear grading criteria, and transparent communication about assignments and expectations. Use innovative teaching methods such as group discussions, simulations, case studies, and active learning activities to keep students engaged. Ensure students have access to textbooks, online learning platform, Blackboard, and supplemental materials to aid their understanding.
2. Emphasis on community engagement and service-The students participate in their clinical experience at local nursing homes. By serving residents in local nursing homes, the students directly contribute to improving the health and well-being of community members. Collaborating with nursing homes build strong ties between the college and local healthcare providers, creating mutually beneficial relationships. Students gain first-hand exposure to the challenges and needs of older adults, encouraging them to become advocates for this population.

The EMT students are allowed to participate in their ride-along time with local ambulance services. This is a powerful way to emphasize community engagement, service, and professional preparedness.

3. Dedication to diversity, equity, and inclusion-Providing diversity, equity, and inclusion in the classroom ensures that all students feel valued, respected, and supported in their learning journey. In the classroom we promote respect for diverse perspectives, encouraging open and constructive dialogue. The instructors ensure all course materials and activities are accessible to students with disabilities, including captioned videos and readable PDFs. Instructors incorporate case studies, examples, and resources that reflect diverse cultures, ethnicities, genders, socioeconomic backgrounds, and abilities. Instructors assess their own biases and how they may influence teaching practices or interactions with students. Instructors use a variety of assessment methods to accommodate different learning

styles. Instructors create an environment where students feel comfortable sharing their experiences without fear of judgment. Instructors attend workshops, seminars, or training to continually improve our understanding and teaching practices.

4. Focus on high-quality, accessible education-Instructors ensure that course materials and teaching practices are up-to-date and grounded in the latest research and industry standards. Instructors incorporate hands-on-learning experiments, such as simulations, labs, and clinical rotations, that mimic real-world scenarios in healthcare. Instructors use case studies and role-playing exercises to develop students' critical thinking and decision-making skills. Instructors align assessments with learning outcomes, ensuring they measure competency effectively. Instructors use a mix of quizzes, exams, group projects, and review to assess a range of skills. The department provides state of the art equipment and technology to teach the students. Use user friendly learning platform, Blackboard, for delivering all online content and assignments.

2. What specific goals of the strategic plan are affected by this? Please explain.

The specific goals of the strategic plan are affected by providing high-quality, accessible education in the Allied Health classes.

1. Increase retention, graduation rates, and job placement
2. Strengthen partnerships with local organizations and communities
3. Promote diversity, equity, and inclusion in academic programs and services.
4. Prepare students to meet local and regional workforce demands.
5. Deliver innovating and high-quality educational programs.
6. Provide accessible education to all learners.
7. Foster a culture of lifelong learning and professional growth.
8. Enhance the college's reputation as a leader in education and community service.
9. Provide modern equipment and technology to ensure that students are prepared for the technological demands of the healthcare industry.

B. Program/Discipline Demand/Need:

If applicable, provide any advisory board meeting minutes.

Spring 2024 Advisory Board Minutes are attached.

- 1. Describe the need for the program/classes based on regional demands.
Focus on high-quality, accessible education**

Most rural and underserved areas face shortages of qualified healthcare workers, including EMTs, C.N.A.s, CMA, and other allied health professionals. The increased of the aging population requires an increase in medical care workers to care for them. Healthcare continues to be one of the fastest-growing industries, with consistent demand for skilled workers in hospitals, clinics, nursing homes, and emergency services. As experienced healthcare professionals retire, there is a need to replenish the workforce with well-trained graduates.

Employers in the region require graduates with skills that meet current industry standards. This includes training in advanced medical technologies, soft skills like communication and teamwork, and regulatory compliance.

FSCC high quality Allied Health programs prepare students to pass certification exam, these are mandatory for employment.

Many potential students are working adults, caregivers, or live-in rural areas. Accessible programs that offer flexible scheduling, hybrid learning options, and affordable tuition ensure that these individuals can enter the healthcare field. Allied Health programs often serve as a stepping stone for students pursuing advanced healthcare roles, such as nursing or paramedic, increasing educational and career opportunities. The C.N.A. certification is a pre-requisite for the FSCC Nursing Program.

Graduates of Allied Health programs often stay in the local region, directly improving local healthcare access and outcomes, which aligns with the mission of serving community needs.

By offering high-quality, accessible training, our community college provides cost-effective educational options for students who might not otherwise pursue higher education.

2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.

Yes, a program revision may be necessary to fully integrate the new textbook and its accompanying online supplement into the EMT class. The new textbook and its online supplement mat introduce updated content, methods, and resources that better align with current industry standards and best practices in emergency medical services. Incorporating the online supplement into the EMT course activities and assessments can enhance learning outcomes and provide consistency across course delivery.

This is a pilot semester using the new textbook, gathering student and instructor feedback will be critical. If challenges arise with the new material or online supplement, those insights can guide necessary program revisions. Monitoring how students perform on assessments and clinical skills using

the new resources will help determine whether additional curriculum changes are needed.

Also, a different textbook may need to be considered for the Medical Terminology class. The current textbook has a publisher's supplemental resource, but it difficult for some students to navigate and it is expensive. I will be searching for an different Medication Terminology textbook that includes a supplemental assignment portal that is easier to navigate for the students and more reasonable in price.

3. Describe how the revised program differs from the current one?

The current program is in the pilot semester for the new textbook that is being presented to the students. It has an online supplement that will introduce updated content, methods and resources that better align with current industry standards and best practices.

