

# PROGRAM REVIEW

ALLIED HEALTH

2005/06-2010/11

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*Section 1: Alignment of program mission and purposes with mission and purposes of NCCC.*

**Current Mission Statement of Program/Department:**

The mission of the Neosho County Community College Outreach and Workforce Development Department is to enhance lifelong learning and partnerships and to provide educational opportunities for the community.

This mission will be fulfilled by

- Engaging in community activities,
- Offering courses of interest to the general public of all ages,
- Providing allied health courses and certificate programs,
- Establishing workforce development training and retraining,
- Extending outreach education, and
- Responding to the needs and requests of constituents in our service area.

**How the Program Contributes to the Purpose of NCCC:**

The purposes of NCCC are:

Student learning through

- The meeting of students' needs,
- Quality educational programs, and
- Effective assessment processes;

Student success through

- Providing personalized attention,
- Individualized advising, and
- The opportunity to meet personal goals;

Ensuring access through

- Affordability,
- Flexible delivery and scheduling methods,
- Responsive student services, and
- Safe and comprehensive facilities;

Responsiveness to our stakeholders through

- Open communication,
- Ethical management of resources,
- Accountability, and
- Development of leaders;

Meeting community needs through

- Collaboration and innovation,
- Lifelong learning opportunities
- A commitment to diversity,
- Cultural enrichment, and
- The providing of an educated workforce

**The Meeting of Students' Needs-** Multiple sections of Allied Health courses are offered. Currently there are nine Certified Nurse Aide (CNA) courses offered during the fall and spring semesters, along with the seven that are offered during the summer. Other courses offered include:

- Certified Medication Aide (CMA)
  - Certified Medication Aide Update
  - Home Health Aide (HHA)
  - Paid Nutrition Assistant
  - Community CPR
  - Basic Life Support/ Professional Rescue
  - Emergency Medical Technician- Basic (EMT-B)
  - First Responder
  - Medical Terminology
  - Introduction to Pharmacology

**Quality Educational Programs-** All of the instructors are approved by the Kansas Department of Health and Environment (KDHE) along with all course offerings, which are approved per semester. Instructors of the CNA courses are required by the KDHE to be a registered nurse and have two years of experience in long term care. The instructors of the CMA courses are required by the KDHE to be a registered nurse and have two years of clinical experience.

**Providing Personalized Attention-** Most students in Allied Health courses deal directly with the program staff in all aspects of the educational process. Along with the admissions and business office, the Allied Health staff, take enrollments and payments for classes. The staff works individually with students to answer any questions they may have, to be certain that they have everything in order prior to the beginning of class and also to make sure that they have everything completed prior to completion of classes. Another way that the Allied Health program has provided personalized attention is by mailing confirmation letters to all students enrolled in Allied Health courses.

**Affordability-**The Allied Health program follows the tuition and fee pricing guidelines approved by the NCCC Board of Trustees. Assistance is offered as often as possible for obtaining Federal Student Aid; however, due to the credit hour requirements, most of the Allied Health students are not eligible for this type of assistance. Staff members do suggest alternate means of assistance, such as Kansas Works and the Social and Rehabilitative Services (SRS), who assist the majority of students in this program. Also, many students are funded through their employers. In 2007, NCCC Allied Health received a High Growth Job Training Grant that allowed assistance with scholarships for local high school students to take PNA, CNA, HHA, Medical Terminology, and CMA. This grant ended after the 2009/2010 school year.

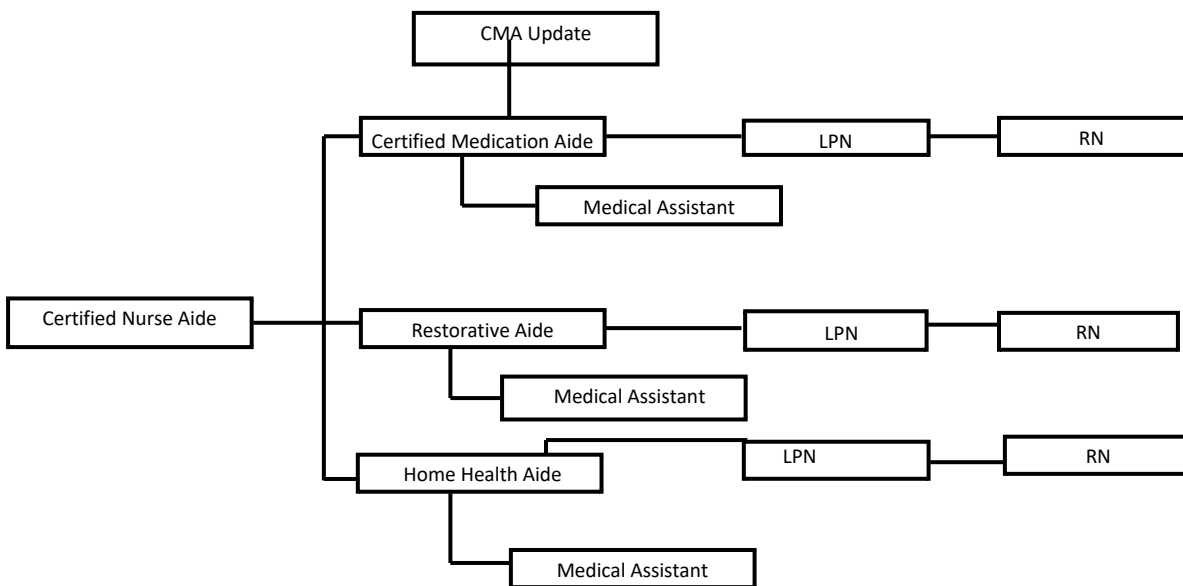
**Flexible Delivery and Scheduling Methods-** Multiple Allied Health courses are offered online including CNA, CMA, CMA Update, HHA, Medical Terminology, and Introduction to Pharmacology. Obtaining the classroom in Lawrence has provided the opportunity to teach at least four live courses per semester with most of the classes having a full enrollment. Courses are also offered at outreach sites as the need arrives including Lawrence, Baldwin, Wellsville, Garnett, Eudora, Erie, and St. Paul. We have started offering day classes in Ottawa due to student request with good enrollment numbers.

**Responsive Student Services-** The Allied Health program staff receives numerous emails and voicemail messages everyday and strives to return all messages promptly. With the online students, the staff is the primary link between student and instructor and therefore answers numerous questions related to the online material, operation and requirements. Staff members know the importance of good public relations and student satisfaction and with this in mind, try their best to put forth only the best image of the program and the College to our students; often this means troubleshooting problems with billings, problems navigating through the Inside NC link, or differences of opinion between student and instructor.

