

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024

PROGRAM(S): PHLEBOTOMY

CLUSTER: HEALTH AND WELLNESS SKILLED TRADES & TECHNOLOGY AREA OF STUDY: HEALTH AND WELLNESS

LAST YEAR CPPR COMPLETED: 2021-22 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 3/4/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [Resource Plan](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

- **Phlebotomy, Certificate of Specialization**

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. **The Phlebotomy courses continue as face-to-face by part-time faculty members. The Phlebotomy program has two evening sections, one taught on the San Luis Obispo campus and one taught on the North County campus. Teaching Assistants are hired every semester to assist the faculty members with the lab set-up and supervision of the high number of invasive skills check-offs, including capillary skin punctures and venous blood withdrawal. The homework and some tests are online Canvas assignments. The Final Exam is delivered on-campus proctored by the instructor and delivered via paper scantron. Phlebotomy students may take the NCCT (National Center for Competency Testing) upon successful completion of both PHLB 109A and PHLB 109B. The projected job outlook for Phlebotomists (NBSL, 9/23) is an 8% growth rate, with 139,000 currently employed phlebotomists. The National Median Salary is \$38,500 and the California Median Annual Salary (California Department of Labor 2022) is \$45,900. California currently has 12,860 working phlebotomists. The Cuesta Phlebotomy programs continue to have 5 to 7 students per section on the waitlist each semester with a class CAP advertised at 15 students. A current survey (January 2024) indicates approximately 12 open phlebotomy/lab assistant positions in San Luis Obispo and surrounding areas (Santa Maria). Openings range from inpatient phlebotomists at Marian Regional Medical Center, outpatient phlebotomists at several Dignity Health blood drawing sites, outpatient positions with**

Westpac Laboratories, one position with Vitalant Blood Bank, and one position as a mobile phlebotomist with APPS Paramedical. Based on the above data, it appears Cuesta is meeting local employer needs, as the current openings are reflective of typical turnover vacancy rates. Starting Fall 2022, the MAST prefix (which previously covered both Medical Assisting and Phlebotomy) was designated for Medical Assisting only. A new prefix, PHLB was assigned to the Phlebotomy classes. The impetus was to allow for better statistical reporting as well as offer Phlebotomy students a more concise, clearer search for Phlebotomy classes.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

- Yes If yes, please complete the Program Sustainability Plan Progress Report below.
No If no, you do not need to complete a Progress Report.

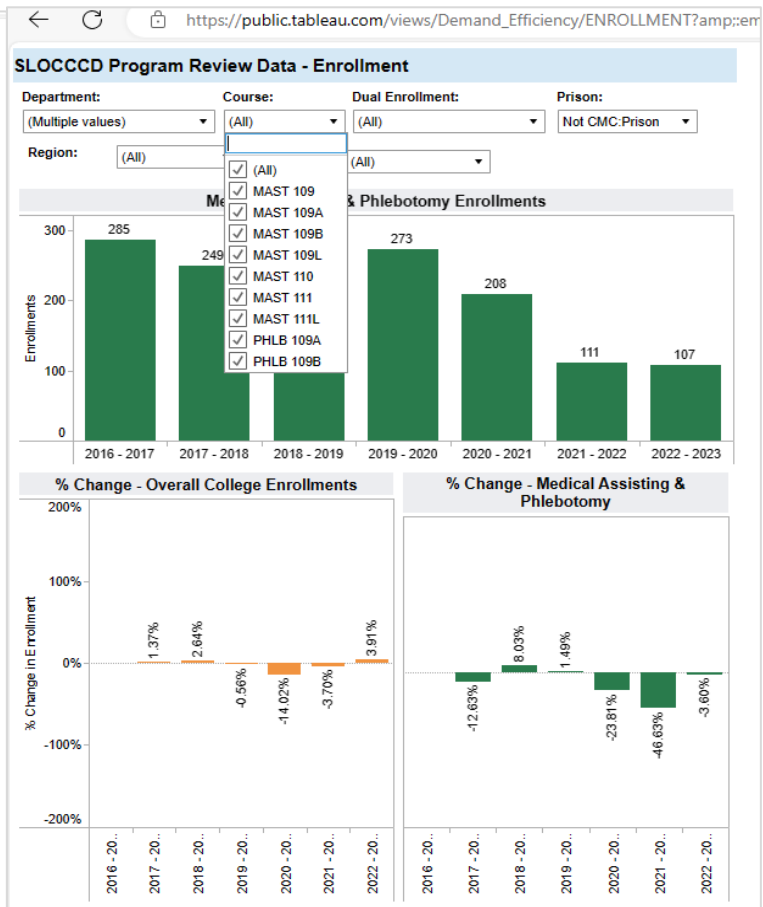
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