C. Program/Discipline Analysis:

1. What procedures are used to ensure that course content is up-to-date?

1. Conduct schedule reviews of course syllabi, lesson plans, and learning objective to ensure alignment with current standards and best practices
2. Collaborate with instructors, administrators, and industry professional to assess course relevance and recommend updates.
3. Use student and instructor feedback collected through surveys, evaluations to identify areas needing improvement.
4. Regularly review the standards set by certifying bodies such as the Kansas Board of EMT, National Registry EMT, KDADS.
5. Ensure compliance with certifying bodies.
6. Stay informed of updates to professional guidelines, such as those from the American Heart Association or other relevant healthcare organizations.
7. Encourage instructors to attend workshops, seminars, and conferences to stay informed about new developments in their field.
8. Ensure instructors maintain current certifications and participate in professional development activities.
8. Review textbooks, supplemental materials, and online resources annually to ensure they reflect the latest research and practices.
9. Collaborate with publishers for updates on newer editions and online tools that align with emerging trends.
10. Integrate updated online resources, simulations, and digital platforms to enhance learning.

11. Lead a program Advisory Board consisting of local healthcare professionals, employers, alumni, and community members. Use the Boards recommendations to align course content with the skills and knowledge currently demanded in the workforce.
12. Stay informed of changes in the field by monitoring peer-reviewed journals, industry reports, and policy changes.
13. Evaluate student performance on certification exams, clinical evaluations and job placement to identify gaps in the curriculum. Regularly consult with clinical site supervisors and preceptors about the preparedness of students and areas of improvement.
14. Collect input from local healthcare employers regarding the skills and knowledge of graduates.
15. Regularly assess and update simulations labs, medical equipment, and technology to reflect current industry standards.
16. Monitor metrics such as graduation rates, certification exam pass rate, through a pass/fail report that is kept each semester.
17. Use course evaluations to gather input form students about course content and delivery.

2. How do you ensure appropriate academic rigor and consistency of course content in all modalities and locations where the courses are offered?

To ensure appropriate academic rigor and consistency of course content across all modalities and locations, we maintain standardized course objectives, syllabi, and assessment methods aligned with program and accreditation standards. Instructors are provided with clear guidelines, professional development, and access to shared resources to ensure consistent delivery of material, regardless of whether the course is offered online, in-person, or at different locations. We utilize technology platforms that support uniform content distribution and provide students with equitable access to learning materials on Blackboard. Regular curriculum reviews, instructor collaboration, and advisory boards helps uphold rigor and consistency, ensuring that all students achieve the same high level of competency and preparedness for their professional roles.

3. Provide the following data for your program below: Enrollment Data by course, credit hours, and grade distribution.

	Credit hours	Enrollment for each course	Grades-Fall 2024
Class #fall 2024 (241S)			

C.N.A.-Fort Scott- Burke Street			
Vickie online Hybrid C.N.A. ALH1215055241S 8/19-10/11/24	5	9	A-8 B-1
Pam-FSHS C.N.A. ALH1215061241S MTWRF 8/19-12/10/24 1:30pm- 3:00pm	5	7	A-6 B-1
Late Start C.N.A. class			
Vickie-FS Hybrid ALH1215056241S Online 10/14-12/10/24	5	9	A-9
Pittsburg Area HS online C.N.A. class			
Vickie- Crawford Co. ALH1215475241S online 8/19- 12/10/24	5	14	A-12 B-1 F-1 (this student stopped turning in assignments, I attempted to contact her weekly, I talked with her High School Counselor, she did not want to withdraw)
MCC-C.N.A.			
Vickie Osaw C.N.A. ALH1215493241S 8/19-12/10/24 7:30am-8:30am	5	7	A-2 B-4 C-1
Vickie-LB C.N.A. ALH1215490241S 8/19-12/10/24 10:00am-11:00am	5	14	A-13 B-1
Vickie-Paola C.N.A. ALH1215494241S 8/19-12/10/24 11:15am-12:15pm	5	9	A-7 B-2
CMA-online Fort Scott Late Start			
Pam-ALH1234494241S online 10/14/2024-12/10/2024	3	4	B-2 C-1 F-1 (this student stopped completing assignments, the instructor attempted to contact him many times)
EMT-HS Stars ALH1140755241S	10	7	A-6 B-1

Medical Terminology-STARs ALH2733525241S	3	10	A-1 B-6 C-3
Medical Terminology-online ALH2733040241S	3	19	A-10 B-8 C-1
CPR-Lou Howard ALH1020-055241S Hybrid	1	3	A-3

Class #spring 2024 (232S)	Credit hours	Enrollment for each course	Grades-Spring 2024
C.N.A. ALH1215055232S-Crawford Co.	5	23	A-21 B-1 D-1
ALH1215085232s-C.N.A. MCC Vickie	5	5	A-2 C-2
ALH1215060232s-C.N.A. Burke Street	5	5	A-4 B-1
ALH1234060232s-CMA Burke Street	5	3	A-1 B-1 C-1
EMT-Harley Spring 2024	10	6	A-4 B-1 C-1
EMT STARs HS	10	1	A-1
EMT STARs-Evening	10	3	A-3
CPR-Burke Street	1	7	A-6 B-1

