

☐ Program with Special Accreditation ☒ Program without Specialized Accreditation

11/09/2014

Date _____

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

- The Associate in Applied Science Health Care Professional degree program meets or exceeds all of the standards for a viable program as set forth by the West Virginia Council for Community and Technical College Education. The program meets the educational needs of students wishing to gain employment in the health care field, and has seen a marked increase in program enrollment and graduation rates over this review period. These trends are expected to increase with the continuance of the program.

11/09/2014

Date _____

12/15/14

Date _____

2/23/2015

Date _____

3/30/15

Date _____

4/21/15

Date _____

Southern West Virginia Community and Technical College
Division of Healthcare and Business Programs
Healthcare Professional, Associate in Applied Science

Program Review Summary

A. Adequacy

- The curriculum requirements are sufficient for the demands of the Healthcare field.
- The program is adequately staffed with qualified faculty.
- Graduate job placement within their field of study has been successful.
- The graduates consistently have high passage rates on certification examinations.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper educational objectives.

Conclusion: The program meets and exceeds the minimum adequacy requirements.

B. Viability

- The number of students graduating from the program is acceptable and is expected to continue through the next assessment period.
- The program maintains clinical contracts with facilities in Charleston, Logan, Madison, South Charleston and Williamson, West Virginia.
- The program has the benefit of exceptional support and involvement from area hospitals and the nursing industry.
- Technology has been incorporated in the classroom/lab setting suitable to this course of study.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets both educational and employment need in the service area as well as the nation.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution.

Conclusion: The program is consistent with the Mission of the College.

Program Review
Southern West Virginia Community and Technical College
Programs without Specialized Accreditation
2014-2015

Program Title: Health Care Professional Associate in Applied Science

I. PROGRAM DESCRIPTION:

The Health Care Professional Program prepares students to work in a variety of healthcare settings. The program provides students with a firm foundation for understanding complex medical issues facing today's society. Graduates of the program seeking work in the allied health field may work in hospitals, clinics, home health agencies, and physician offices. Individuals seeking work in the field of allied health management may work as healthcare professionals in the areas of hospital administration, office management, and other support positions.

The Health Care Professional Program requires 60 total hours. The program is available at all campus locations, with some of the program's required courses having been developed and delivered as web-based courses. Also, some of the courses are delivered via the Interactive Classroom, enhancing their availability at all of Southern's locations.

II. SPECIALIZED ACCREDITATION INFORMATION

This program does not have any specialized accreditation information.

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity, and Consistency with College Mission.

A. Adequacy:

1. Curriculum:

The curriculum for the Health Care Professional associate in applied science degree program currently consists of 60 credit hours. During the period of this review, the hours required have fluctuated, and ranged from 70 hours to 60 hours. The current program includes 18 hours in a general education core, and 42 hours in program specific major courses. Both general education courses and major courses are delivered in a variety of methods, including interactive video and online formats. The full Health Care Professional program is available at all campus locations. Curricular requirements are broken down over four semesters (a two-year period) with hours per semester ranging from 13 to 15 credit hours. For curriculum details, see Appendix I.

2. Faculty:

The Health Care Professional program uses both full-time faculty members and qualified adjunct-faculty within each discipline to teach both general education and major courses. Program faculty member(s) are in the Division of Healthcare and Business Programs. The program maintains one full-time faculty position, which is currently held by Cynthia Lowes. She possesses the following qualifications:

- Licensed RN in the State of WV
- Bachelor degree in Nursing

For additional information on qualifications of the faculty members, see faculty data sheets in Appendix II.

3. Students:

a. Entrance Policy:

The Health Care Professional A.A.S. program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Any prospective student with a high school diploma or GED may take classes at Southern and may enroll in this degree program.

b. Exit Abilities:

Upon completion of the degree requirements, students will have acquired the necessary skills to qualify for most entry level positions in the health care field that require a two-year degree. When the students leave the program, it is with the understanding that they have a need to continually upgrade their skills and further their knowledge and abilities through on- the-job training, seminars, workshops, continuing education, and advanced studies.