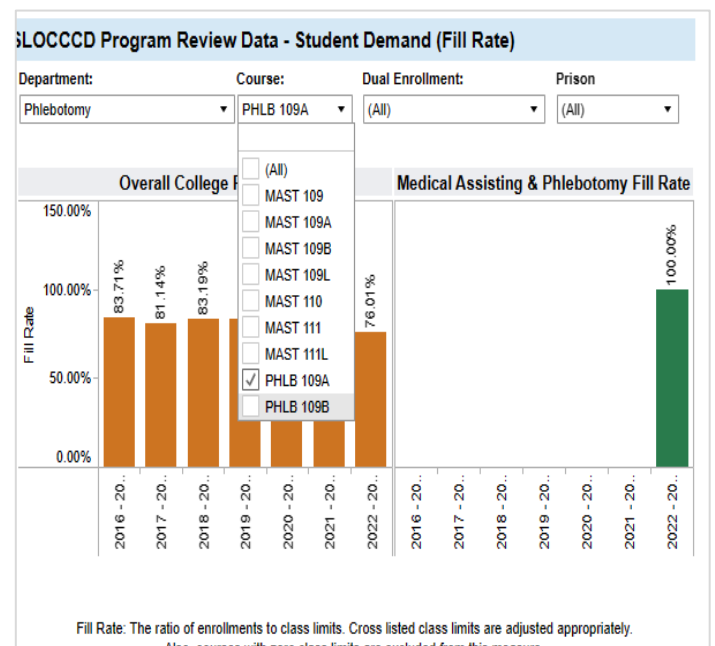
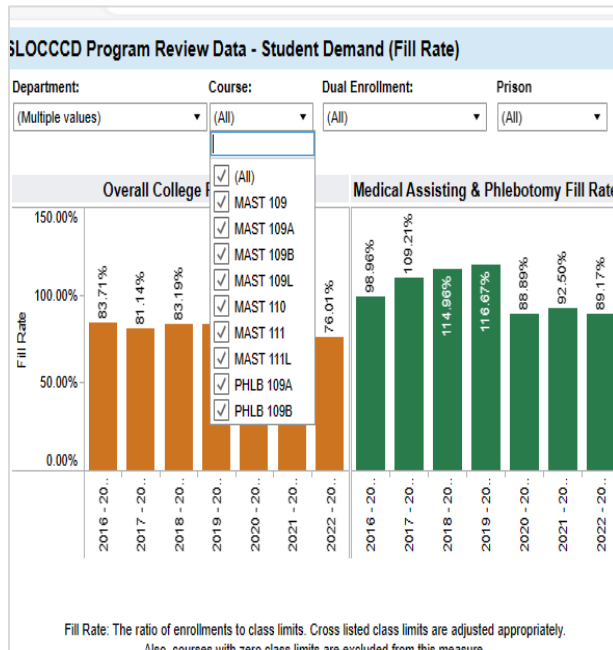
A. General Enrollment (Insert Aggregated Data Chart)

The charts below demonstrate an overall college enrollment up about 3% year over year. The course-specific data (Phlebotomy) is only represented for 2021-2022 and 2022--2023 as Medical Assisting was comingled before that. However, we do see a 3% decrease in total numbers from 2021-2022 to 2022-2023 (111 down to 107 enrollees completed – combined 109A and 109B). As is reflective of the overall job market, there appears to be a decrease in the demand for new training and employment (by potential employees – not the employers). Some students who enroll and begin the program drop out after orientation due to the rigorous background, immunization, and study requirements.