**Open Communication-** The Allied Health Program Director meets with the Dean of the Outreach & Workforce Development Department to discuss the goings on of the program and any upcoming projects. The Dean is readily available to consult with when an issue arises and is able to offer solutions or a possible course of action. Through these meetings the Dean is kept abreast of all issues and is able to report on the program at Board meetings.

**Ethical Management of Resources-** The Allied Health department follows all the policies and procedures of NCCC. Also, since there have been federal funds in the program, we are subject to federal reports.

**Lifelong Learning Opportunities-** Many of the Allied Health courses are designed as “building blocks”, after taking one you can move onto another, and even into a degree program.



**Providing an Educated Workforce-** Upon completion of several Allied Health courses students take a state certification exam. Once the results of certification exams are received by the KDHE, it is possible for the student to begin working. The KDHE estimates four to six weeks before certificates are issued.

## *Section 2: Curriculum of Program and Outcomes Assessment*

### **Program Outcomes:**

There are not any formal program outcomes designated; however, the intended outcome is to provide students with skills necessary to obtain immediate entry into the workforce.

### **Courses in Program and Outcomes:**

The Paid Nutrition Assistant (PNA) course is designed for any individual who will be feeding resident in a long term care facility. This training program is designed to meet the federal and state regulations for the paid nutrition assistant. This course will cover all of the information about all of the topics required by the federal/state rule as well as additional information and a practical experience with a competency skills check off. Outcomes for this course include:

- The student will demonstrate effective hand washing techniques following all the rules of asepsis including washing hands prior to assisting residents with eating.
- The student will demonstrate proper removal and disposal of gloves.
- The student will demonstrate techniques used to assist resident with eating.
- The student will identify safety measures and encourage independence.
- The student will identify measures on how to promote fluid intake.
- The student will simulate the abdominal thrust (Heimlich maneuver) technique.

The Certified Nurse Aide (CNA) course prepares students to gain entry level employment at a long term care facility. It includes a study of the aging process and its related conditions and the nursing skill required in assisting geriatric residents to reach and maintain their highest level of wellness consistent with the limitations imposed by the aging process. Students will take a state certification exam upon completion. Outcomes for this course include:

- The student will have information on basic health care procedures and policies that will allow and encourage self-help in an adult care setting.
- The student will recognize basic human needs and apply the knowledge in the areas of psychosocial, physical, spiritual, and environmental needs emphasizing the aged.
- The student will have reviewed proper grooming, professional ethics, and be aware of the job description of a nursing aide.

The Certified Medication Aide (CMA) course includes the study of medications and their physiological effect on the body. Emphasis will be placed on the identification and abbreviations of drugs, weights and measures, and procedures used in dispensing medication. Students will take a state certification

examination upon completion. Outcomes for this course include:

- The student should demonstrate and understand rationale of basic infection control.
- The student should demonstrate an understanding of different drug families and identifies the action, side effects and name of each drug.
- The student should demonstrate an understanding of different ways to safely administer drugs and how to treat unsafe drug/food and drug/drug interactions.

The Certified Medication Aide Update course provides students with a review of the basic principles and skills of medication administration for oral and external application. Elderly biological considerations, over medication/ drug abuse, drug and food interactions, and legal and ethical issues will be reviewed. Outcomes for this course include:

- The student should demonstrate an understanding of the responsibilities of the Medication Aide.
- The student should demonstrate an understanding of proper procedure for administering medication to the elderly.
- The student should demonstrate an understanding of proper methods of administering medication and proper medication classification.

The Home Health Aide (HHA) course focuses on the role and responsibilities of an aide within the home setting, with emphasis on maintaining a safe, healthy home environment. Providing a personal care regimen which meets the needs of the client is also discussed. Students will be given a state certification examination upon completion. Outcomes for this course include:

- The student should demonstrate an understanding of home management and adapting personal care activities within the client household.
- The student should demonstrate proper techniques for food/fluid/elimination assistance.
- The student should demonstrate an understanding of caring for a mother and child and the special needs of home health clients.
- The students should demonstrate an understanding of basic emergency care and laboratory skills for the home health aide.

Community CPR trains students in adult CPR with other first aid topics. This course is designed to prepare participants to respond to emergency situations with confidence in their ability to perform the necessary skills. The emphasis is on relating first aid to the participants' lives and work situations. Outcomes for this course include:

- The student should demonstrate the proper techniques for administering CPR to an adult.
- The student should demonstrate the proper techniques for administering CPR to a child.
- The student should demonstrate the proper techniques for administering CPR to an infant
- The student should demonstrate the proper techniques for using the AED.

Basic Life Support/ Professional Rescue instruct students in adult CPR with other first aid topics. This course is designed to prepare participants in the health care field to respond to emergency situations with confidence in their ability to perform the necessary skills. The emphasis is on relating first aid to the participants' lives and work situations, two-rescuer CPR, modified airway management skills, and the use of a resuscitation mask. Outcomes for this course include:

- The student should demonstrate the proper techniques for administering CPR to an adult.
- The student should demonstrate the proper techniques for administering CPR to a child.
- The student should demonstrate the proper techniques for administering CPR to an infant
- The student should demonstrate the proper techniques for using the AED.

The Emergency Medical Technician-Basic (EMT-B) course is designed for individuals interested in providing medical care to patients in the pre-hospital setting. It will provide the participant with opportunities to gain information, skills and attitudes necessary for certification and practice as an EMT. Upon completion, a state certification examination will be administered. Outcomes are as follows:

- The student should demonstrate an understanding of human anatomy and physiology, and the rationale and fundamentals of the pre-hospital care and treatment of the sick and injured.
- The student should perform a primary and secondary patient survey.
- The student should understand, recognize, and provide appropriate basic life support (BLS) care for life-threatening and non life-threatening emergencies.
- The student should learn and demonstrate correct application and use of BLS equipment in the pre-hospital setting.
- The student should complete a written record of events for the receiving hospital and a permanent record for local use (written run report).
- The student should communicate necessary information, in an orderly manner, to other emergency personnel or to the receiving facility from the scene and/or ambulance using mobile radio equipment.
- The student should understand and discuss the rationale for personal and patient safety and care at the scene and throughout transport to receiving facility.
- The student should understand the rationale for practicing infection control procedures during and after any contact with a patient.

The First Responder course, or Concepts and Applications of Emergency Response, addresses information and techniques currently considered being the responsibility of the Emergency First Responder according to the National Standard DOT Curriculum, as well as some additional responsibilities required by the Kansas Board of Emergency Medical Services for certification as First Responder in Kansas. The outcomes for this class include:

- The student should demonstrate an understanding of human anatomy and physiology, and the rationale and fundamentals of the pre-hospital care and treatment of the sick and injured.
- The student should perform an initial, focused, and detailed patient assessment.
- The student should understand, recognize, and provide appropriate basic life support (BLS) care for life-threatening and non life-threatening emergencies.
- The student should learn and demonstrate correct application and use of BLS equipment in the pre-hospital setting.