Specific exit abilities of Health Care Professional program graduates include:

- exhibit an understanding of the medical and legal aspects of the health care industry, with particular emphasis on safety, employment, ethics, patient needs and rights, communication and documentation
- communicate effectively with patients, customers, and employees including the use of oral and written communication practices and quality patient care outcomes
- perform effectively in leadership/management roles in the health care environment

- incorporate various aspects of a well-rounded academic background into workplace situations

4. Resources

a. Financial

The program does not receive an annual budget dedicated to meeting the program's needs. However, this program is authorized to utilize funding set aside for all Healthcare programs. As such, resources have been minimal. Although limited, the financial support has been adequate to cover any necessary needs for the program. (See Appendix III)

b. Facilities

This program does not require any dedicated labs or facilities. The program utilizes existing classrooms and computer labs for delivery of curriculum.

5. Assessment Information

The Health Care Professional Program has a variety of assessment measures. In addition to traditional course examinations and web-based assignments, students participate in Southern's assessment program. The first two years of this review cycle, WORKKEYS was the test administered to Career and Technical Program enrollees. In years three through five, MAPP was administered. For information on assessment results, see Appendix IV.

The program has limited returns on graduate follow-up surveys. Attempts are made each year to contact students by phone, email, and US mail. The feedback on employer satisfaction is also limited. A majority of the students who respond prefer not to include employer or salary information. For information on survey results, see Appendix IV.

6. Previous Program Review

During the 2010-2011 academic year, a post-audit review of the Associate in Applied Science in Health Care Professional was conducted by the Department of Allied Health and Nursing. The department was asked to complete a follow-up report addressing 1) the purpose for the program and an explanation of the low graduation rate with respect to enrollment, 2) a more detailed description of assessment including how results are used for program improvements, and 3) the relationship of the program to Allied Health and Business advisory committees and how the program is being served.

The department recommended the continuation of the program without corrective action.

7. Advisory Committee

The academic career and technical programs at Southern are tailored to meet the workforce needs of the community. The Division of Career and Technical Programs, where the Department of Allied Health and Nursing and the Department of Business are housed, has a joint advisory committee of all departments annually in the spring semester.

Advisory committee members and the faculty from both departments meet to discuss the program, outcomes, and needs. The dialogue between members of the advisory committee and the faculty within both departments is excellent. There is a shared responsibility for the program from all individuals involved. Additionally, the department chairs meet regularly to discuss the program.

8. Strengths and Weaknesses:

STRENGTHS

- Faculty dedication to the program
- Promising job outlook and future need within the industry
- Online/Distance Learning courses within the curriculum
- Availability of the program

WEAKNESSES

- Improperly identified student major
- Curriculum changes over the review time period
- Limited marketing of the program

B. Viability:

1. Program Enrollment and Graduates

Year(s)	Fall	Spring
2014-2015	427	<i>not applicable</i>
2013-2014	481	393
2012-2013	449	391
2011-2012	461	346
2010-2011	407	322
2009-2010	283	246

Enrollment Trends for Previous Five Years:

Recent enrollment trends in the program have been generally stable. Enrollment numbers, while high, are skewed compared to graduation rates. Students interested in other allied health programs (Nursing, Radiologic

Technology, Surgical Technology, and Respiratory Care Technology) often choose this program as a declared major, but change majors upon acceptance into their chosen degree program. For enrollment trend details, see Appendix V.

Number of Graduates for previous 5 years

According to the available data for the period of Fall 2009 to Spring 2014, the Health Care Professional degrees awarded were:

Term/Year	Graduates
Fall 2014	1
Spring 2014	12
Fall 2013	9
Spring 2013	10
Fall 2012	5
Spring 2012	5
Fall 2011	3
Spring 2011	2
Fall 2010	1
Spring 2010	0
Fall 2009	0
Spring 2009	0

Graduate Follow-up Data

Program graduates are finding positions in area retail/service businesses, medical entities, coal mining environments, and governmental agencies. As noted in the limited survey results, salaries vary with the positions held.

Enrollment Projections

Because enrollment trends have remained relatively stable over the previous five year span, it is projected that enrollment in the Health Care Professional program will continue as established. As evidenced in the chart of graduation rates, the program has increased the number of graduates from 2012 through 2014. Factors that may account for this increase are the change to a 60-hour curriculum and development of some of the curriculum's courses into a web format for delivery.

2. Program Course Enrollment

This program offers a variety of specialized courses designed specifically for the program. Courses are open to all students, however the majority are taken by

majors only. For student enrollment in Health Care Professional courses, see Appendix V.

3. Service Courses

This program has several courses that are also required in other Allied Health programs: Medical Assisting, Paramedic Science, Radiologic Technology, and Respiratory Care Technology.