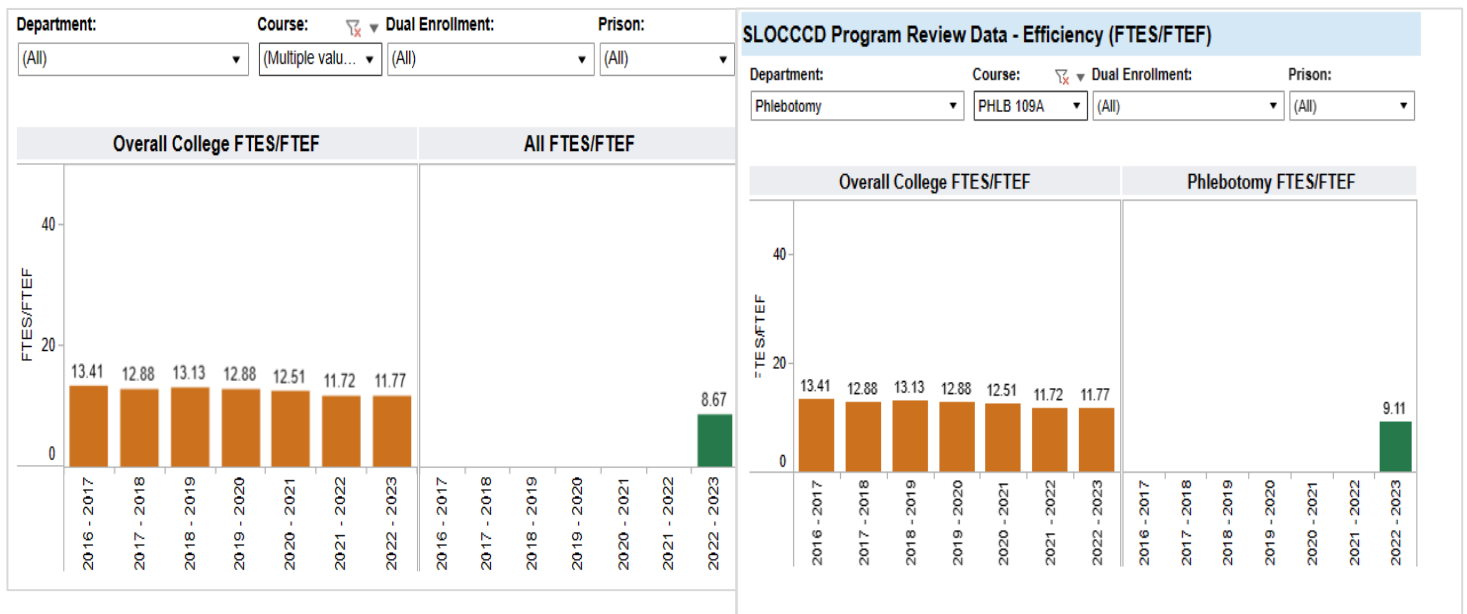
B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

The charts below (Fill Rates) indicate an overall college fill rate of 76.1%. The Phlebotomy course (PHLB 109A) reflects a 100% demand rate (approximating a full 15 student enrollment per CRN) (See second chart on the right below). Both sections (Tuesday evening and Thursday evening) continue to have waitlisted students. If we look at the overall fill rate and include PHLB 109A and PHLB 109B, it drops to 89.17% as some initially enrolled students do not progress to the second portion, 109B due to failing the 109A Final exam, or dropping the 109A class. As students are required to enroll concurrently in both 109A and 109B at the start of the semester, it appears enrollment in 109B is lower – when in actuality, it reflects drops/failures. Externship sites continue to be a limiting factor to increasing class caps as each student must secure an externship site. The number of students allowed at any given participating site is driven by facility protocol, not Cuesta preference. However, in Fall 2023, the department accepted 17 students in each class and all students were successfully placed at an externship site. Cuesta continues to have a positive relationship with Dignity Health and Tenet and communication is consistent. With positive feedback, a handful of externship positions continue to open slowly. Additionally, Dignity Health continues to open more patient service centers, thus increasing potential for more externship students. The fill rate % is based on the current 15 student enrollment CAP even though more than 15 students are typically accepted. Moving the class CAP to 17 is under consideration, but it is dependent upon consistent openings and staffing levels at all externship sites. Unless Cuesta can partner with an additional facility (such as Lompoc Community Hospital or Lab Corp), the 15 CAP will likely remain for the foreseeable future.