- The student should complete a written record of events for the receiving hospital and a permanent record for local use (written run report).
- The student should communicate necessary information, in an orderly manner, to other emergency personnel or to the receiving facility from the scene and/or ambulance using mobile radio equipment.
- The student should understand and discuss the rationale for personal and patient safety and care at the scene and throughout transport to receiving facility.
- The student should understand the rationale for practicing infection control procedures during and after any contact with a patient.

The Medical Terminology course provides the student with the basic tools for building a medical vocabulary. It emphasizes the building of medical terms from prefixes, suffixes, word roots and combining forms. Emphasis is also placed on correct pronunciation, spelling, and analysis of medical terms as they pertain to anatomy, physiology and diseases. Outcomes for this course are as follows:

- The student should identify and build medical terms from Greek and Latin affixes, roots, and combining forms.
- The student should recall and apply Greek and Latin combining forms.
- The student should identify and construct medical terms dealing with the systems of the body.
- The student should identify and construct medical terms' direction and location.
- The student should analyze medical terms and state the anatomical structure involved.
- The student should identify and construct medical terms associated with different body parts.
- The student should analyze medical terms and identify their relationship to diagnosis, treatment, and disease.
- The student should identify and construct medical terms associated with diagnosis.
- The student should identify and construct medical terms associated with medical treatment.
- The student should identify and construct medical terms associated with diseases.
- The student should properly pronounce medical terms.
- The student should apply dictionary pronunciation key to medical terms.
- The student should properly spell medical terms.
- The student should use medical dictionary to locate medical terms.
- The student should use proper spelling when testing or in text exercises.

Introduction to Pharmacology will discuss basic concepts of drug therapy and will concentrate on major drug classifications, as they relate to specific body systems. Outcomes are as follows:

- The student should demonstrate an ability to differentiate drug classification and how medications affect the body system.
- The student should define and identify classifications, routes of administration, actions, uses, effects, and interactions of major drug groups including prescription and over the counter medications.
- The student should identify different types of medication orders.
- The student should discuss legal, ethical, and economic aspects of drug therapy.
- The student should identify and define appropriate teaching regarding drug therapy.



**Program Sheet/Program Matrix:**

Allied Health courses are stand alone parent programs; therefore, there is not a program sheet or program matrix available.

**Assessment Methods, Course and Program:**

All course outcomes are tracked and assessed by using the Outcomes Assessment Reporting Form. It is available online at <http://assessment.neosho.edu/>. It is required that these forms be completed at the end of each course. Most adjunct instructors who teach for the Allied Health program use tests, class assignments, class discussion, lab, and clinical as a means of assessment. For the classes that require a state certification exam upon completion, such as CNA, CMA, and HHA, the pass rate serves as a final method of assessment

**Results of Assessment:**

The results of the outcomes assessment are only available for the years 2008-2009 and 2009-2010 with consistent data due to the outcomes have been a learning process. The outcome goals for Allied Health courses have been set at 75% and averaged 90% for the 2008-2009 year and 92% for the 2009-2010 year. The success of the program is also measured by the state exam pass rate for the CNA, CMA, and HHA. As shown on page 11 in a table the CNA average pass rate is 98%, CMA average is 99%, and HHA is 99% for the 5 years of this report.

**Changes Made to Instruction, Curriculum or Outcomes as a Result of Assessment:**

The results of outcomes assessment are very important to the Allied Health program. Considering the employment fields that our students will enter upon completion, it is vital that the instructors are top quality and provide only the best education to the students. We watch closely the evaluations that we receive from our students and also the data we collect on our assessment reporting. We believe that it is important to make all changes necessary to reach our outcome goals, including rearranging class and/or clinical time to be more conducive to learning, hiring new instructors in the event that students are not completing with the knowledge necessary for their desired certificate, or developing new classes or class formats when the need arises.

**Transferability of Program and Program Courses or “Straight to Work” Numbers Including GPA in Major:**

All students who pass state their state certification exams are eligible for immediate job placement.

**Efforts to Stay Current in Curriculum**

- **Advisory Groups-** the Allied Health Advisory Board meets twice per year to discuss the changes that are being made to the Allied Health program, either by NCCC or by the KDHE. The board consists of individuals who hold positions in the occupational areas that our students will enter upon completion of Allied Health courses.