Class #fall 2023 (231S)	Credit hours	Enrollment for each course	Grades-Fall 2023
ALH1215493231S-Darcus C.N.A. osaw	5	12	A-3 B-6 C-3
ALH1215494231S-Darcus C.N.A. paola	5	12	A-2 B-9 C-1
ALH1215490231s-LB C.N.A.	5	11	A-7 B-4
ALH1215755231s-STARs C.N.A.	5	13	A-13
ALH1215060231s-Burke Street C.N.A.	5	8	A-5 C-1 D-1 F-1
ALH1215055231s-Hybrid C.N.A.	5	13	A-10 B-2 C-1
ALH1215475231s-Crawford Co. C.N.A.	5	22	A-9 B-6

			C-2 D-1 F-4
ALH1234055231s-Burke Street CMA	4	5	A-1 B-1 C-2 D-1
CPR-Lou Burke	1	3	A-3
Emt-stars HS	10	1	A-1
EMT-ALH1140725231s	10	5	A-1 B-3 C-1

Class #spring 2023 (222S)	Credit hours	Enrollment for each course	Grades-Spring 2023
ALH1215055222s-Darcus Hybrid c.n.a	5	11	A-7 B-2 C-1 F-1
ALH1215060222s-Natalie Adult c.n.a.	5	4	A-4
ALH1215475222s-Vickie Crawford Co. c.n.a.	5	13	A-10 B-3
ALH1215085222s Hybrid MCC c.n.a. Vickie	5	5	A-5
ALH1215720222s-late start hybrid Vickie c.n.a.	5	6	A-4 B-1 F-1
ALH1234055222s-Darcus CMA hybrid	4	7	A-3 B-3 F-1
ALH1234060222s-Natalie CMA	4	3	A-3
ALH1234085222s-MCC CMA Vickie	4	4	A-1 B-2 D-1
EMT ALH1140725222s-Harley EMT	10	3	A-3
EMT ALH1140525222s-STARS EMT	10	3	A-3
CPR ALH1020056222s CPR-Burke Lou	1	14	A-11 B-3

Class #fall 2022 (221S)	Credit hours	Enrollment for each course	Grades-Fall 2022
Alh1215055221S-DARCUS C.N.A.	5	10	A-4 B-5 F-1
ALH1215061221s-natalie c.n.a. adult	5	7	A-5 B-2
Alh1215060221s Natalie c.n.s. fshs	5	3	A-3

Alh1215493221s-vickie osw c.n.a.	5	8	A-4 B-4
Alh1215490221s-vickie c.n.a. LB	5	18	A-15 B-3
ALH1215494221s Vickie c.n.a. paola	5	14	A-10 B-4
ALH1215475221s- crawford co. Vickie hybrid c.n.a.	5	12	A-11 B-1
ALH1215860221s Vickie linn co HS	5	11	A-6 B-5
ALH1215720221s- colgan hs	5	7	A-7
Alh1234055221s Darcus cma	4	4	A-1 B-1 C-1 F-1
Emt alh1140725221s Harley	10	1	A-1
Cpr alh1020055221s Lou Howard-burke	1	14	A-13 B-1

Class #spring 2022 (212S)	Credit hours	Enrollment for each course	Grades-Spring 2022
Alh1215055212S- DARCUS C.N.A. HYBRID	5	9	A-7 B-1 F-1
Alh1215475212s hybrid c.n.a. Vickie Crawford co hs	5	14	A-10 B-3 F-1
Alh1234055212s Darcus- cma hybrid	4	6	B-4 C-1 F-1
Alh1234060212s CMA Natalie	4	4	A-3 B-1
Emt Harley alh1140725212s	10	6	A-1 B-2 C-3
Cpr-ALH1020056212S Burke Street Lou Howard	1	7	A-6 B-1

Pass Rate	C.N.A.	CMA	EMT
Spring 2024	90% (28/31)	100% (3/3)	75% (3/4)
Fall 2024	89.7% (61/68)	50% (1/2)	Not tested yet
Summer 2024	92% (26/28)	0	0
Spring 2023	88% (32/36)	70% (7/10)	0
Fall 2023	88% (74/84)	100% (4/4)	0
Summer 2023	100% (18/18)	0	0
Spring 2022	95% (20/21)	100% (9/9)	75% (3/4)
Fall 2022	96% (83/86)	100% (3/3)	0
Summer 2022	95%=(22/23)	0	0

4. Instructor Information: List full time faculty, adjunct faculty, and concurrent faculty who teach courses in the program.

1. Vickie Laderer, full time
2. Pam Speer, full time
3. Kelli Jones, Adjunct
4. Lauretta Gifford-Adjunct
5. Heidi Martinez-Adjunct until December 2024, hired as full-time faculty January 6, 2025
6. Ocie Tyler-Adjunct
7. Lloyd Cox-Adjunct
8. Danny Fleming-Adjunct
9. Jeremy Sweat-Adjunct
10. Lou Howard-Adjunct

D. Program Assessment:

1. What are the program outcomes and what methods are used to assess the program outcomes?

Allied Health Program Learning Outcomes (PLOs)



1. Demonstrate competent skills to provide holistic care for a diverse population.
2. Demonstrate the ability to perform within the scope of practice for Allied Health professionals.
3. Demonstrate effective communication techniques with members of the healthcare team.
4. Meet eligibility requirements in accordance with certifying agencies.
5. Apply the principles of safety when providing care in all healthcare settings.
6. Apply knowledge to begin the critical thinking process

Methods used to assess the program outcomes:

Skill Check-offs: Practical exams in simulated settings to assess hands-on proficiency in patient care.

Clinical evaluations: Clinical instructor feedback and observation of student performance in clinical rotations, focusing on cultural competence and holistic case delivery.

Patient care scenarios: Case Studies and role-playing exercises that include diverse patient demographics.

Written exams and assignments that test knowledge.

