Program Review Summary Template
3.7 Academic Program Review
Allied Health Sciences with option in Pre-Sports Medicine 2014-2019

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

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

The mission of Carl Albert State College is "To provide affordable, accessible and exceptional education that fosters student success". A top priority of CASC is to offer educational programs that make significant and positive differences in the lives and futures of all its students. CASC provides a general education curriculum for all of its program offerings. In addition to providing a general education curriculum, the Allied Health Program provides students with a high-quality educational foundation that prepares them to transfer to a four-year college or continue pursuing one of the AAS degrees (Nursing or PTA) at CASC or other AAS programs at other institutions. The program is connected with the institution mission by providing students with a high-quality education program.

3.7.5 Process (Internal/External Review):
Previous Reviews and Actions from those reviews:

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

Since its last review the Allied Health Program has begun a new formalized assessment process. The new process moved from the course level only to the program level. The assessment process began with writing a program mission statement from which program goals were written and were linked to. From there, program outcomes along with performance indicators were written and linked to the program outcomes.

A review of the courses in major was then undertaken along with creating a list of elective courses in major from which six hours were chosen to satisfy the degree requirements. Two courses were specifically added to the elective courses in major as implemented from the 2009-2014 Academic Program Review, section "Institutional Program Recommendations". Those courses were AHS 2013 Pathophysiology and BIO 2155 Microbiology. This was done to satisfy nursing program requirements and to give other transferable options for those seeking certain pre-professional degrees upon transfer.

Finally, in the assessment process each course in the required courses in major and the two most popular elective courses in major were curriculum mapped to the AHS Program Outcomes and their Performance Indicators giving program faculty an overview of how each course satisfied the Program Outcomes and Performance Indicators. Additionally, as part of an institutional effort AHS 2011 Allied Health Capstone was removed from the program's curriculum. This was done because the Capstone courses were not meeting the assessment needs of the institutions various programs

A. **Centrality of the Program to the Institution's Mission**: *(Institution's response/rationale should follow each criteria of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)*

CASC Mission Statement: "To provide affordable, accessible, exceptional education that fosters student success."

The AHS program is central to the college's mission in that it is affordable because the tuition is one of the lowest in the state. The program is accessible in that the full degree can be earned on the Poteau campus and portions of the degree can be earned on the Sallisaw and Online campuses. The transferability of the degree to other institutions and the credentialing of all the AHS faculty ensure exceptional education.

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

Goals of the AHS Program
Goal 1: Provide graduates the foundational groundwork in the many fields associated with medicine
Goal 2: Provide graduates an appreciation of the importance of a healthy lifestyle
Goal 3: Facilitate a mastery of knowledge in introductory courses in the field

Program Outcomes
Program Outcome 1:
Upon completion of the program, the student will analyze the cardiovascular system
   A. Identify the functions of the cardiovascular system
   B. Examine the parts of the cardiovascular system
   C. Classify common cardiovascular conditions
Program Outcome 2:
Upon completion of the program, the student will develop evidence based dietary plans that include balanced nutritional intake
   A. Define common terminology used in nutrition
   B. Identify the role of nutrition in the human body
   C. identify nutrients as the relate to food groups and their functions, toxicities, and deficiencies
Program Outcome 3:
Use appropriate medical terminology
   A. Utilize prefixes, word roots and combining vowels utilized in healthcare
   B. Utilize terms and abbreviations related to healthcare
   C. Apply and comprehend medical language

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

Program Goals and Student Learning Outcomes:

In AY 16/17 the program reviewed all SLO's for AHS courses and updated them to reflect the desired learning that was intended by each course. Also, all SLO's were updated using the appropriate level of Bloom's Taxonomy verbs. Additionally, the AHS programs Mission, Goals,

2

and Outcomes were reviewed and updated to reflect the programs desired student learning.

Values and Supports Effective Teaching:

The program values and supports effective teaching through initiatives such as hiring only Master's level prepared instructors with at least 18 credit hours earned in the fields of AHS. In addition, the program regularly requests funding through the regular budgeting process for not only classroom supplies, but also supplies and classroom aides to bolster the instructional process. A regular line item that is also requested during the budgeting process is labeled "Travel" and is intended for the use of AHS faculty development outside of the faculty development required by the institution.