**2011 Allied Health Advisory Board**

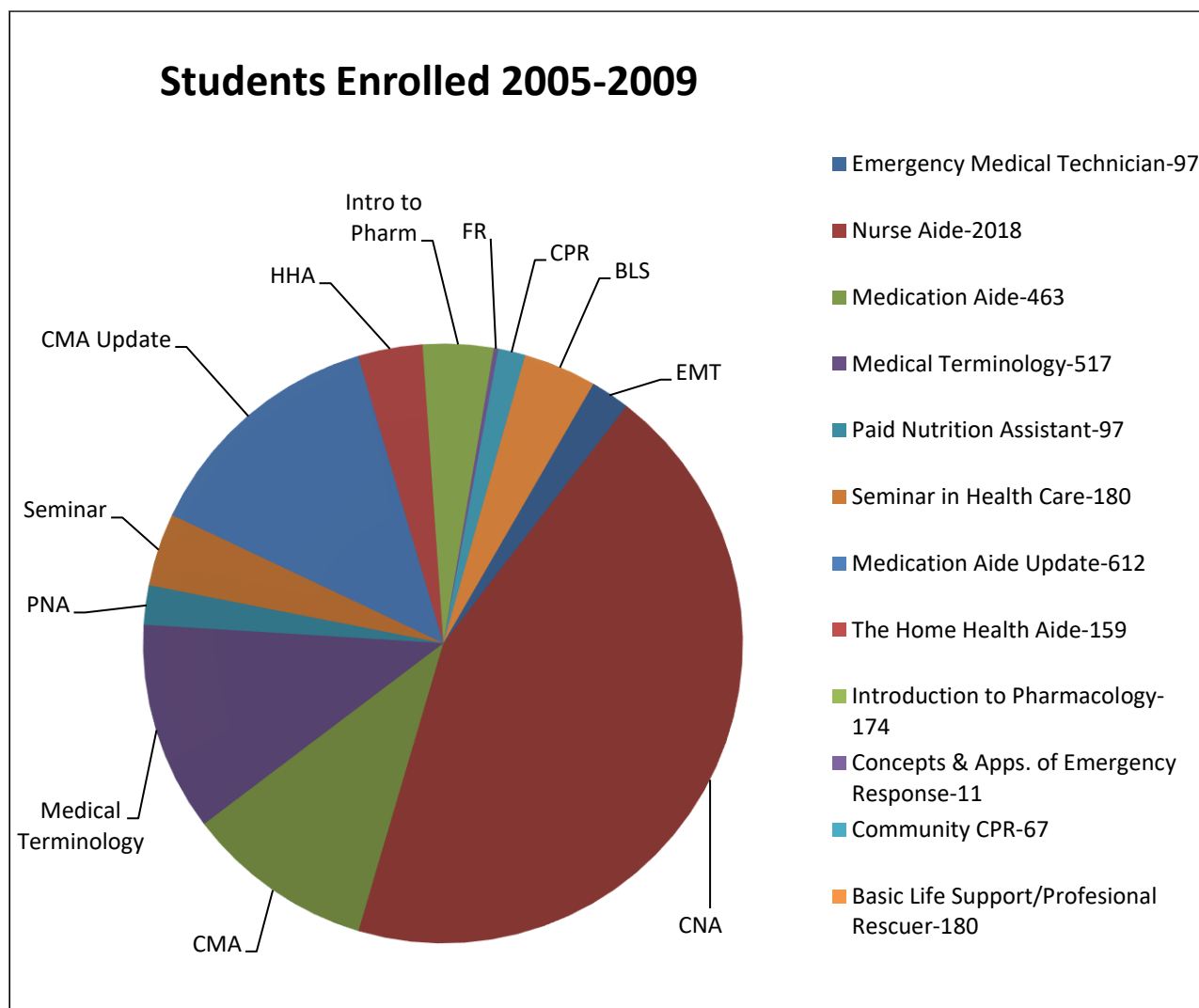
<b>Name</b>	<b>Title</b>	<b>Business Affiliation</b>
Beth Shepard	Administrator	Chanute Healthcare Center
Crystal Wehlage	RN, Director of Nursing	Chanute Healthcare Center
Cindy Neises	Administrator	Heritage Healthcare Center
Nancy Ranz	RN, Director of Nursing	Heritage Healthcare Center
Kathy Martin	RN, School Nurse	USD 413
Doris Hart	Operator	Guest Home Estates II
Doris Hart	Operator	Guest Home Estates III
Margaret Tindell	Operator	Guest Home Estates VII
Shirley Showalter	Administrator	Applewood Rehabilitation, Inc.
Mary Harding	RN, Director of Nursing	Applewood Rehabilitation, Inc.
Jennifer Newton	RN, Director of Nursing	Neosho Memorial Regional Medical Center
Donna Bates	RN, Neosho County Health Nurse	Neosho County Health Department
Angie Rourk	Clinical Director	Ashley Clinic
Dr. Good	Dentist	Retired
Tracy Rhine	Allied Health Director	NCCC
Amber Vail	Allied Health Coordinator	NCCC
Brenda Krumm	Dean of Outreach & Workforce Development	NCCC
Jennifer Williams	Medical Assistant Program/Phlebotomy Instructor/Coordinator	NCCC
Kathie Henton	Health Information Technology Director	NCCC
Teri Showalter	Administrative Assistant	NCCC
Kim Whittley	Administrative Assistant	NCCC

- **Core Competencies:** The state alignment process does not define any specific core competencies for the classes offered in the Allied Health program. However, the program is under the constant supervision of the KDHE and strictly follows the outcomes set forth in the guidelines provided. Outcomes are listed in section one for each course offered.

*Section 3: Data- Enrollment and Costs*

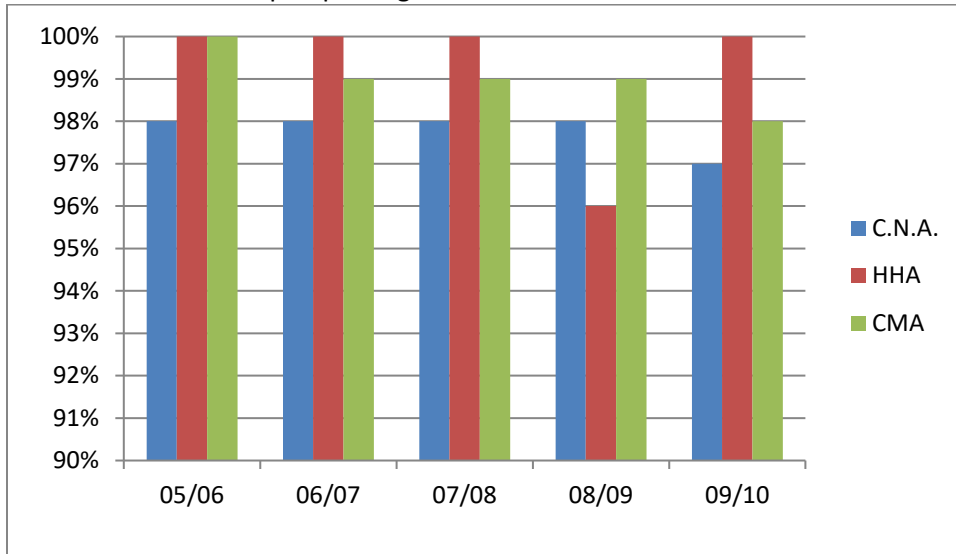
**Enrollment Numbers per Year for the Last Five Years:**

- **Each Course-** The enrollment number for 2005-2009 can be found in the following chart. As you can see by the chart the majority of our enrollment is in the CNA course with over 2000 enrollees followed by CMA with 463.



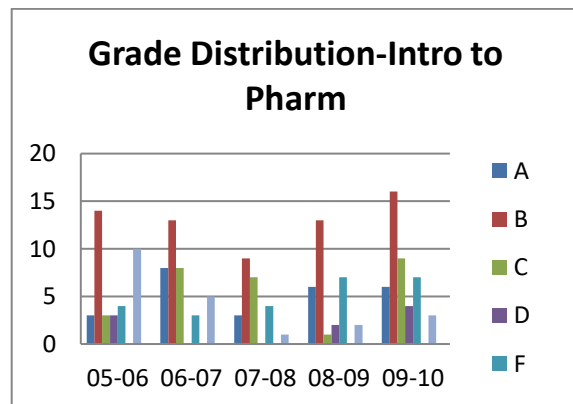
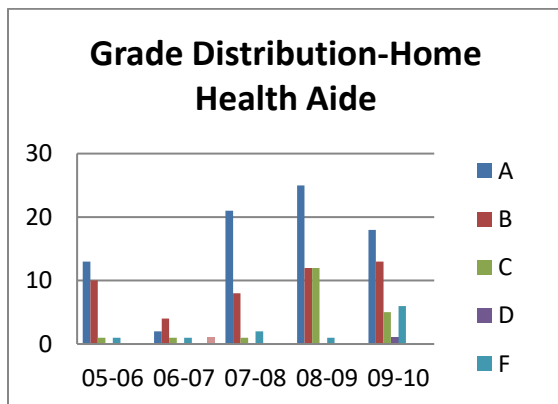
(These numbers could include duplicate students)