Simulation exercises that require students to demonstrate tasks within their scope of practice

Group activities.

Practice tests mimicking certification exams to prepare students and identify areas needing improvement, the practice tests have rationale.

Comprehensive projects that integrate theory knowledge with practical application to solve real-world healthcare problems.

End of course student surveys.

2. Complete the Curriculum Mapping Matrix.

Course Number	Course Name	Program Outcome #1	Program Outcome #2	Program Outcome #3	Program Outcome #4	Program Outcome #5
ALH1020	CPR	X	X	X	X	X
ALH1140	EMT	X	X	X	X	X
ALH1215	C.N.A.	X	X	X	X	X
ALH1234	CMA	X	X	X	X	X
ALH2403	Phlebotomy	x	X	X	X	X
ALH2733	Medical Terminology			X		X

3. What is the process for program and course level assessment?

The Allied Health Departments process for program and course level assessment would be continuous improvement and alignment with institutional goals and accreditation standards.

1. Use a blueprint method where the course learning outcomes align with the program learning outcomes within the curriculum.
2. Direct measure would be exams, quizzes, practical skill assessment, clinical evaluations, and simulations.
3. Indirect measures would be student surveys and self-assessments.
4. Collect assessment data from assignments, exams, and in-class activities aligned with CLOs
5. Collect additional program level data such as certification pass rates, clinical performance evaluations, and job placement rates.
6. review student performance data to identify trends, strengths, and weaknesses.
7. compare results against established benchmarks or performance thresholds.
8. Review feedback from students, instructors, and clinical supervisors to gain deeper insights into the learning experience.
9. Identify gaps where outcomes are not adequately addressed or achieved.
10. Identify effective teaching strategies or activities contributing to positive outcomes.
11. Revise instructional strategies, assignments, or materials based on assessment findings.
12. Introduce instructional strategies, assignments, or material based on assessment findings.
13. Introduce new teaching methods or technologies to address identified gaps.
14. Provide faculty development opportunities to enhance teaching effectiveness.
15. Create the Pass/Fail report for documenting findings and their rationale.
16. Shared results with faculty, students, advisory boards, and accreditation agencies.
17. Use blackboard EAC to streamline data collection and analysis.

4. Include the findings of outcomes assessment reports from the department since the last program review? (Include the assessment data to support your findings.)

Attached is the Pass/Fail report and data collected through the EAC assessment system.

Action plan from 2021, fall 2021, spring 2022:

FSCC will be offering the EMT State of Kansas Practical Test and the National EMT Cognitive test on our campus, one week after the end of class. The students will need to pass both tests in order to be Certified as an EMT in the State of Kansas.

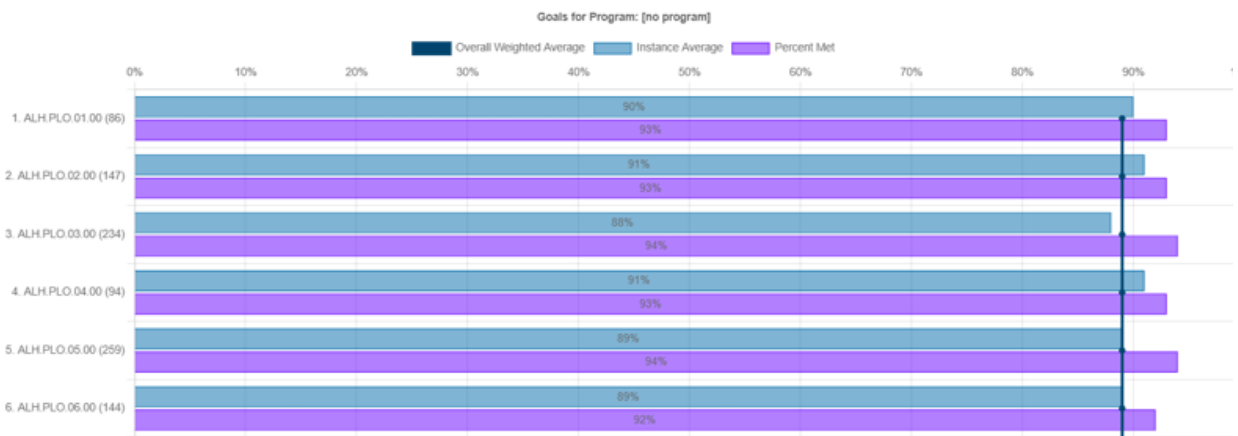
FSCC will be adding EMT State testing at our campus, this will allow the students the comfort of completing the State Testing in the same classroom setting as they attended the class, and where they are familiar with the equipment. Also, FSCC will be paying for the first-time state test fees for the student, so there will not be any additional financial burden on the student (this fee will be charged to the student as part of the class fees). A second test will be offered no later than 2 months after the first test, to give those students who did not pass the first time test a chance to re-schedule and complete a 2nd attempt for a successful outcome. The expected outcome is for the student to feel more comfortable with their surroundings, provide a familiar and calm atmosphere to help calm test anxiety, and higher student pass rates on the State Certification Tests.

Also, after reviewing the past 4 semesters of data, the Allied Health faculty determined that a more accurate assessment method is to blueprint the comprehensive final exams for each ALH course to both the course learning outcomes and the program learning outcomes.