Creates Effective Learning Environment:

The program creates effective learning environment for its students by offering adequate sections for each course taught by qualified instructors to ensure a reasonable student/faculty ratio. The program also ensures enough modern classroom space and seating is available for every student in each course. Each classroom is equipped with a faculty computer and computer projection system as well as whiteboard space to accommodate differing teaching and learning styles. High-speed internet via Wi-Fi is available in all classrooms for student and instructor use. The program also enjoys the availability of a physical library and online library databases for research use.

Learning Resources:

Learning resources available to the program are numerous and include qualified faculty, adequate course offerings, classroom space, collegiate library, and effective budget.

Institution Curricular Evaluation (external constituents):

Course Equivalency Project (CEP)

The AHS Program at CASC participates and supports the OSRHE course equivalency project. The program regularly sends a AHS representative to the CEP conference whenever an AHS course is to be reviewed to ensure the CASC AHS program is not only represented but also has input into any course SLO changes and to determine the impact any changes may have on the AHS program.

B.3.   Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
14/15	570	64
15/16	552	73
16/17	517	128
17/18	523	103
18/19	531	106

B.4.   Other Quantitative Measures:
  b.4.a.   Number of courses taught exclusively for the major program for each of the last five years and the size of classes:
  List or attach list of courses

2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
AHS-1113	114	AHS-1113	104	AHS-1113	151	AHS-1113	206	AHS-1113	175
AHS-1203	83	AHS-1203	128	AHS-1203	134	AHS-1203	163	AHS-1203	170
AHS-1403	3	AHS-1403	16	AHS-1403	10	AHS-1403	29	AHS-1403	24
AHS-2013	2	AHS-2013	5	AHS-2013	1	AHS-2013	6	AHS-2013	13
AHS-2113	13	AHS-2113	12	AHS-2113	4	AHS-2113	3	AHS-2113	7
HPER-1113	93	HPER-1113	60	HPER-1113	87	HPER-1113	97	HPER-1113	96
HPER-2213	50	HPER-2213	53	HPER-2213	226	HPER-2213	27	HPER-2213	28
ZOO-2114	97	ZOO-2114	87	ZOO-2114	94	ZOO-2114	98	ZOO-2114	92
ZOO-2124	81	ZOO-2124	126	ZOO-2124	126	ZOO-2124	136	ZOO-2124	153
Total	**536**	**Total**	**591**	**Total**	**833**	**Total**	**765**	**Total**	**758**

  b.4.b.   Student credit hours by level generated in all major courses that make up the degree program for five years:

2014-2015	Head Count	CH Produced		2015-2016	Head Count	CH Produced
AHS-1113	114	342		AHS-1113	104	312
AHS-1203	83	249		AHS-1203	128	384
AHS-1403	3	9		AHS-1403	16	48
AHS-2013	2	6		AHS-2013	5	15
AHS-2113	13	39		AHS-2113	12	36
HPER-1113	93	279		HPER-1113	60	180
HPER-2213	50	150		HPER-2213	53	159
ZOO-2114	97	388		ZOO-2114	87	348
ZOO-2124	81	324		ZOO-2124	126	504
	Total CHP	**1786**			**Total CHP**	**1986**

4

2016-2017	Head Count	CH Produced
AHS -1113	151	453
AHS -1203	134	402
AHS -1403	10	30
AHS -2013	1	3
AHS -2113	4	12
HPER-1113	87	261
HPER-2213	226	678
ZOO -2114	94	376
ZOO -2124	126	504
Total CHP		2719

2017-2018	Head Count	CH Produced
AHS-1113	206	618
AHS-1203	163	489
AHS-1403	29	87
AHS-2013	6	18
AHS-2113	3	9
HPER-1113	97	291
HPER-2213	27	81
ZOO-2114	98	392
ZOO-2124	136	544
Total CHP		2529

