

# Assessment Summaries 2009

## Division: Health Professions

Career Technical Program(s) or Academic Discipline(s): Dental Assisting, Dental Hygiene, Emergency Medical Technician-Paramedic, Health Records Technology, Medical Assisting, Nursing, Physical Therapist Assistant, Respiratory Care

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1. Describe program review processes that inform your division's efforts to improve program or discipline student learning outcomes.

- **NURSING:** Data is gathered from students on their perceptions of new learning experiences implemented by the faculty. That data is compiled and shared with the faculty at the end of the year wrap-up meeting. Each team (1<sup>st</sup> and 2<sup>nd</sup> year) meet at the end of each term and evaluate the effectiveness of the term just ending. At the end of spring term the nursing faculty meet with the Nursing Advisory Committee and gather information from them regarding the facilities perception of the effectiveness of the clinical learning experiences.
- **Dental Assisting:** Faculty meet at the end of each academic year and review the effectiveness of the learning experiences for that year. This year the Dental Assisting Program participated in their scheduled accreditation (every six years) through the American Dental Association's Commission on Dental Accreditation, and received approval for the next six years with not one recommendation for change.
- **Dental Hygiene:** The Dental Hygiene Program this year participated in their scheduled accreditation process (every six years) through the American Dental Association's Commission on Dental Accreditation, and also received approval for the next six years with not one recommendation for change. Dental Hygiene faculty meet annually to evaluate the implementation of their courses. Required changes are implemented in the following academic year.
- **Medical Assisting:** accredited by (CAAHEP) Commission on Accreditation of Allied Health Education Programs through the curriculum review board (MAERB) of the American Association of Medical Assistants. 2008-2009 Annual Report was accepted by MAERB with no recommendations for change.
- **Health Records Technology:** not accredited by a discipline-specific review board. Program curriculum is reviewed by faculty each year in conjunction with the Advisory Committee. Two programs were recommended to be added at Lane to allow students to pursue certification in the areas of Coding and Transcription. Those programs will be added in the 2009-2010 academic year.
- **Respiratory Care:** continues to maintain accreditation by (CAAHEP) Commission on Accreditation of Allied Health Education Programs.
- **Emergency Medical Tech (Basic) (Intermediate) and (Paramedic)**
- **Physical Therapist Assistant Program:** This newly approved program has submitted plans for ongoing review processes in a continuous improvement cycle.

2. Based on assessments of program or discipline outcomes, what changes have been implemented since 2004 to increase student success and improve student learning?

>**Nursing:** The nursing program has implemented both years of the new OCNE (Oregon Consortium for Nursing Education) curriculum. The first graduates will take the RN licensure (NCLEX) exam the summer of 2009. Thirty-seven graduates of our nursing program are

enrolled in the BSN completion year at OHSU to begin Fall, 2009. Additionally, students take the HESSI exam which provides them with information about where they rank relative to nursing students in programs across the country. Faculty implemented a new format for students clinical learning in the first year of the program in which the students spend two weeks in the nursing lab learning procedures and technical skills and two weeks in the clinical area applying those procedures and technical skills. This method was evaluated as very effective by both students and faculty.

- The Dental Assisting Program has implemented the new curriculum revised in 2005 based on assessment results, needs of current trends in dentistry and also in compliance with the Oregon Board of Dentistry recommendations. The two new endorsements are Expanded Functions – Dental Assistant and Expanded Functions – Orthodontic Assistant.
- The Dental Hygiene Program, by means of a DOLETA grant, is not offered as a Distance Learning Program through a partnership with two community colleges in Oregon and one in Southern Idaho. The first class to complete this new curriculum graduated in June, 2009. In addition, a course teaching Expanded Functions for Dental Hygienists was offered for the first time in the 2008-2009 academic year. Students and faculty evaluated each of these components at the end of the year.
- The Emergency Medical Technician curriculum has been revised to continue to meet the State standards. Lane participates in the State-wide EMT Consortium which also provides feedback regarding the implementation of the curriculum of all three programs: Basic, Intermediate and Paramedic.
- The Medical Assisting Program obtains feedback regarding student performance from Co-op placements in medical offices, clinics and hospitals in the greater metropolitan area. Information from student surveys, employer surveys and feedback from the Advisory Committee is also considered in evaluating and implementing changes to the curriculum. The Medical Assisting receives annual approval from the Commission of Accreditation of Allied Health Education Programs (CAAHEP) by virtue of approval of the Annual Report and remains fully accredited by this body.
- The Health Records Program obtains feedback regarding student performance from Co-op placements in medical offices, clinics and hospitals in the greater metropolitan area. Student surveys, employer surveys and Advisory Committee input is considered in evaluating and modifying the curriculum.
- The Respiratory Care program is in the process of moving to a Distance Learning format for the implementation of the program curriculum. The laboratory components of the curriculum will continue to be offered in a “hands on” on-campus format based on the philosophy of the faculty, input from students and the Advisory Committee relative to the importance of maintaining face-to-face “hands on” learning opportunities for the learning of psychomotor skills. The program is re-assessed annually by the faculty based on feedback from student surveys, employer surveys and clinical preceptors.
- The first class of students will be accepted in Fall, 2009 for the Physical Therapist Assistant Program. To date, the faculty have involved the Advisory Committee actively in the development of theory courses, clinical rotations and the interview process for accepting students into the program. No information regarding the effectiveness of any component of the program is available at this time. The program has been accepted by (CAPTE) for candidacy for full accreditation.