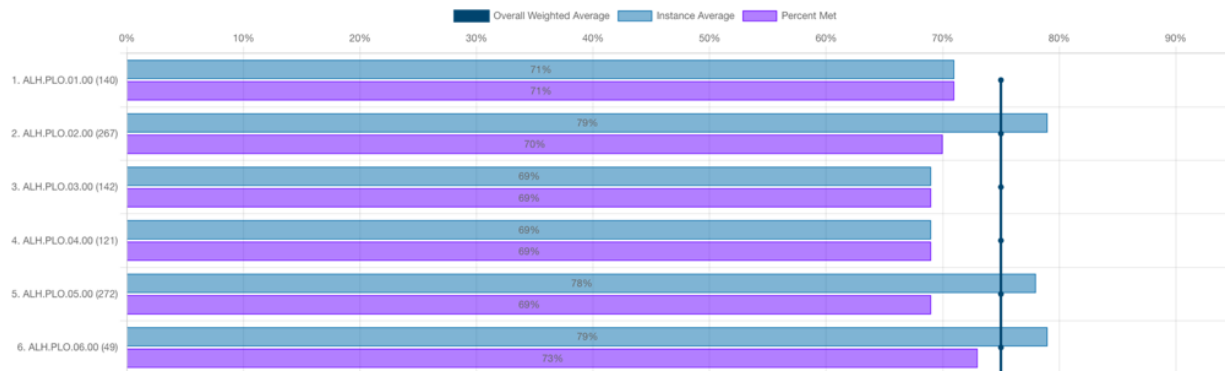
Currently ALH faculty are using more aggregated data sets for course assessments.

Blueprinting comprehensive final exam questions will disaggregate data and help instructors identify areas where student learning outcomes need the most improvement. The final exam carries a higher weighting, is required to pass the class and provides a better insight into if the students are ready for the state testing.

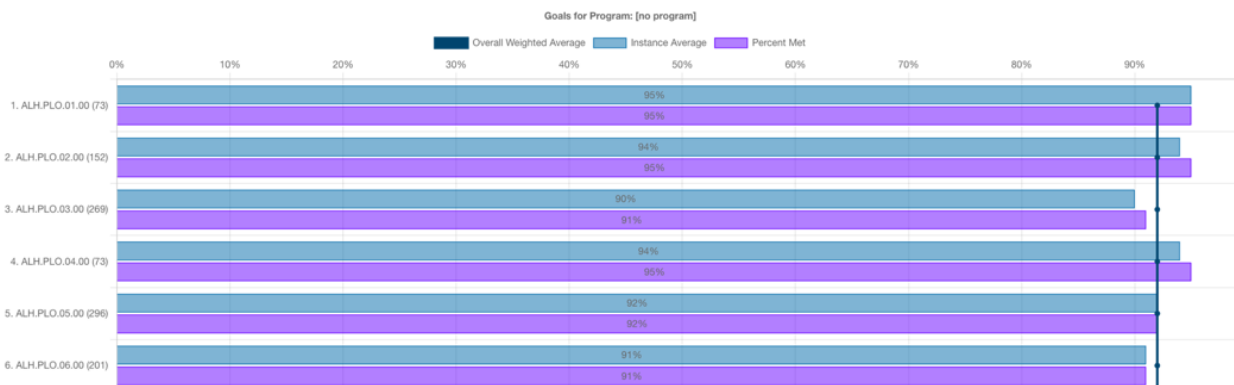
Spring 2023



Fall 2023

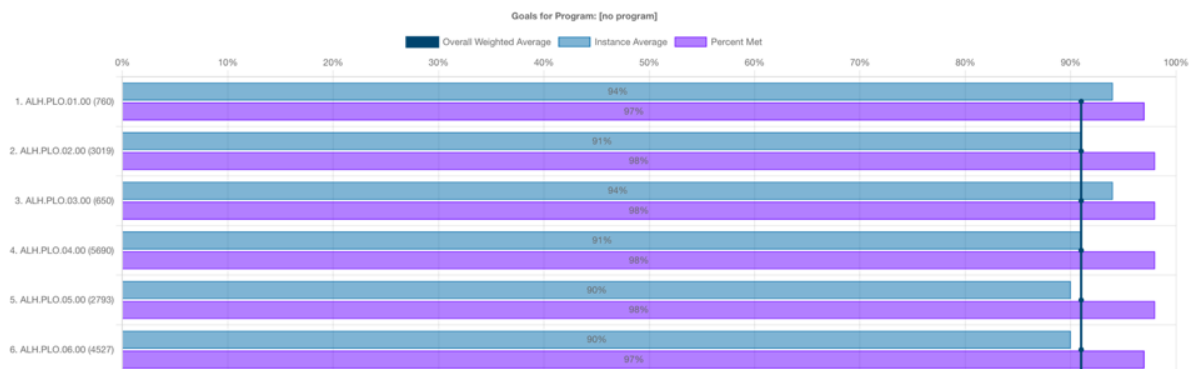


Spring 2024



Fall 2024

ALLIED HEALTH GOALS FOR PROGRAM FALL 2024 P.1



Based on fall 2024 data, CLO1 as referred to in CLO2733, Medical Terminology, for this semester is at 80%. Although this meets and exceeds the benchmark, we need to review the teaching strategies on how to increase student's critical thinking skills, so they can better interpret medical terms based on word elements. Improving CLO1 performance will likely have a positive impact on

applying the knowledge in real world scenarios. One teaching strategy would be to review the word parts through gaming such as Jeopardy or kahoot on line app game. These strategies improve student engagement and retention.

E. For CTE programs only:

Program majors/Current concentrators

C.N.A., CMA, EMT, Medical Terminology, Phlebotomy

Pass/Fail data report attached.