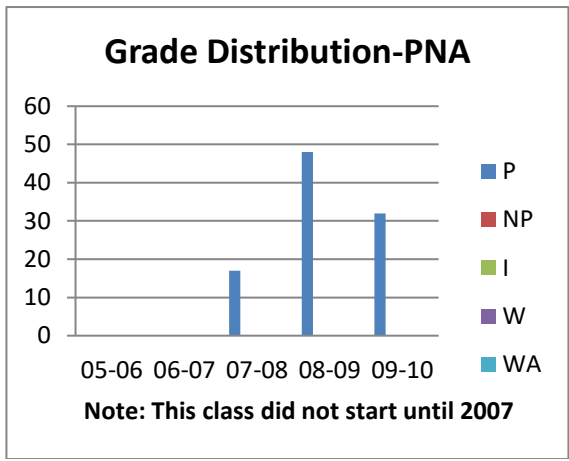
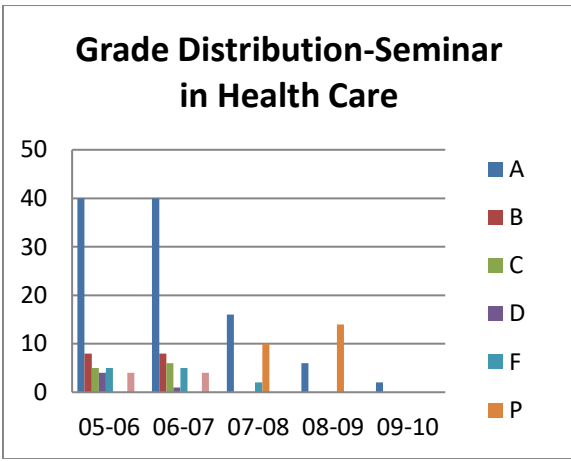
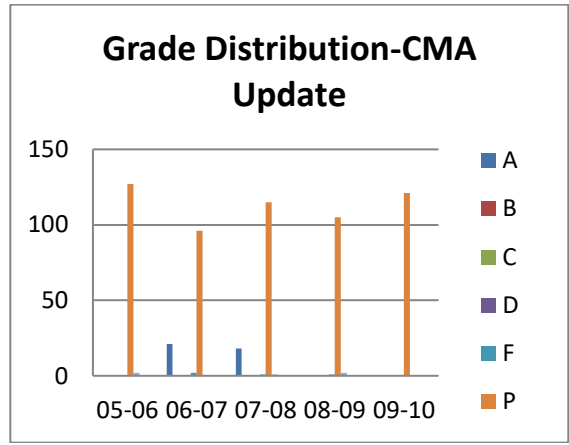
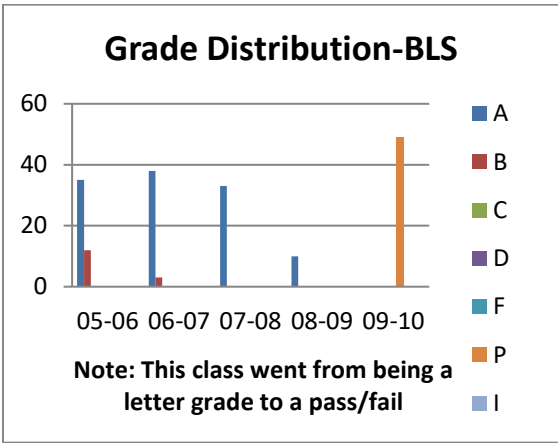
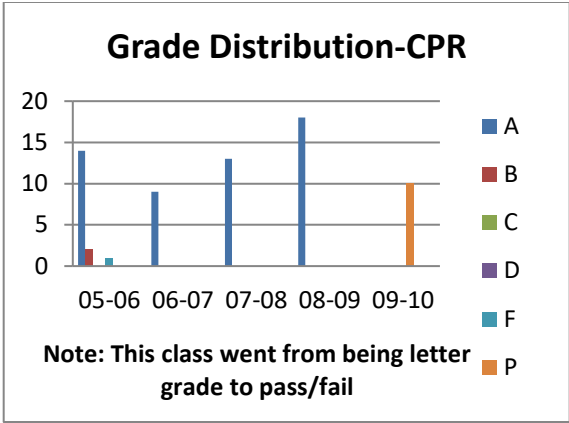
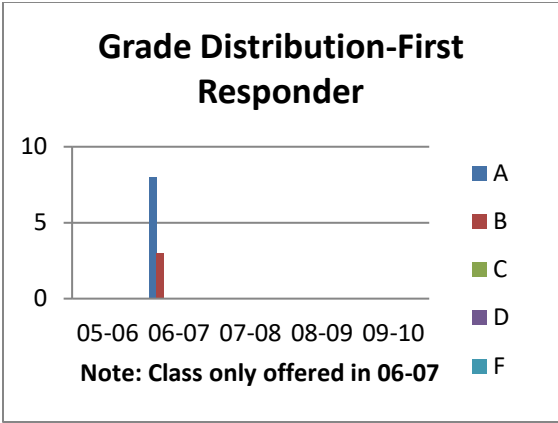
- **Students in Major-** The majority of our students are enrolled in the CNA courses, followed by the CMA and CMA Update. For further information, please see chart above.
- **Graduates/Certificates or Stated Goal-** Upon completion of the CNA, CMA, and HHA classes, students receive a certificate. The state pass rate information shows the number of students who received their certificate upon passing their state exam.