4. Off-Campus/Distance Delivery Courses

During this review period, this program had 2 courses that were offered off-campus or by distance delivery: Health Care Ethics and Law (AH200), and Communication Skills for the Health Care Professional (AH203). Three courses were offered in a hybrid-format (both online and in class): Medical Terminology (AH108), Folk Health Care Practices (AH280), and Health Care Leadership (AH285).

5. Articulation Agreements (2+2, etc.)

There are no active articulation agreements for the program at this time.

C. Necessity

While no firm statistics are available for job outlook for the next 5 years, the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook reports “employment of medical and health services managers is projected to grow 23% from 2012 to 2022 – **much faster than average** for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services.” Students desiring a position in the health care profession have the opportunity to complete a two-year degree at Southern and enter the world of work to get experience and/or continue pursuing higher education.

D. Consistency with Our Mission

The program directly meets the institution's compact and mission in a variety of areas. The recently revised major courses and support courses for the program are consistent with student needs and state requirements. For program courses and descriptions, see Appendix VI.

IV. RECOMMENDATION

Based upon this program review, the continuation of the Health Care Professional AAS degree program at the current level of activity without corrective action is recommended.

Appendix I
Curriculum Data Sheets

Health Care Professional

Associate in Applied Science
 60 Credit Hours

Purpose

The Health Care Professional Program prepares individuals to work in a variety of healthcare settings. Individuals seeking work in the allied health area may work in hospitals, clinics, home health agencies, and physician offices. Individuals focusing on the area of allied health management may work as healthcare professionals in the areas of hospital administration, office manager, and other support positions. Graduates will have a firm foundation for understanding complex medical issues facing today's society. Completion of this program does not guarantee selection into an Allied Health or Nursing Associate Degree Program.

The full Health Care Professional Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
Biology Elective	Choose any BS course	4
CS 103	Introduction to Applications	1
EN 101	English Composition I	3
Math Elective or BU 115	Choose 3 hours from: MT 100 or higher or BU 115	3
OR 110	Introduction to College	1
PY 201	General Psychology	3
or	or	
PY 218	Life-Span Developmental Psychology	
SO 200	Introduction to Sociology	3
Major Courses		
AH 108	Medical Terminology	2
AH 200	Health Care Ethics and Law	1
AH 203	Communication Skills for the Health Care Professional	1
AH 280	Folk Health Care Practices	3
AH 285	Health Care Leadership (Capstone)	3
	¹ Electives	32

¹Any course not already specified in the program may be used to fulfill the elective requirement.

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/health-care-professional>

Department Chair: 304.896.7355

Administrative Secretary: 304.896.7326

Appendix II
Faculty Data Sheets

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: **Cynthia Lowes** Rank: Assistant Professor

Check One: Full-time ☒ Part-time _____ Adjunct _____

Highest Degree Earned: **Bachelor's Degree**

Date Degree Received: **August 2008**

Conferred by: **West Virginia University**

Area of Specialization: **Nursing**

Professional Registration/Licensure: **WV RN Board**

Years of Employment at Present Institution: **12**

Years of Employment in Higher Education: **12**

Years of Related Experience Outside Higher Education: **3**

Non-Teaching Experience: **3**

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2013/spring	AH 100 (Hybrid) Pt. Care Technology	61
2013/spring	AH 104 (Hybrid) Advanced Electrocardiography	7
2013/spring	AH 105 Electrocardiography Clinical Practicum	7
2013/spring	AH 108 (Hybrid) Medical Terminology	62
2013/spring	AH 220 (Hybrid) Trends in Health Care	32
2013/spring	AH 220 Trends in Health Care	29
2013/summer	AH 108 (Hybrid) Medical terminology	10
2013/fall	AH 100 (Hybrid) Pt. Care Technology	31
2013/fall	AH 108 (Hybrid) Medical Terminology	58
2013/fall	AH 111 (Hybrid) Basic Electrocardiography	4
2013/fall	AH 220 Trends in Health Care	15
2014/spring	AH 100 (Hybrid) Pt. Care Technology	29
2014/spring	AH 108 (Hybrid) Medical Terminology	32
2014/spring	AH 108 Medical Terminology	30
2014/spring	AH 111 (Hybrid) Basic Electrocardiography	13
2014/spring	AH 220 (Hybrid) Trends in Health Care	15
2014/summer	AH 108 (Hybrid) Medical Terminology	15

2014/summer	AH 203 (Online) Communication Skills for HCP	8
2014/fall	AH 100 (Hybrid) Pt. Care Technology	11
2014/fall	AH 100 Pt. Care Technology	20
2014/fall	AH 108 (Hybrid) Medical Terminology	51
2014/fall	AH 111 (Hybrid) Basic Electrocardiography	11
2014/fall	AH 203 (Online) Communication Skills for HCP	29
2014/fall	AH 203 Communication Skills for HCP	7
2014/fall	AH 220 (Hybrid) Trends in Health Care	13

(b). If degree is not in area of current assignment, explain.

