Cincinnati State Technical & Community College
Allied Health Programs in Health & Public Safety Division

h2p health professions pathways

Problem

Problem Statement:

Because program curricula lacked a consistent process for mapping and analyzing program outcomes, inter-professional communication and exploration was not possible, which would maximize our student success goals.

Problem:

- Multiple overlap of outcomes across programs
- Students unclear of career direction due to lack of career exploration early in curriculum
- No consistent curriculum mapping process
- Lack of interaction among the various healthcare programs in regards to communication
- State of Ohio mandated a reduction in credit hours to a maximum of 65
- Recently moved from 5 terms to 3 semesters

Enrollment Demographics — Graduate Demographics

Partners

Our Pathways to Results Partners:

- Employers from Employer Discussion Group
- Students participating in Student Discussion Group
    - New program students (not in technical coursework)
    - Students completing technical coursework or new graduates
- Program Faculty
- PTEC Program Director (Regina)
- Institutional Research Director and Staff
- Business Developer, Career Coach/Retention Advisor, Danielle Fuller
- Deb Bragg and staff at OCCRL

What did we collect?

- Curriculum Map of Programs of Study (POS)
    - Surgical Technician
    - Medical Laboratory Technician
    - Associate Degree Nursing
    - Medical Assisting
    - Health Fitness Technology
    - Health Information Management
    - Occupational Therapy Assistant
    - Respiratory Care
    - Diagnostic Medical Sonography
- Alignment with Template Core Curriculum Courses
- Qualitative Data from Employers' Discussion Group
- Qualitative Data from Students' Discussion Group
    - New program students (not in technical coursework)
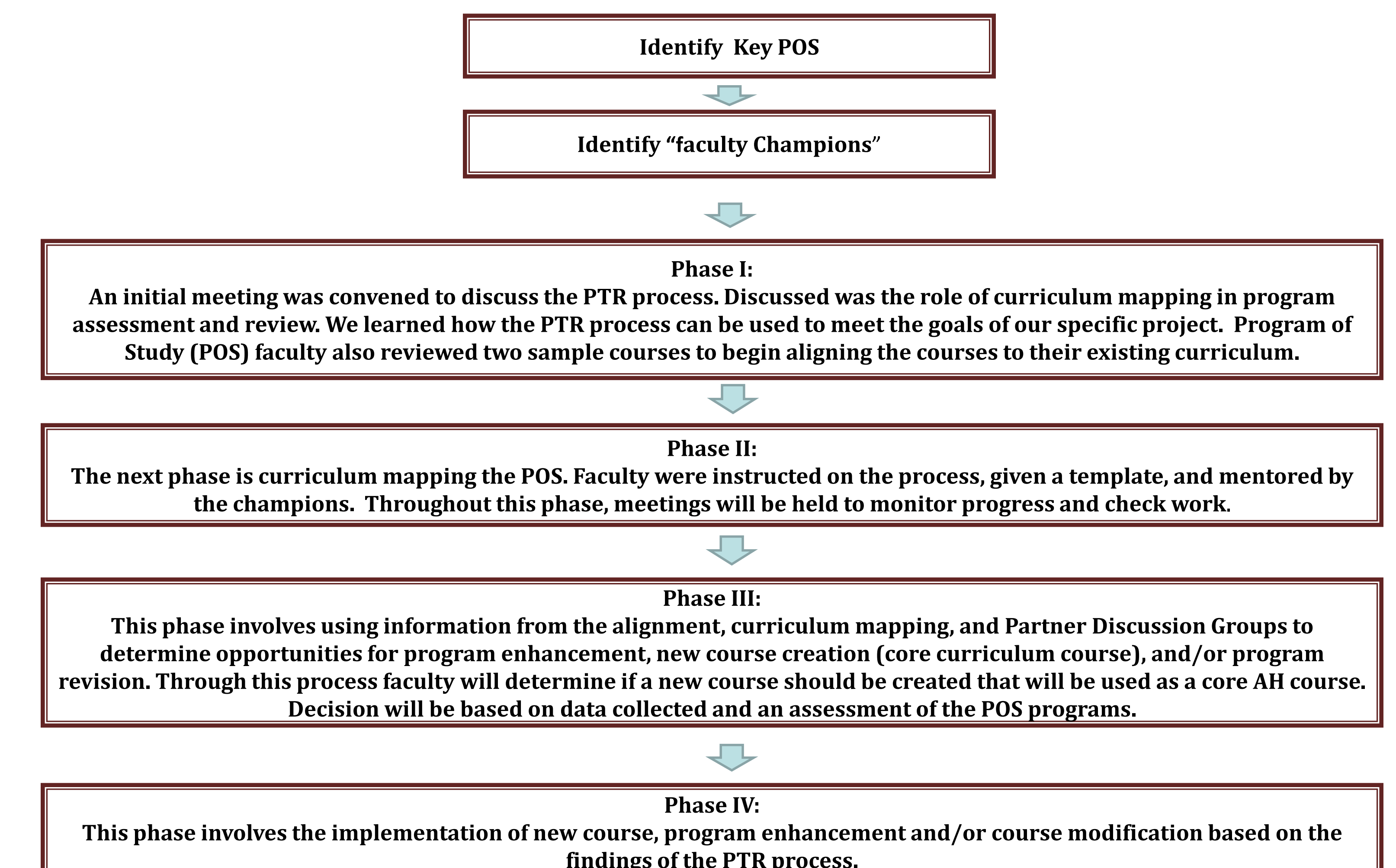   - Students completing technical coursework or new graduates