2018-2019	Head Count	CH Produced
AHS -1113	175	525
AHS -1203	170	510
AHS -1403	24	72
AHS -2013	13	39
AHS -2113	7	21
HPER-1113	96	288
HPER-2213	28	84
ZOO -2114	92	368
ZOO -2124	153	612
Total CHP		2519

b.4.c. Direct instructional costs for the program for the review period:

The required courses in major, as well as elective courses in major, come from several different programs (AHS, HPER, Biological Science). All courses taught in the AHS program are taught as overload for full time faculty or by adjunct instructors with the exception of ZOO 2114 Human Physiology and ZOO 2124 Human Anatomy which are instructed by Biological Sciences program faculty as part of their regular instructional load.

Full time faculty overload and adjunct instructors are paid at a rate of $550.00/credit hour. There is an average of at least two of the required courses and elective courses in major offered in the Fall and Spring semesters that are taught by faculty overload or adjunct instructors (not including the two courses taught by the Biologic Sciences Program). This accounts for 30 hours/semester x two semesters = 60 hours per academic year taught via overload/adjuncts at a rate of $550.00/credit hour. The total average instructional costs to the AHS program (minus the two ZOO courses) is approximately $62,700/academic year.

b.4.d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

5

Zero (0) Major Core Courses/Required courses in the AHS program are required in the General Education requirements. The only exception is in the AA degrees, 8 out of 11 degree programs require two (2) hours of HPER in the General Education requirements. Any course with the designation of HPER (including the required HPER courses in the AHS program) is valid.

Currently all AA degrees require 40 hours of general education and 22-24 hours of program required courses in major. All AS degrees require 37 hours of general education and 23-29 of program required courses in major, depending on which option of elective courses in major the student chooses (this includes the AHS program). In approximately AY 2016-2017, all AS degrees (4) were updated to remove the HPER general education requirement to allow for an additional course in major to be added to those degrees.

Although not required for the competitive entrance into the AAS degrees (PTA/Nursing) at CASC, the AHS program frequently serves as preparation for those degrees

b.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Beverly Afzali	M.Ed. School Admin	NSU
Chelsie Barnes, ATC	MS Sports Administration	SEOSU
Patrick Brown	MA Christian Apologetics	Biola University
William Carroll, PT	Masters, Physical Therapy	Wichita State University
Darrin Clark	MA Rehabilitation Counseling	University of Arkansas, Little Rock
Patricia Dollar, RN	MS Nursing	NSU
Lois Gotes, RN	Adult Nurse Practitioner	University of Central Arkansas
Jeri Hobday, PT	MS Education	University of Arkansas
Paul Pulley	MS Sports Administration	SWOSU
Kendal Repass, PTA	MS Health/Kinesiology	Texas A&M Commerce
Rebecca Sanders, RN	Family Nurse Practitioner	Gonzaga University
Cara Stewart, RN	MS Nursing	NSU
Brook Weirsig	M.Ed. Teaching	NSU
Natalie Reynolds	M.Ed. Secondary Education	ECU

Add more rows if needed

b.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Information unavailable

b.4.g. If available, information about the success of students from this program who have transferred to another institution:

Information unavailable

6

B.5.   Duplication and Demand:

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

Address Duplication:
This is the only degree program of its type at CASC.

Address Demand:
CASC averaged student headcount for all programs for the years 2014-2019 is 2697. During that same time frame the average number of students declaring the AHS program as their major was 551(20% of student headcount). This indicates a strong demand for the AHS program. Although not required for the competitive entrance into the AAS degrees (PTA/Nursing) the AHS program frequently serves as preparation for those degrees. Many students select the AHS program for transfer to four year institutions to pursue a bachelors degrees in a field in allied health.

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

Students must meet the colleges admission standards to declare the AHS program as their degree choice. No special requirements are required

Consistent with the college and statewide trend of less students seeking a college degree during the current reporting period, the AHS program has also seen a decrease of declared AHS majors and graduates.