NA

(c). Identify your professional development activities during the past five years.

Yearly continuing education for yearly renewal of nursing license

Appendix III
Program Budget Data

Appendix IV

Program Assessment and Survey Information

Health Care Professional-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
450	Logan	418	105	104	109	108	107	107	103
450	Logan	424	108	106	112	107	110	107	106
450	Wyoming	425	107	115	112	104	110	110	111
450	Wyoming	427	110	116	112	102	114	109	115
450	Logan	428	108	117	111	105	112	107	117
450	Logan	430	107	113	115	107	112	107	111
450	Logan	430	109	113	110	111	110	109	114
450	Williamson	434	108	117	115	108	112	112	112
450	Logan	435	110	112	114	112	112	110	111
450	Logan	439	114	119	113	109	114	115	118
450	Logan	439	112	117	118	108	110	113	118
450	Logan	447	112	120	117	112	116	115	117
450	Logan	452	114	123	115	117	121	113	119
450	Logan	455	114	121	118	117	112	116	121
		6083	1538	1613	1591	1527	1572	1550	1593
Mean		435	110	115	114	109	112	111	114

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	M	P	M	M
450	P	M	N	P	N	N	M	N	N
450	P	N	N	M	N	N	N	N	N
450	N	N	N	M	N	N	N	N	N
450	P	N	N	P	M	M	N	N	N
450	P	N	N	M	N	N	N	N	N
450	M	N	N	M	N	N	N	N	N
450	M	N	N	P	M	N	P	M	N
450	N	N	N	N	N	N	M	N	N

SWVCTC Assessment Report 2009-2010

450	P	N	N	P	M	N	M	N	N
450	P	M	N	P	M	M	P	N	N
450	M	N	N	P	M	N	N	N	N
450	P	P	N	P	M	N	P	P	N
450	M	N	N	M	N	N	M	N	N

Table 3

Major 450	Proficient	Marginal	Not Proficient
Reading Level I	57%	29%	14%
Reading Level II	14%	14%	72%
Critical Thinking			100%
Writing Level I	57%	36%	7%
Writing Level II		50%	50%
Writing Level III		21%	79%
Mathematics Level I	29%	29%	42%
Mathematics Level II	7%	14%	79%
Mathematics Level III			100%

Table 1—Scaled Scores

Table 2—Proficiency Classification

P—Proficient

M—Marginal

N—Not Proficient

Table 3—Percentages of Proficiency Classifications

Southern WV Community & Technical College Health Care Professional AAS Student Survey

Dear former student: Please take a few minutes to carefully respond to each of the following questions and return the completed survey to us in the envelope provided. All responses are confidential and are going to be used to help us review our program to continue to meet the needs of students.

Fill in the circle next the the answer that reflects your answer.

Educational goals

1. What was your primary educational goal when you enrolled in Health Care Professional AAS program at Southern? (choose one)

- | | |
|---|--|
| <input type="radio"/> Preparation to enter the job market | <input type="radio"/> Transfer to a college/university |
| <input type="radio"/> Preparation to change careers | <input type="radio"/> Personal interest/development |
| <input type="radio"/> Improvement of "job skills" for job held while in program | <input type="radio"/> Other (specify) _____ |

Indicate your agreement with the following statements concerning your experience in the Health Care Professional AAS program at Sc

	Strongly Agree	Agree	Somewhat	Neutral	Disagree	Somewhat	Strongly Disagree	Not Applicable	
									Completing the Health Care Professional program:
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Allowed me to meet my educational goals.
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Prepared me for employment in the health care field.
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Provided skills that I have used since graduating from the program.
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Prepared me for further training in health care or a related field.
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Helped me advance at my job.
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Broadened my understanding of ethics in the workplace.
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Improved my ability use oral, written and listening skills to communicate.
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Strengthened my ability to collaborate with others to accomplish common goals.
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Developed my ability to assess my abilities, set goals and implement my plans.
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Increased my ability to use and understand technology.
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Developed my critical thinking skills.
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Improved my quality of life.