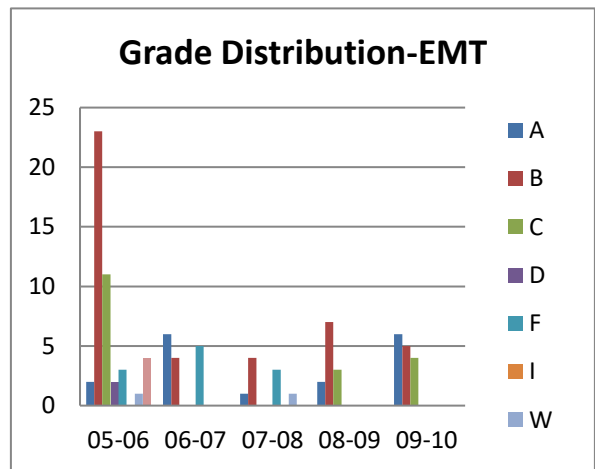
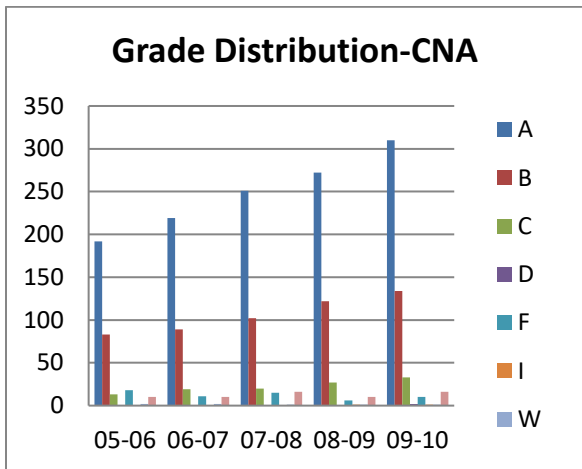
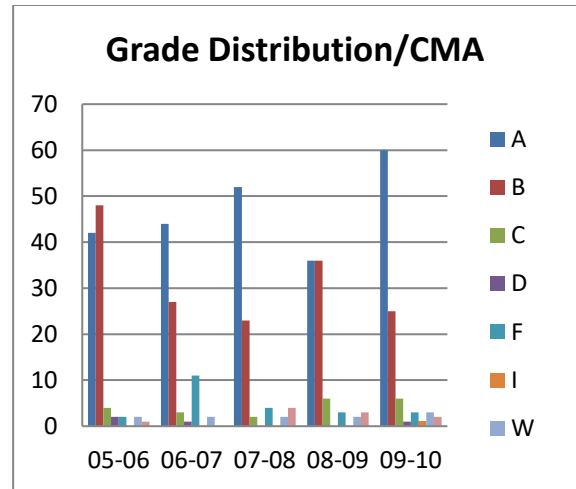
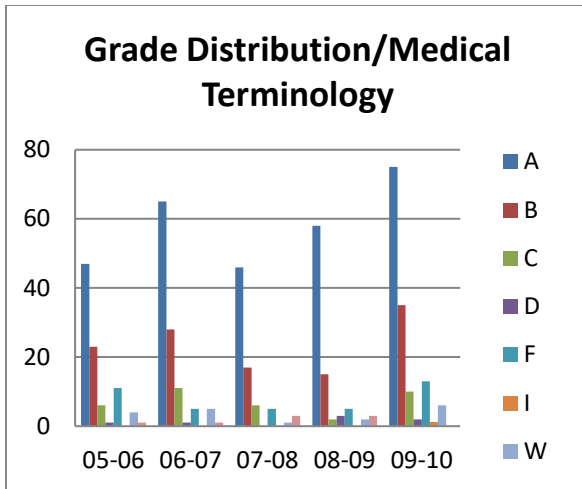


- **Withdrawal Numbers and Percentages from Each Course-** The Allied Health program has had less than 5% of our students withdraw from courses each year. For 2005-2006, there was a total enrollment of 879 and total withdraw of 39 students, a 4% total withdraw. In 2006-2007 there were 859 total enrollments and 30 students withdrew for a total of 3% withdrawal. During 2007-2008 year, 861 students enrolled and 29 withdrew which is equal to 3%. For the 2008-2009 year, there were 23 who withdrew from the 910 that enrolled for a total of 3%. In 2009-2010, there were 1066 students who enrolled and 31 who withdrew for a total of 3% withdrawal. All together for the five years researched, there were 4575 students enrolled and 152 that withdrew a total of 3%.
- **Grade Distribution-** The following charts indicate the grade distribution of the individual classes. The data contained in the first chart shows the total grade distribution among all classes for the years in question. The following charts indicate the grade distribution for the individual courses for each year.

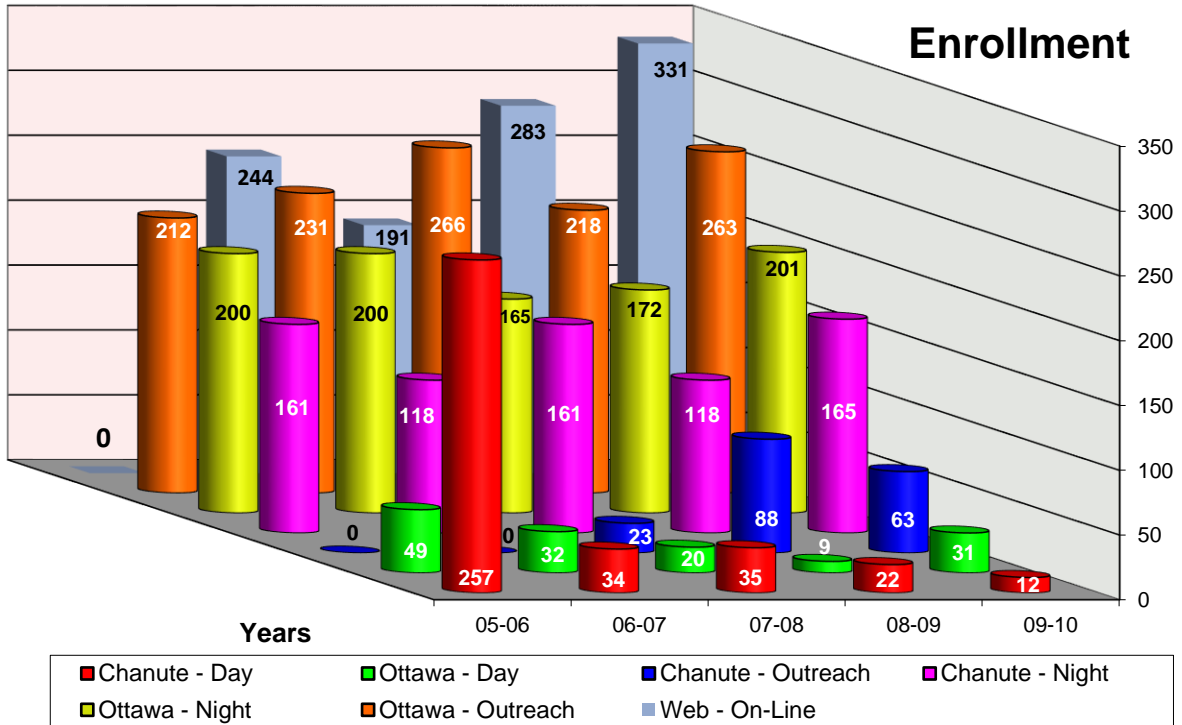
<b>GRADE</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>TOTALS</b>	<b>5 YEAR %</b>
A	388	460	454	433	477	<b>2212</b>	<b>48%</b>
B	223	179	163	205	228	<b>998</b>	<b>22%</b>
C	43	48	36	51	67	<b>245</b>	<b>5%</b>
D	12	3	0	5	9	<b>29</b>	<b>1%</b>
F	45	43	36	23	39	<b>186</b>	<b>4%</b>
Passing	127	96	142	167	212	<b>744</b>	<b>16%</b>
Non Passing	2	0	1	2	0	<b>5</b>	<b>0%</b>
Incomplete	0	0	0	1	3	<b>4</b>	<b>0%</b>
Withdraw	23	18	6	7	13	<b>67</b>	<b>1%</b>
Withdrawn by Administration	16	12	23	16	18	<b>85</b>	<b>2%</b>
<b>TOTALS</b>	<b>879</b>	<b>859</b>	<b>861</b>	<b>910</b>	<b>1066</b>	<b>4575</b>	
<b>ENROLLMENT TOTALS</b>	879	859	861	910	1066	<b>4575</b>	
<b>WITHDRAWS (W &amp; WA)</b>	39	30	29	23	31	<b>152</b>	
<b>WITHDRAW %</b>	<b>4%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	



