

Ashland Community and Technical College

Core Curriculum



Problem

Improvement of Performance in the Core Curriculum Pathway

The Core Curriculum implemented at ACTC consists of six courses. The first three courses, coupled with a medical terminology course, make up a Health Care Foundations I Certificate; the remaining three courses, with the first three, form the Health Care Foundations II Certificate. Students who complete the HST 104 course earn the Nursed Aide Certificate as well.

Not all students who enter the core curriculum pathway complete all six courses, and not all of those who complete earn a passing grade in the courses.

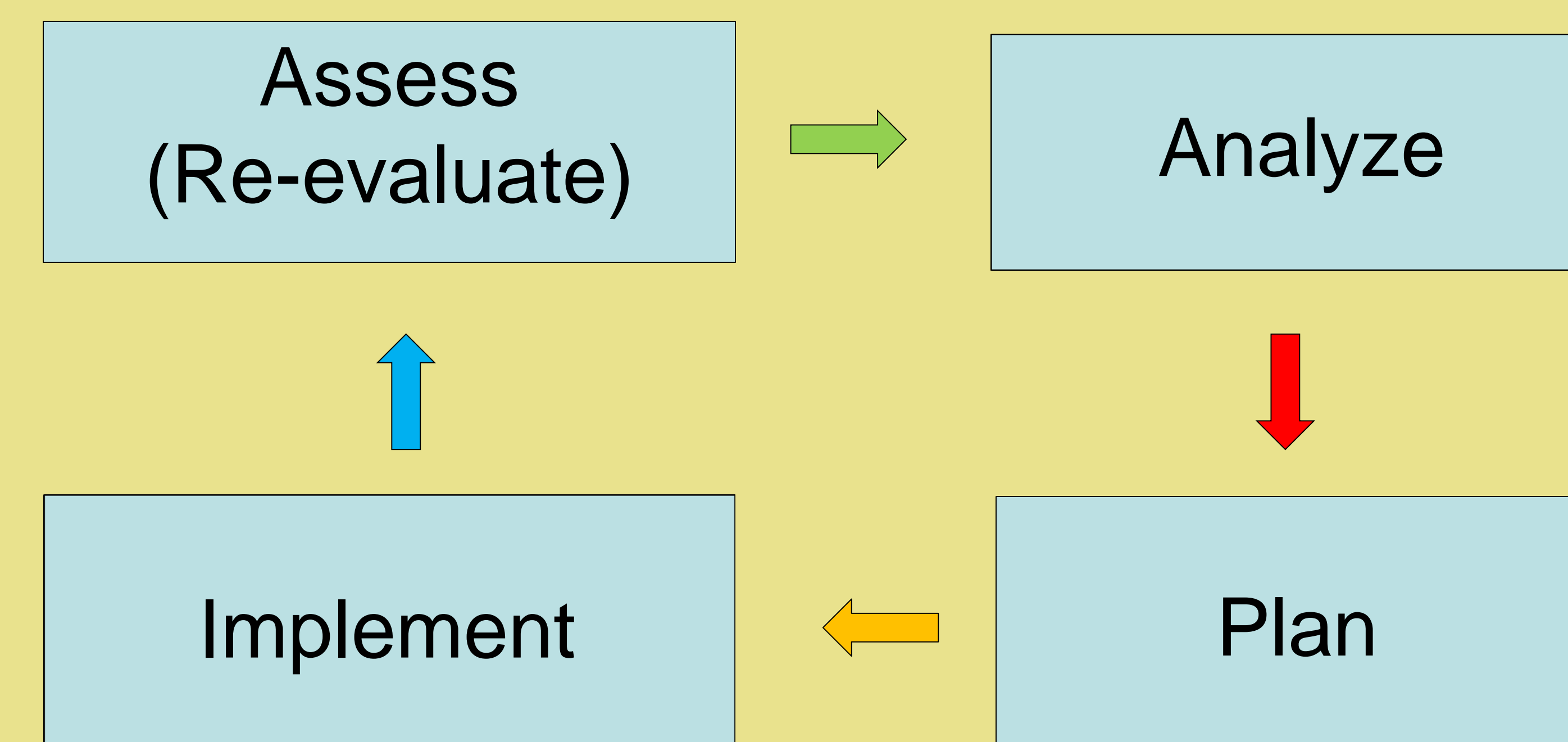
Data Highlights

ACTC collected demographic data on Core Curriculum enrollees and pulled course retention and success data from PeopleSoft. Success was defined as earning a grade of “C” or better in the HST (assigned prefix of core curriculum courses) courses. Additionally, an attempt was made to gain more qualitative feedback from enrollees using a focus group (6 students participated).