How did we collect it?

- From discussion with colleagues from the H2P Consortium and Healthcare Core Curriculum Network, we were able to identify two core courses that appeared to contain some of the outcomes we believed would fit our needs for a new course.
    - Using these as a guide, program chairs/faculty aligned these course outcomes with their program outcomes.
    - Alignment was noted from 0-2, with 2 being the strongest match.
- Each POS completed a detailed curriculum map of their program.
- Employer discussion groups were organized and conducted through the Department of Institutional Research in collaboration with the PTEC Program Director and HPS Division Dean.
- Student discussion groups were organized and conducted through the Department of Institutional Research in collaboration with the PTEC Program Director and HPS Division Dean.

Key findings:

- Some program outcomes were very specific to the technical field, while others were more general.
- There were several program outcomes that are similar across programs, but there are also some that are unique.
- There was a greater awareness of what other programs are teaching and how this instruction impacts other career fields.
- Employers are generally satisfied with technical students' technical abilities, but "soft skills," job readiness, and professionalism still a challenge.
- Employers believe academic support from college should continue after graduation to maximize work integration.

Process Assessment

Identify Key POS

Identify "faculty Champions"

Phase I:
An initial meeting was convened to discuss the PTR process. Discussed was the role of curriculum mapping in program assessment and review. We learned how the PTR process can be used to meet the goals of our specific project. Program of Study (POS) faculty also reviewed two sample courses to begin aligning the courses to their existing curriculum.

Phase II:
The next phase is curriculum mapping the POS. Faculty were instructed on the process, given a template, and mentored by the champions. Throughout this phase, meetings will be held to monitor progress and check work.

Phase III:
This phase involves using information from the alignment, curriculum mapping, and Partner Discussion Groups to determine opportunities for program enhancement, new course creation (core curriculum course), and/or program revision. Through this process faculty will determine if a new course should be created that will be used as a core AH course. Decision will be based on data collected and an assessment of the POS programs.

Phase IV:
This phase involves the implementation of new course, program enhancement and/or course modification based on the findings of the PTR process.

What do we still want to learn as the project moves forward?