Employment

13. What is your current employment status?

(choose one)

- a. ☐ Employed (indicate field of employment below)
 - ☐ In a field directly related to health care.
 - ☐ In a field somewhat related to health care.
 - ☐ In a field unrelated to health care.
- b. ☐ Not currently employed but seeking employment (indicate type of employment you are seeking below)
 - ☐ In a field directly related to health care.
 - ☐ In a field unrelated to health care.
- c. ☐ Not seeking employment

If you are employed please complete this section, otherwise skip to the next section.

Job status:	<input type="radio"/> Full-time <input type="radio"/> Part-time	Salary range:	<input type="radio"/> <20,000 <input type="radio"/> 20,000-40,000 <input type="radio"/> >40,000	Company Name: _____
				Position: _____

Satisfaction

14. How satisfied were you with the following components of the Health Care Professional AAS program?

Very Satisfied	Somewhat satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Course offerings
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Content of courses: curriculum
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Quality of instruction
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Times of classes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of faculty
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Texts and learning materials
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Labs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cost
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Program advisement
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Career counseling and job placement services

Would you recommend the program to a friend?

☐ Yes
☐ Maybe
☐ No

What suggestions would you make to improve the program?

What did you like most about the program?

Thank you for participating

Health Care Professional A.A.S. Program Survey (Responses)

Survey of all Program Graduates – Conducted September 2014

1. What was your primary educational goal when you enrolled in the Health Care Professional AAS program at Southern?

Preparation to Enter the Job Market	0
Preparation to Change Careers	1
Improvement of Job Skills for job held while in the program	0
Transfer to a College or University	1
Personal Interest/Development	0
Other	0

2. Indicate your agreement with the following statements concerning your experience with the Health Care Professional AAS program at Southern:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Allowed me to meet my educational goals		1		1		
Prepared me for employment in the health care field		1	1			
Provided skills that I have used since graduating from the program			1		1	
Prepared me for further training in health care or related field	1	1				
Helped me advance at my job					2	
Broadened my understanding of ethics in the workplace	2					
Improved my ability to use oral, written, and listening skills to communicate		1				1
Strengthened my ability to collaborate with others to achieve common goals	2					
Developed my ability to assess my abilities, set goals, and implement my plans		1	1			
Increased my ability to use and understand technology		1			1	
Developed my critical thinking skills		2				
Improved my quality of life	1		1			

3. What is your current employment status?

Employed (in a field directly related to health care)	1
Employed (in a field somewhat related to health care)	1
Employed (in a field not related to health care)	0
Not Employed (but seeking employment in a field related to health care)	0
Not Employed (but seeking employment in a field not related to health care)	0
Not Seeking Employment	0

4. If employed, what is your job status?

Full-time	2
Part-time	0

5. If employed, what is your salary range?

< \$20,000 per year	2
\$20,000 - \$40,000 per year	0
> \$40,000 per year	0

6. If employed, who is your current employer?

Pikeville Medical Center	2
--------------------------	---

7. If employed, what is your current position?

Materials Technician	1
Nursing Assistant	1

2. How satisfied are you with the following components of the Health Care Professional AAS program?

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
Course Offerings			1		1	
Course Content: Curriculum	1					1
Quality of Instruction	1					1
Times of Classes			1			1
Availability of Faculty		1				1
Texts and Learning Materials		1				1
Labs	1					1
Cost				1		1
Program Advisement				1		1
Career Counseling and Job Placement Services				1	1	

9. Would you recommend this program to a friend?

Yes	0
Maybe	0
No	2

10. What suggestions (if any) would you make to improve the program?

*I think this program would benefit the student more if they really knew that there are limited job prospects in this field! This degree should be specifically designed to transfer to a college or university because with just an associate's degree the jobs are limited.

*Make this program more specific outcome. For example like nursing or healthcare technology that is specific in medical lab assistant. Most employers have no idea what the degree is. I am currently employed at Pikeville medical because I done their training class and without doing it I would have not been employed with them. They have no idea what the degree is and it is not specific to a certain job or career.