What we have learned so far:

- Female enrollees outnumbered the male enrollees.
- Only one of the enrollees was non-white, reflecting the racial demographics of the area with <2% non-white.
- Only 42 of 176 total core curriculum students enrolled in the HST 102 course. Of that number, 35 or 83% of the students were successful in the course.
- Core course retention ranged from 72-95% over the grant period.

Process Assessment



Ashland is using a standard assess/plan/implement/reassess model in carrying out its PTR project. We are currently completing the initial analysis of data available and beginning the planning stage.

Community Partners

Tiffany Duncil, Nurse Manager
Woodland Oaks

Cindy Salyers, Nurse Manager
Boyd Nursing & Rehab

Arlene Massie, Director of Nursing
Kingsbrook Life Care Center

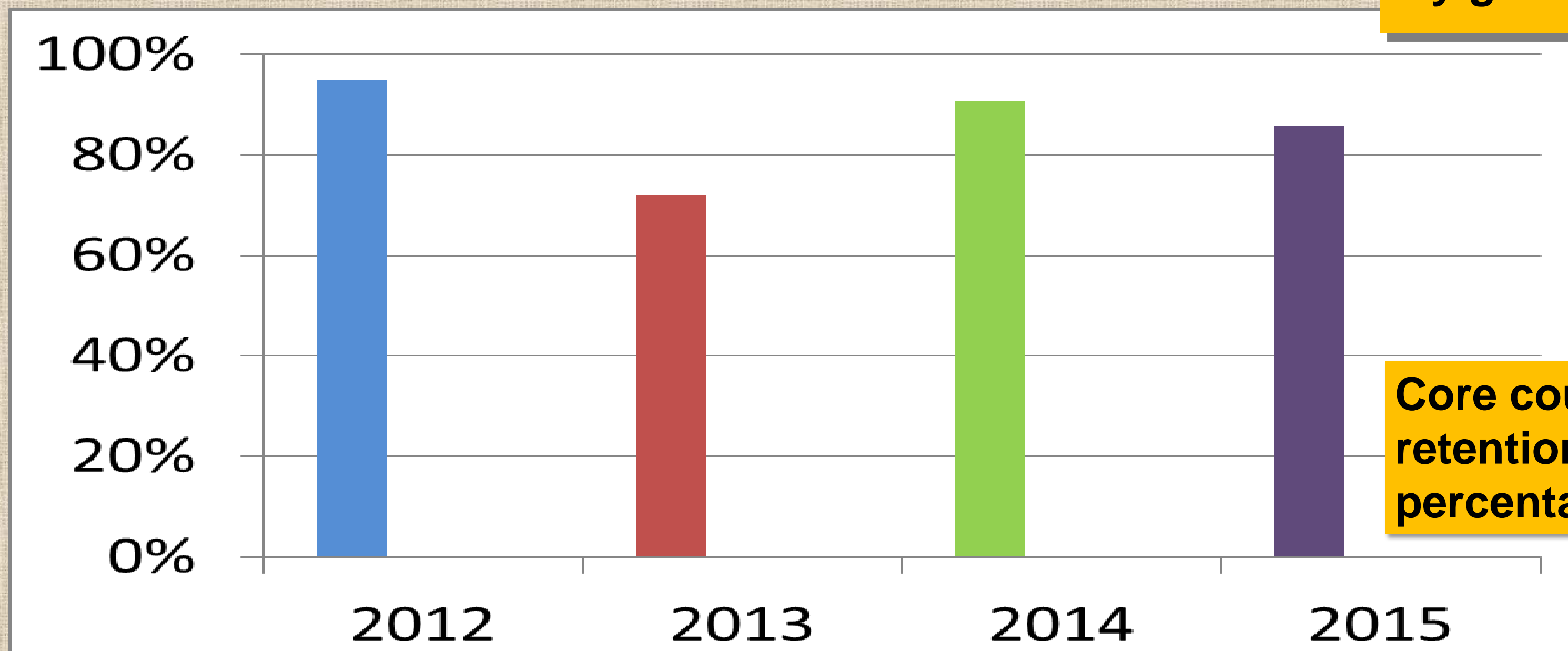
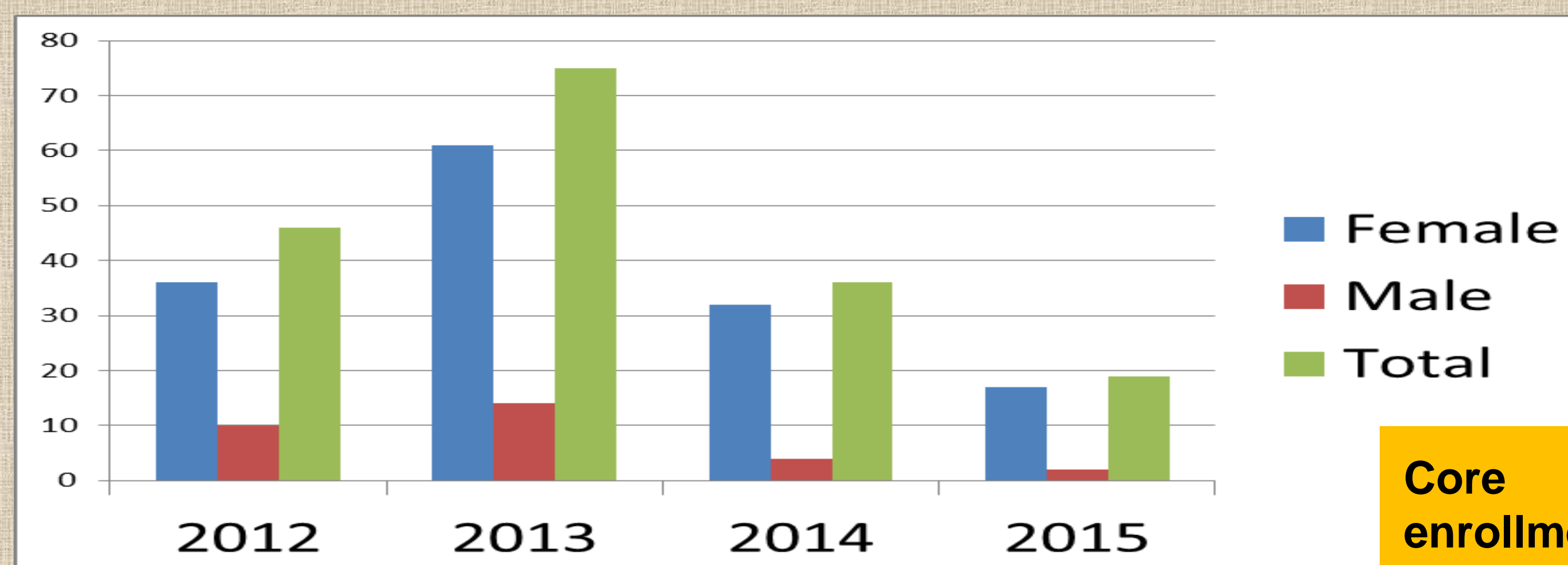
Teresa Dean, Director of Nursing
Oakmont Manor

Willa Cook, Director of Nursing
JJ Jordan Geriatric Center

Tammy Conley, HR Manager
King's Daughters Medical Center

Judy Daniels, VP of Human Resources
Our Lady of Bellefonte Hospital

Laurie Lowe, RN, Director of Quality
Diversicare Management Inc.



Qualitative Elements

The following are recurring themes from students participating in the focus group in response to questions about barriers to taking their core courses, difficulties experienced, and what/who helped them move forward.

- Work, family issues make it difficult to study
- The courses move fast; it's hard and they feel unprepared
- Not enough time to get everything done
- Counselor helped
- Tutors helped; access to adult education helped
- Having the cohort to support each other helped

Process Improvement & Evaluation

Ashland has had turnover in the instruction of the core curriculum courses, which we believe has impacted success and retention in the core. Recruitment activities slowed as the H2P grant is coming to a close, and that has reduced the enrollment in the core courses.

Next Steps

1. Continue to examine the data we have collected.
2. Form a work group to specifically look at HST 102 to determine why fewer students take the course as compared to the other core curriculum courses.
3. Review recruitment processes to improve enrollment in the core curriculum courses, especially for minority students.