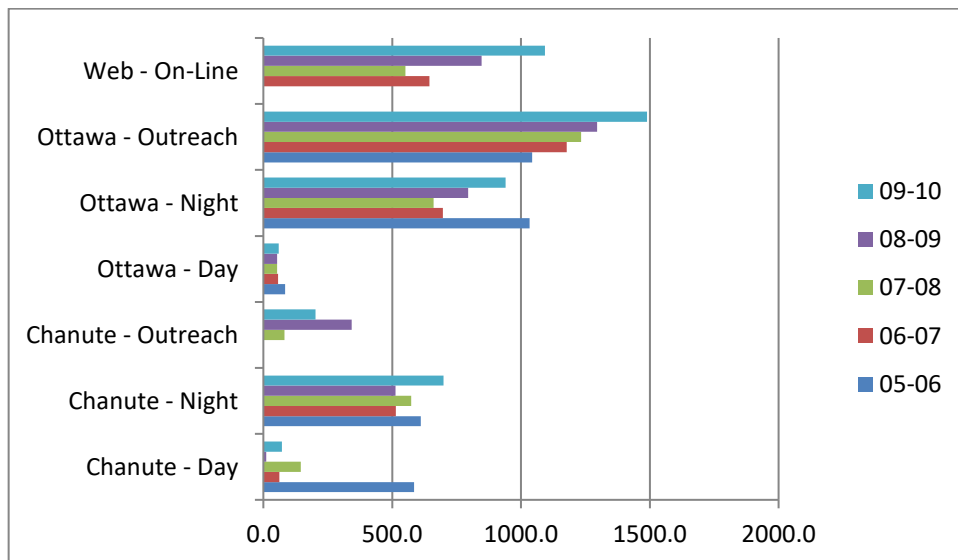




- **Number of Students That Change Major-** N/A
  
- **Enrollment by Site, Day/Night:** The following chart shows the enrollment for the different locations and different times.
  - The red in the front indicates the enrollment for classes offered on the Chanute campus during the day time; note in 2005-2006 the enrollment number was at a high level of 257 prior to offering multiple classes online. The chart also indicates in gray the Online 2005-2006 enrollment numbers was zero whereas in 2006-2007 it shot up to 244.
  - Ottawa day class numbers went down because there was Nursing Seminar in Health Care classes that used the ALHE prefix in which they now offer with a NURS prefix.
  - Chanute Outreach increased from zero in 2005-2007 to 23 in 2007-2008 and 88 in 2008-2009. This was after receiving the R3 grant and we started teaching in Erie and Chanute High schools.
  - This chart plainly shows the increasing numbers of students in Allied Health.



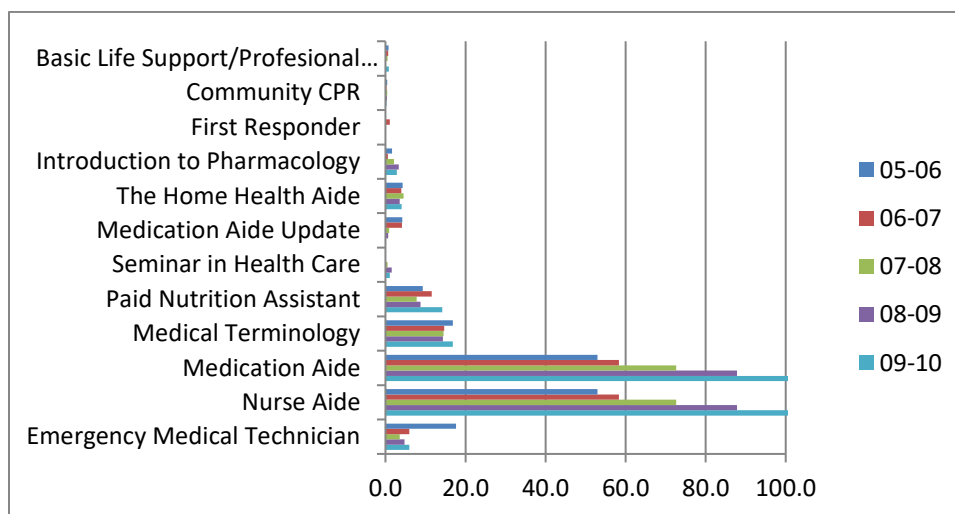
**Credit Hours Generated:** The credit hours generated can be seen in the following chart. This shows that Ottawa outreach which includes the Lawrence courses generates the majority of credit hours. Even though in the above chart it shows more students in the online courses, the Lawrence courses are generating 5 to 6 credit hour courses. Our Lawrence site has been very successful with classes being held every night at the Art Executive Office Building and classes even being held on KU campus.



- FTE** - This shows the FTE per course and per year. The chart shows that most of the Allied Health FTE comes from the Nurse Aide and Medication Aide courses and that the FTE in those courses have continued to rise every year.



<b>FTE/Course/Academic Year (Generated Hrs/30)</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>TOTALS</b>
Emergency Medical Technician	17.6	6.0	3.6	4.8	6.0	<b>38.0</b>
Nurse Aide	53.0	58.3	72.6	87.8	101.2	<b>372.9</b>
Medication Aide	53.0	58.3	72.6	87.8	101.2	<b>372.9</b>
Medical Terminology	16.8	14.7	14.5	14.3	16.8	<b>77.2</b>
Paid Nutrition Assistant	9.3	11.6	7.8	8.8	14.2	<b>51.7</b>
Seminar in Health Care	0.0	0.0	0.6	1.6	1.1	<b>3.2</b>
Medication Aide Update	4.2	4.1	0.9	0.7	0.1	<b>10.0</b>
The Home Health Aide	4.3	4.0	4.5	3.6	4.0	<b>20.4</b>
Introduction to Pharmacology	1.7	0.6	2.1	3.3	2.9	<b>10.6</b>
First Responder	0.0	1.1	0.0	0.0	0.0	<b>1.1</b>
Community CPR	0.5	0.3	0.4	0.4	0.3	<b>1.9</b>
Basic Life Support/Professional Rescuer	0.8	0.7	0.6	0.2	0.8	<b>3.0</b>
<b>TOTALS</b>	<b>111.9</b>	<b>105.1</b>	<b>110.0</b>	<b>128.6</b>	<b>151.9</b>	<b>607.4</b>



**Cost information for the last five years:**

▪ **Yearly budget-**

<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
\$174,983	\$198,014	\$195,317	\$255,113	\$260,146

Note: Due to receiving a three year High Growth Job Training federal grant in 2007, the budget does not increase to match the increased enrollment.