- We would like to learn more about what our students and employers need, so that we can incorporate this information into the program curriculum, where possible.
- We would like to know more about our students' thoughts concerning the creation of a "career course" and/or prerequisite allied health course common to all disciplines.
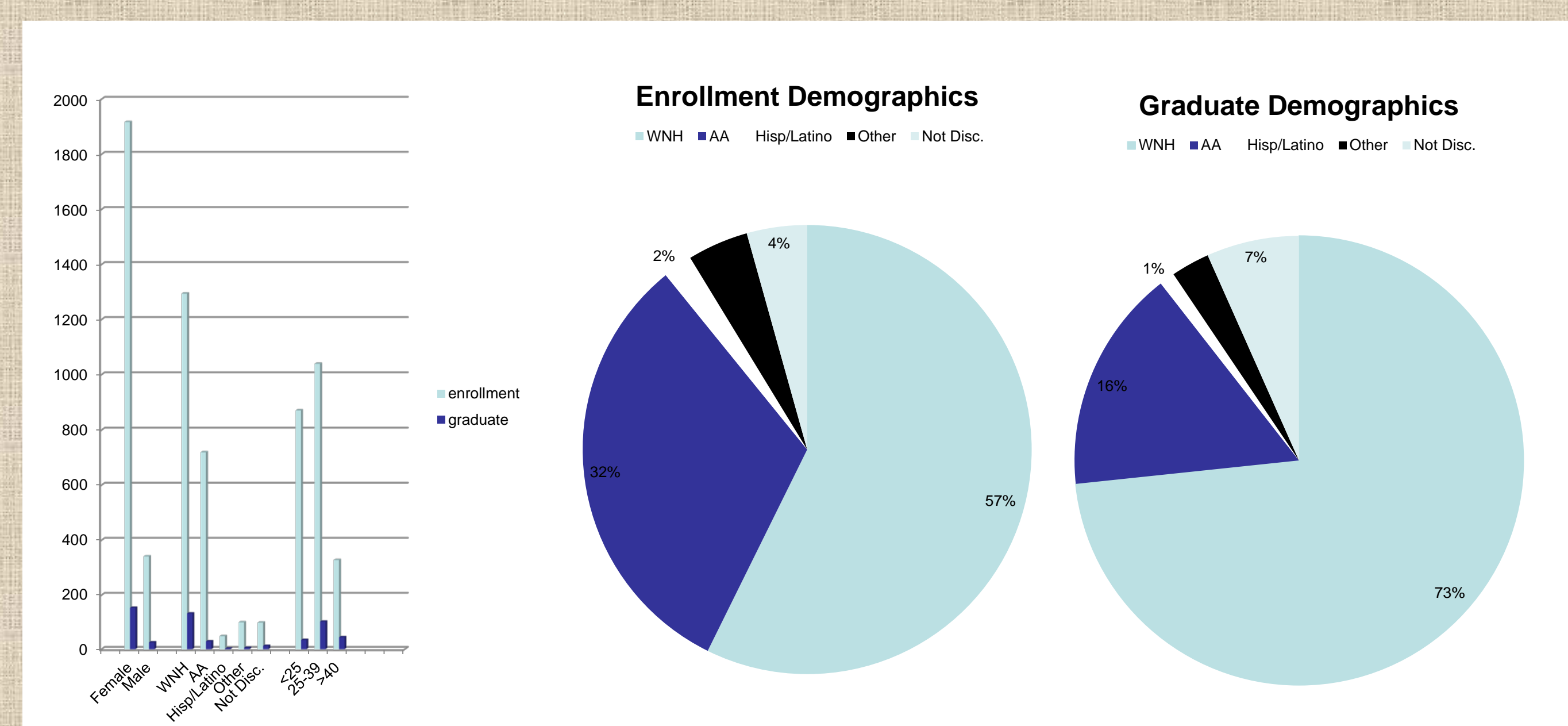
Process Improvement & Evaluation

The goal is for the POS core competencies across several programs to be mapped and aligned to template course. Once complete, employer partner input regarding validity of this course will be sought. Based on input from the employers and continued discussion with POS faculty and directors, course creation may proceed.

Next Steps

The next steps for our PTR project are:

- Integrate the employer and student feedback into our analysis and potential creation of a core course.
- Discuss in more detail the feasibility and logistics of creating a core Allied Health course.
- Discuss in more detail the feasibility of developing a Career Exploration course that could be delivered as part of a learning community with the college's FYE course.

pathways to results

Cincinnati State