Unduplicated prior 3-year graduates

Pass/Fail report attached for the past 3 years.

5. Please list any third-party accreditation.

Kansas Department of Aging and Disability

Kansas Board of Emergency Medical Technicians

American Heart Association, ATLAS global

National Phlebotomy Association (NPA)

6. List any additional needs for the program (facilities, personnel, technology, student support, etc.).

1. The Allied Health Department shares a classroom with the FSCC Nursing Program at Fort Scott, KS. There are times that the classroom is not available to Allied Health Students and classroom work must be completed in the Allied Health Department Skills Lab.

2. Laptops for testing is needed. The Allied Health Department is not able to obtain the computer lab due to nursing department testing.

3. More classrooms and lab equipment to support hand on learning.

4. Spaces designed for practicing procedures like phlebotomy.

5. Allied Health is always looking for more clinical instructors, in all three locations (Paola Campus, Fort Scott, Frontenac)

6. Financial aid programs to help students afford tuition, materials, and fees.

7. Enhanced marketing efforts to attract students to the program.

II. SWOT Analysis

A. Strengths:

The strengths of the allied health program are in the comprehensive, hands-on approach to preparing students for in-demand healthcare roles. The program's alignment with industry standards ensures students acquire the skills and knowledge required for certification and licensure, making them job-ready upon graduation. Clinical partnership with local healthcare providers offers real-world experience, while modern facilities and technology, such as simulation labs, enhance practical learning. Dedicated and experienced faculty foster a supportive learning environment, emphasizing critical thinking safely, and holistic care. Additionally, the program's focus on accessibility through flexible scheduling, affordable resources, and student support services ensures that a diverse population can succeed in allied health careers. Allied Health Director creates partnerships with the high schools in preparing students to funnel into the nursing program.

Advanced into nursing	2024	2023	2022
# of students	1	3	2

B. Weaknesses:

Budget constraints restrict the ability to upgrade facilities and faculty. A key weakness of the Allied Health program is limited space and inadequate computer lab facilities to meet the needs of nursing and allied health Students. These limitations may hinder the program's ability to accommodate growing enrollment and provide the high-quality education required to prepare students for modern healthcare environments. Addressing these space constraints is crucial to supporting student success and program growth.

C. Opportunities:

Opportunities for the Allied Health program include expanding clinical partnerships with local healthcare providers to increase hands-on learning experiences and addressing workforce needs in high-demand areas like geriatric care and emergency response. Securing grants and funding can support upgrading facilities, acquiring advanced simulation technology, and offering scholarships to attract a diverse student population. Strengthening

community outreach through service-learning projects and fostering alumni and employer networks can improve job placement rates and program visibility. The computer labs and computer cart are available on main campus to accommodate Allied Health students when the computer lab is occupied by nursing students.

D. Threats:

The Allied Health Department faces several threats, including faculty shortages and challenges in recruiting, marketing the allied health program, limited funding that could hinder upgrades to technology and facilities. External factors, such as regulatory changes, economic downturns, or shifts in healthcare workforce demands, could impact enrollment and job placement rates. Limited ability of space for classroom and computer labs. Addressing these threats through strategic planning and proactive measures is essential to ensuring the department's long-term success and sustainability.

III. Action Plan

A. Action Plan

- 1. Provide a list of accomplished action items from the previous Program Review. What items are pending/not completed from the last Program Review? Please provide rationale.**

The Allied Health program was previously included in the Nursing Department Program Review. Since the Allied Health Program is growing, the decision was made to separate the two departments. The program director has always kept excellent records of the pass/fail pass rates of the C.N.A., CMA, EMT students and their certification pass/fail rates. Director of Allied Health will keep records of all student pass rates of all the courses going forward, this will include Medical Terminology, Phlebotomy, and CPR.

- 2. Create an action plan including justification for the program.**

To strengthen the Allied Health Program, an action plan will focus on expanding clinical partnerships, upgrading facilities and technology, hiring additional faculty, and continue to offer hybrid and online courses. Securing grants and funding will support infrastructure improvements and scholarships, while targeted marketing

will increase enrollment and diversity. Enhance student support services and stronger employer networks will improve retention, job placement, and community ties, ensuring the program remains competitive, relevant, and impactful.

SUMMARY REPORT ACADEMIC PROGRAM REVIEW

Date:

Academic Program Report Checklist

Cover Sheet:

- ☐ **Department**
- ☐ **Date of Program Review**
- ☐ **Prepared By**

Introduction to Program

I. Scope

- ☐ **Program Relation to College Mission, Core Values, and Strategic Plan:**
 - ☐ Goals and measurable objectives aligned with college mission.
 - ☐ Strategic plan goals impacted by the program.
- ☐ **Program/Discipline Demand/Need:**
 - ☐ Advisory board meeting minutes (if applicable).
 - ☐ Description of regional demands for the program/classes.
 - ☐ Need for program revision (if applicable).
 - ☐ Rationale and details of proposed program changes.

- ☐ **Program/Discipline Analysis:**
 - ☐ Procedures ensuring up-to-date course content.
 - ☐ Measures ensuring academic rigor and consistency.
 - ☐ Enrollment data by course, credit hours, and grade distribution.
 - ☐ Instructor information (full-time faculty, adjunct faculty, concurrent faculty).
- ☐ **Program Assessment:**
 - ☐ Program outcomes and assessment methods.
 - ☐ Curriculum Mapping Matrix completion.
 - ☐ Process for program and course level assessment.
 - ☐ Findings from outcomes assessment reports since the last review.
 - ☐ Assessment data supporting findings.
- ☐ **CTE Programs Only:**
 - ☐ Program majors/current concentrators.
 - ☐ Unduplicated prior three-year graduates.
 - ☐ Third-party accreditation (if any).
 - ☐ Additional program needs (facilities, personnel, technology, student support).