- **Full Time Instructors-** The Allied Health program does not have any full time instructors. However, in 2007 when we obtained the High Growth Job Training grant, there were two Allied

Health coordinators hired with the grant funds. These two individuals were hired as administrator/instructor for these three years as required by the grant objectives.

- **Adjunct Instructors-** The courses offered through the Allied Health program at NCCC are taught 100% by adjunct instructors except for the two Allied Health coordinators hired by the grant in which ended June 30, 2010. As of July 1, 2011, Amber Vail was hired full time on 9 month yearly contract.
- **Cost per FTE-** See table below.

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Yearly Actual Expenditures	\$174,983	\$198,014	\$195,317	\$255,113	\$260,146
FTE	111.9	105.1	110.0	128.6	151.9
Cost/FTE	\$1563.74	\$1884.05	\$1775.61	\$1983.77	\$1712.61

- **Any Fund 70 Account Balance:** N/A
- **Any Contributions from Outside Sources(Grants, Donations, etc)-**

<b>Donations Received</b>		
<b>Partner/Source</b>	<b>Description</b>	<b>Value</b>
Chanute Healthcare Center:	Cash Match used for training manikins \$5,000, Linens \$50	\$5,050
Heritage Healthcare:	2 Hospital Beds \$6,500, 2 Pressure Guard Mattress \$992, Lift Chair \$564, Battery Operated Patient Lift \$1,872	\$9,928
Anderson County Hospital – Long Term Care:	3 Walkers-\$195 1 Wheelchair - \$320 6 Bath sheets - \$60 7 Sheets - \$50 1 Pillowcase - \$5 5 Fitted Sheets - \$35 13 Gowns - \$195	\$ 195 \$ 320 \$ 60 \$ 50 \$ 5 \$ 35 \$ 195
Prairie Mission Retirement Village:	Linens-\$50	\$ 50
Guest Homes Estates II:	Linens-\$50	\$ 50
Medical Lodge of Eudora:	2 treatment carts - \$785 each 2 medication carts - \$607 each	\$1,570 \$1,214
Brandon Woods Retirement Center:	4 patient lifts - \$1,000 each	\$4,000
<b>Total</b>		<b>\$22,722</b>

<b>HGJT Grant Budget 2007-2010</b>	
07/08	\$165,000
08/09	\$165,000
09/10	\$165,000
<b>Total</b>	<b>\$495,000</b>

*Section 4: Faculty*

- **Number of Full and Adjunct:** All courses offered through the Allied Health program are taught by adjunct instructors except for Amber Vail. As appropriate, instructors are credentialed in their field of study and approved by the Kansas Department of Health and Environment.

### 2011 Allied Health Adjunct Instructors

NAME	CLASSES TAUGHT	NAME	CLASSES TAUGHT
Don Nungesser	EMT, EMT-I, First Responder, BLS, CPR	Jeff Scobee	Community CPR
Anna Marie South	CNA	Leslie Nelson-Weir	HHA, CNA
Jackie Dierks	CNA	Sandi Stanearth	Medical Terminology
Mary Gedrose	CNA	Jamie Goyer	CMA
Deanna Killingsworth	CNA	Amber Vail	CNA, CMA, CMA update, Medical Term
Jan Warford	CNA	Deborah Bretthaurer	CNA, CMA, CMA Update
Melissa Westoff	CMA, CMA Update	Clayton Bledsoe	CNA
Janet Wolken	CMA, CMA Update	Brenda Harding	CNA, CMA
Brenda Schoenecker	Intro to Pharmacology	Danielle Young	CNA
Melissa Perry	CNA	Paula Hatcher	CNA

- **Percentage of Courses Taught by Full and Part Time Instructors-** 97% of the Allied Health courses as of spring 2011 are taught by adjunct instructors.
- **How Faculty Stay Current in Discipline-** All adjunct instructors currently work full time in an Allied Health profession. All instructors are approved per semester, prior to the beginning of their course, by the KDHE or BEMS, as appropriate. One requirement of the KDHE is that all CNA, CMA, HHA, and CMA Update instructors must be a Registered Nurse in the State of Kansas and must have a minimum of two years of experience working in long term care. In conjunction, all Kansas State Registered Nurses must complete 30 CEU's every two years in order to maintain their licensure. Also, all EMT instructors, in accordance with the Kansas Board of Emergency Medical Service (KSBEMS) must complete 68 hours of CEU's. All instructors follow the guidelines set forth in the curriculum approved by the State of Kansas and the Board of Regents.

The Allied Health program has many goals for the upcoming years; we look forward to continue offering online courses and to provide only the best online experience for all of our students. We intend to maintain our pass rate and thereby equip the students with the knowledge they need to enter the workforce. Another goal is to continue working with the high schools to be able to offer allied health courses during the school day. It is also our goal to continue to have high quality instructors that meet the student needs in the entry level courses. The ultimate goal of this program is to help students obtain their goal of a career in health care.

*Section 5: SWOT analysis of program.*

- **Strengths-**
  - Increased enrollment,
  - Quality instructors and courses,
  - Outreach offerings,
  - Increased the availability of online course offerings and integrated allied health courses in four high schools.
  - Mobile lab used for lab practice and public relations.
  - Flexible scheduling of courses.
  - Requirements for nursing program
  - Duration of employment of our allied health director
- **Weaknesses-**
  - Limited space for lab when having more than 20 students in a class at the Ottawa campus.
  - Dorm closes before classes are finished
  - Federal financial aid opportunities are not available
- **Opportunities-**
  - Customized classes that are based on student interest and industry need.
  - Additional students will allow more lab training
  - Can recruit traditional students mid-semester
  - Creation of a program for financial aid
  - Grants and scholarships
  - Continued increase in demand
- **Threats-**
  - Availability of the Certified Nurse Aide instructors as they have to be a registered nurse with 2 years long term care experience as this is a very limited pool of qualified candidates.
  - Grant ending

*Section 6: Justification/Recommendations for Program.*

- The program should be strengthened due to the high demand for the entry level health courses.
- Continue funding as increased funding needed after 2013 at the conclusion of the Community Based Job Training Grant.
- Continue the process to obtain high pass rates for the state exams.