Reporting Period 2009-2013	*Reporting Period 2015-2019*
AHS Mean Headcount 828	*AHS Mean Headcount 551*
Mean # Graduates 109	*Mean # Graduates 95*

There was a 33% decrease in declared majors from 2009-2014 to 2015-2019, but only a 13% decrease in AHS program graduates over the same time periods. In general, the AHS program is a transferable program to four-year colleges and universities and there is no way at this time to track this data. It is of note, that many of the declared AHS program majors are preparing for application to one of CASC AAS program in Physical Therapist Assistant Education or the Nursing Education. Data on the number of students doing this is not available at this time.

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

The AHS program at CASC is a transfer program and demand for its students appears to be good with no reports from transferring institutions indicating any problems from the CASC AHS program graduates. Again, a majority of students in the AHS program are preparing for application to either the PTA or Nursing AAS degrees. Verbal reports from both of those program directors indicate a satisfaction of those students coming from the AHS program at CASC into their respective AAS programs.

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

Currently there are no identifiable demands for services or intellectual property of the program.

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

AHS program faculty regularly participate at area high school career days hosted by the college to provide career outlook opportunities, educational requirements, and recruiting for the AHS program.

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

Of all CASC campuses (Poteau, Sallisaw, Online), the online campus is the fastest growing campus along with ZOOM offerings of classes to remote students and Zooming out classroom classes. Because of the increase in demand for these types of classes, the AHS program is trying to offer more sections of its courses in this manner (online and or ZOOM), with the goal of sometime in the near future of the students being able to have the choice of receiving the majority of their classes in this manner.

B.6. Effective Use of Resources:

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

Financial Support
Financial support for the AHS program is funded by state appropriations and student financial aid (≈78% of all CASC students). Grant opportunities are available through the CASC foundations Endowed Professorship Program for which AHS faculty can apply.

Library Collections
CASC is home to a modern library that has a large print collection of reference and fiction books. Additionally, the CASC library has a large collection of online databases covering a wide variety

of subjects available through the libraries webpage. Both of these collections are adequate for the needs of the program.

Laboratory and Computer Equipment

CASC has 11 computer labs for student use (7 on Poteau campus/ 4 on Sallisaw campus). All computers are regularly updated with the current Windows operating system and Microsoft Office Suite and are on a five-year rotation/retirement cycle ensuring students with modern computer equipment.

Support Services

All support services available for students at CASC are readily available to AHS program students and faculty. These services are available on the Poteau, Sallisaw, and Online campus where AHS students and faculty take and instruct AHS program courses.

Use of Technology in Instructional Design and Delivery Process

All classrooms used by the AHS program are well lighted, clean, and maintained with reliable heating and air-conditioning. Each classroom has sufficient, modern student seating with ample room. The classrooms have Wi-Fi available for student and faculty to access the World Wide Web and Internet. Each classroom also contains a faculty computer, projection system, and whiteboard for instructional delivery. One AHS classroom contains a half size digital cadaver for instructional use and student practice.

Human Resources of Faculty and Staff

There are 14 faculty members in the AHS that have program instructional duties. All 14 faculty members are either FT faculty teaching overload or Adjunct faculty. Each faculty member (both full-time and adjunct) are Master's degree prepared with at least 18 graduate hours in the appropriate field for instruction in the AHS program. The AHS program has access to a full time nursing program administrative assistant to help with administrative needs.

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

Recommendations	Implementation Plan	Target Date
Continue to offer the AHS courses on multiple campuses at varying times.	*Ongoing*	*Ongoing*
Look for ways to integrate ZOOM technology more effectively.	*Ongoing*	*Ongoing*
Increase recruitment efforts through the office of enrollment and retention	*Ongoing*	*Ongoing*

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:	*AHS*	*AHS*	*CASC*
Expand program (# of students)	*Increase enrollment*	*Increase enrollment*	*Increase enrollment*
Maintain program at current level	*Increase enrollment*	*Increase enrollment*	*Increase enrollment*
Reduce program in size or scope	*No*	*No*	*No*
Reorganize program	*No*	*No*	*No*
Suspend program	*No*	*No*	*No*
Delete program	*No*	*No*	*No*

Department/
Program Head _____ Date _____
(Signature)

Dean _____ Date _____1-23-22_____
(Signature)