II. SWOT Analysis

- ☐ **Strengths:**
- ☐ **Weaknesses:**
- ☐ **Opportunities:**
- ☐ **Threats:**

III. Action Plan

- ☐ **Action Plan:**
 - ☐ List of accomplished action items from the previous review.
 - ☐ Pending/not completed items from the last review with rationale.
 - ☐ Justification for the current action plan.

Appendix A-Advisory Board Minutes

**Fort Scott Community College
Allied Health/EMT Program
Advisory Council Meeting Agenda
December 3, 2024 @ 2:00pm, Room A-126 Bailey Hall**

Meeting Facilitator: Vickie Laderer, MSN RN, EMT/IC

Introductions-

Old Business

Meeting minutes from the last meeting (Spring 2024)-Motion to approve
Spring EMT Pass Rate-6 at Harley, 1 at STARS, 3 at STARS evening class.

One student at Harley did not pass the class.

Student	Certified EMT	Passed Practical	Passed National Written	Did not pass practical or did not test	Did not pass National Written	Did not test either test
#1		x			x	
#2	yes	x	x			
#3		Did not take	x			
#4		Did not take			x	

#5		Did not take			x	
#6	Yes	X	x			
#7	Yes	X	x			
#8						x
#9						x

Spring C.N.A. Pass Rate-

28/31= 90% passed the Certification Test

3 failed the Certification Test. 1 re-test-fail, 2-did not re-take

Spring CMA Pass Rate-

3/3=100% passed the Certification Test

Summer C.N.A. Pass Rate-

26/28=92% passed, 2 failed-did not retake

Enrollment Information for Fall 2024

C.N.A.-70 (30-Miami Co. campus face to face HS, 14-Hybrid Crawford Co. HS, 8-FSHS face to face, 18-Hybrid adult students

C.M.A.-4

EMT-STARS-7 high school students

CPR-3

Phlebotomy-0 (did not offer a fall class)

Medical Terminology-19-online, 10-STARS building HS students.

** Hybrid means-classwork online, learning labs (20 hours) at the FSCC Skills Lab and Clinical (25 hours) in person at a local nursing home.

No State Testing yet for this semester

Upcoming Classes:

Spring CPR-@nursing department, Fort Scott.

Spring 2025-EMT evening class at the STARS building

Spring C.N.A. classes-

FSCC-Hybrid Adult

Miami CO.-Hybrid Adult

Crawford Co for HS students-Hybrid

STARS Building HS, face-to-face

Spring CMA classes-FSCC, Miami Co.-Face-to-face, Miami Co.-Hybrid

Program Changes-Allied Health classroom moved to the Administrative Building, Lower Level for the fall 2024. STARS building hosted the EMT class for High School seniors, one-year long class.

New textbook publisher and a supplemental online Lab. It has been used for STARS HS class in the fall semester. Will be implemented in the Spring at STARS and the Adult class at Harley, spring 2025.

Discussion?

New Business and updates

**EMT did not meet the 70% pass rate for the last year, 2023 (and spring 2024). The Organization Plan and the Performance Improvement Plan was sent to the Kansas State Board of EMS. Update-We received notification that we are able to continue with classes as long as we are showing improvement. We will not have a cohort ending until May 2025.

Perkins Grant for EMT Class-Completed the Perkins Grant purchases for fall 2024, the Allied Health Department received:

EMT-2-stair chairs,2- Torso model for the classroom,2- Updated suction devices

Phlebotomy class-5 new IV arms for the learning lab portion of the class.

C.N.A. and CMA-Blood pressure cuffs

Perkin's grant wish list for Spring 2025-2-Power Gurneys, 2-classroom skeletons.

Industry updates? Any equipment updates that are being used in the field?

Next Meeting May 2024

Adjournment

**Fort Scott Community College
Allied Health/EMT Program
Advisory Council Meeting Minutes
April 19, 2024 @ 11:00am, Room A-101 Bailey Hall**

Attendees: Vickie Laderer, Sonia Gugnani, Dany Fleming, Lloyd Cox, Preeceia Houser, Ben Souza, Darcus Kottwitz.

Old Business

Motion to approve last meeting's minutes, Danny Fleming motion, Sonia Gugnani-2nd
Approved

Enrollment Information for Spring

C.N.A.-33

C.M.A.-3

EMT-6 (Harley), 3(evening at STARS)

CPR-7

Phlebotomy-7

Medical Terminology-63

Upcoming Classes:

Summer 2024-EMT evening class at the STARS building

Summer C.N.A. classes- face to face at MCC, Harley. Hybrid class at the FSCC

Campus, Burke Street

Program Changes-Allied Health classroom will move to the Administrative Building, Lower Level for the Future classes, fall 2024 and forward.

*Face-to-face C.N.A. classes for the high schools (FSHS, Paola, Osaw, Louisburg)

*Online C.N.A. for the Crawford County High Schools (PHS, Arma, Girard, Frontenac)
*Online C.N.A. and online CMA classes for the adult classes. Enrollment has been very low for face-to-face adult C.N.A. and CMA classes.

Fall 2024-FSCC offering a 7:30am Medical Terminology Class at the STARS building, an EMT Morning class at the STARS, an EMT evening Class at the STARS, an EMT afternoon class at the Harley Building.