11. What did you like most about the program?

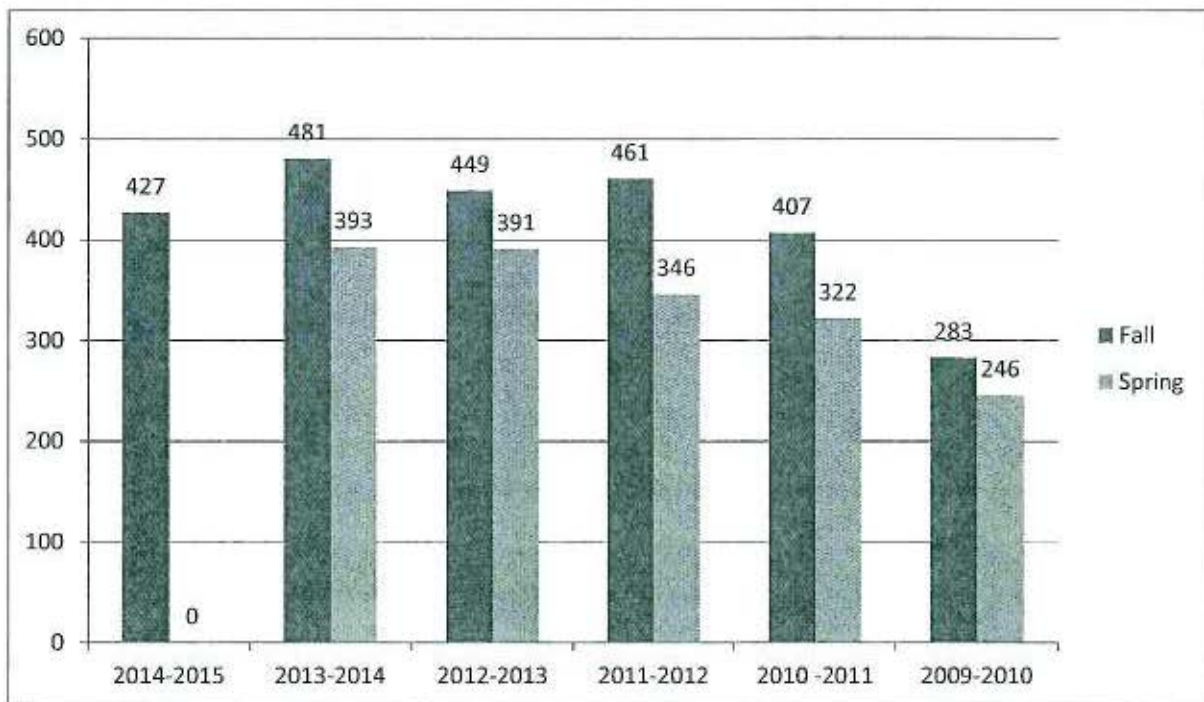
*This program gave me a range or curriculum. It have me business while adding the healthcare swing I enjoyed that.