Fall 2024-FSCC offering CPR classes at Burke Street and The Harley Building.

New Business

**EMT did not meet the 70% pass rate for the last year, 2023. The Organization Plan and the Performance Improvement Plan was sent to the Kansas State Board of EMS. We have not received a determination if FSCC is re-certified to have classes next semester, at this time. Danny to update.

EMT will be using a new textbook beginning with the Summer EMT class, it includes a MYLAB interactive section for each chapter.

Perkins Grant for EMT Class-Completed the Perkins wish list and sent to Ben Souza on April 10, 2024. There were several items that we are asking for to meet Industry Standards:

EMT-Gurneys (2), stair chairs (2), human skeleton for each class room (Harley and STARS), Torso model for the classroom (2), Updated suction devices (2), Automated Chest compression system (1).

Phlebotomy class-5 new IV arms for the learning lab portion of the class.

C.N.A. and CMA-new Stethoscopes and Blood pressure cuffs, electronic thermometers.

Next Meeting November 2024

Adjourn

Motion by Sonia Gugnani @ 12:30pm

2nd by Danny Fleming

Allied Health and EMT Advisory Meeting

12-8-23

10am

- Attendees: Darcus Kottwitz, Buddy Jo Tanck, Sonia Gugnani, Danny Fleming, Lloyd Cox, Natalie Taylor, Allie Birket (all FSCC)
- Allied Health
 - Total number of students state testing for fall – 85
 - Total number of students who passed – 73, except for 9 who haven't tested yet
 - 12 failed – didn't fail by much: must have a minimum of 75 and students received 72, 73, 74, etc.
 - Current pass rate is 86%
 - CMA tested: 4 and all passed
 - Tentative spring enrollment: 30 CNA, 5 CMA, 43 Med Term, 6 EMT, 6 CPR, 6 Phlebotomy
 - For Phlebotomy, must be 18 by the end of the course and MUST have GED – GED is a prerequisite for the course
 - Assessment

- Darcus and Natalie already do assessment information for their classes, but Vickie would do the narrative portions, so Sonia will forward the info to them
- EMT
 - State of KS: have to be 17 to take EMT test and get certified in KS, but must be 17 by the time they finish the class
 - Once they turn 18, they call the National Registry and their KS certification will become a full national certification
 - Added EMT night class so community members can take the class – in Pleasanton at STARS
 - Until the EMS career field ups the pay, enrollment will continue to be lower since they can get a Nursing degree and make much more money right after graduating
 - Problem with most of the EMT students at Harley – they are young and don't know how to study, so if they don't put that work in, they can't pass the class – others don't put any work in and fool around and then don't pass
 - Crawford County is offering an EMT class right next door
 - Cheaper class, but the class isn't being taught well
 - Students aren't passing the test when taking from the county
 - Danny would like to get his EMT books as the premier versions versus the essential version
 - Premier – lab, e-book, book can be read to you, PowerPoints, more resources, practice tests, etc.
 - Essential – e-book only
- Perkins wish list info will be emailed in March
 - Prioritize list so we know what is most important
 - Include big and small items on the list
 - As long as it's an instructor tool and it's not consumable, no instructional tool is too small to list on the wish list

Fort Scott Community College
Allied Health/EMT Advisory Board Meeting
5/8/23
 1pm

Attendees: Vickie Laderer, Karri Johnson, Jordan Howard, Allie Birket, Danny Fleming, Santos Manrique

- Old Business
 - Motion to approve last meeting's minutes
 - Approved
- EMT fall update: the one student who failed – passed the written, but hasn't taken the practical
 - Biggest issue is getting students to take the class seriously and put in the effort needed to pass the test
- Fall 2022 CNA pass rate – out of 99 students, 86 passed state testing and 6 failed state testing (no retest scheduled)
- Fall 2022 CMA pass rate – out of 5 students, 3 passed state testing and 2 failed (no retest scheduled)

- CNA – out of 38 students: 7 passed the state test, 2 failed, 1 no-show, and 28 haven't tested yet
- CMA – out of 12 students: 3 passed the state test and 9 haven't tested yet.
- EMT – out of 6 students: none have tested yet.
- CPR – 14 students enrolled
- Phlebotomy – 8 students enrolled
- Medical Terminology – 52 students
- Upcoming classes
 - CPR – 3 classes (Burke St, Harley, STARS)
 - EMT – 2 classes (Harley – 1 semester long), STARS (whole year)
 - CNA – 7 classes (1 hybrid 8-wk, 1 hybrid HS semester, 1 face-to-face adult FS 8-wk, 4 HS face-to-face semester)
 - CMA – 2 classes (1 hybrid 8-wk, 1 face-to-face 8-wk)
 - Medical Terminology (1 online one semester long)
- Perkins Grant update
 - Requested LifePak Defibrillator ECG machines, \$19,070
 - Need 2 new gurneys and a stair chair
 - Looking at upper torso take-apart models
 - Need new mannequins
- New business
 - STARS – putting together an Allied Health lab before fall classes begin, Lloyd Cox will be the instructor
 - Have enough hospital beds if Miami County campus could donate 4 beds
 - Requested pay increase to \$32/hr for Allied Health Clinical hours, waiting to hear from Julie Eichenberger to see if that has been approved
 - Jay Allen continues to be the Medical Director of the EMT program
 - Vickie Laderer is still Supervisor of the EMT program
 - Danny Fleming is still Program Director for the EMT program
- Adjourn
 - Motion at 1:15pm
 - Approved