*I got a wide variety of classes but it didn't help me either

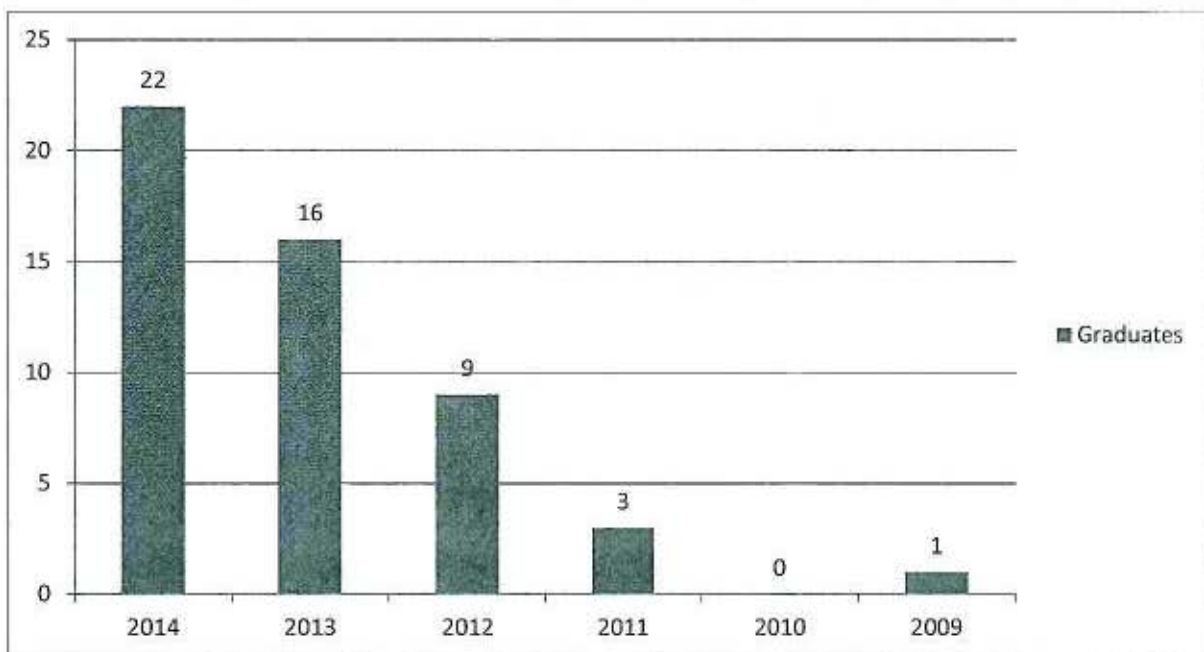
Appendix V

Program Enrollment Data

Health Care Professional A.A.S. Program – Yearly Enrollment by Semester



Health Care Professional A.A.S. Program – Graduates by Year



Appendix VI

Program Course Descriptions

AH 108 Medical Terminology

2 Credit Hours

Medical Terminology is designed to provide the student with basic knowledge of medical language. The approach to understanding medical language will be one of systems approach. Prefixes, suffixes, words roots, combining forms, special ending, plural forms, abbreviation, and symbols will be utilized. Emphasis is placed on spelling, definition, usage, and pronunciation.

AH 200 Health Care Ethics and Law

1 Credit Hour

This course will cover the medico-legal aspects of the health care industry. Attention will be paid to safety, employment, ethics, tort law, patient needs and rights, communication, and documentation. The student will also be required to analyze a special medical/legal issue.

AH 203 Communication Skills for the Health Care Professional

1 Credit Hour

This course will focus on professional communications related to the allied health and nursing professional addressing the connections between oral and written communication practice and quality patient care outcomes. The course will also detail various models of communication including multicultural issues and communicating across the lifespan.

AH 280 Folk Health Care Practices

3 Credit Hours

The beliefs, customs, and traditions of people have a profound effect on the health of the community. This course will explore the impact of folk health practices on the people and communities in Appalachia. Upon completion of this course students will have a better understanding of the role of culture, traditions, and customs that shape the individuals knowledge toward illness, health, and healing.

AH 285 Health Care Leadership and Management

3 Credit Hours

Student will learn the basic knowledge skills, principles, and foundations necessary to be an effective leader/manager in a health care environment. Effective leadership styles will be explored in this course. Upon completion of the course the student will be able to communicate their personal leadership style. This will be a capstone course for the Health Care Professional Program.

CS 103 Introduction to Applications

1 Credit Hour

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English. This course is an introductory course to word processing, spreadsheets, and presentation software. Students will learn the basic editing and data manipulation concepts in each of the three software packages.

EN 101 English Composition I

3 Credit Hours

Prerequisite: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English. This course is an introduction to basic composition and research. The emphasis is on writing clear, effective essays. In addition, students will write a research paper.

OR 110 Introduction to College

1 Credit Hour

Introduction to College increases student success in college by developing skills and imparting information necessary to reach educational objectives. Topics include college policies and procedures, college resources, career and academic planning, and student success skills. Note: Board of Governors Adult Degree Completion students and incoming students with more than thirty credit hours from a regionally accredited institution may not be required to take this course.

PY 201 General Psychology

3 Credit Hours

Introduces the principles and methods of the scientific study of human behavior.

PY 218 Life-Span Developmental Psychology

3 Credit Hours

EN 101 and PY 201 are highly recommended but not required.

Life-Span Psychology is designed for students entering the health professions. The purpose of this course is to explain how human beings and their needs change over the complete life cycle. It compares the differences in other cultures as to child rearing, adult relationships, death/dying rituals, and other cultural/artistic variations in a global realm. The course, therefore, is especially planned to follow Erik Erikson's concept of eight life crisis and Piaget's four stages of cognitive development. This course will not substitute for ED 218 at Southern.

SO 200 Introduction to Sociology

3 Credit Hours

(Approved for Marshall University Multi-Cultural Studies credit).

This course is an introduction to the scientific study of society in which emphasis is placed on examining groups and the impact of groups on individual behavior and attitudes.