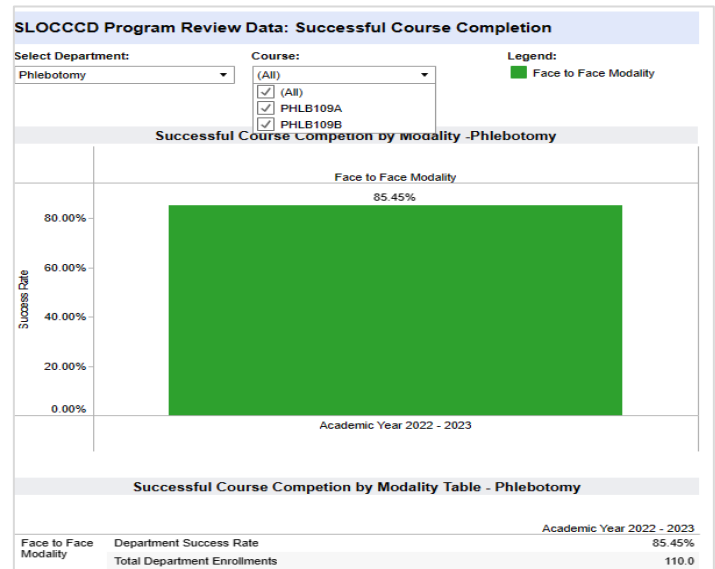
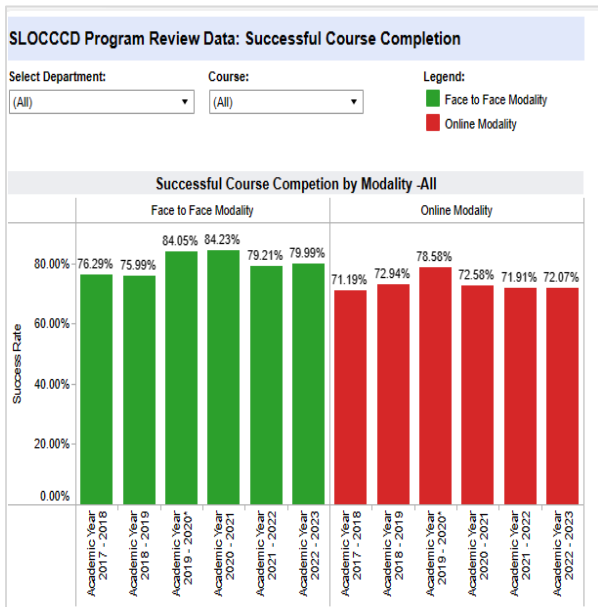
C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

The charts below demonstrate an overall efficiency for Phlebotomy (PHLB 109A/B) of 8.67 compared to the overall college rate of 11.77. (Note: As the prefix PHLB was separated from MAST in Fall 2022, there is only one data point for PHLB in this reporting cycle.) However, if we look at PHLB 109A only (didactic portion), the efficiency rate is 9.11. Due to the nature of skills taught in the Phlebotomy courses (invasive procedures such as venipunctures), the students must be consistently supervised by the instructor. Sometimes this means direct one-on-one supervision. Factors affecting efficiency for this program also include the requirement to complete didactic and skill lab hours (with specific State of California requirements), and successfully passing (PHLB 109A) final exam before progressing to externship (PHLB 109B). Class vacancies left by students who drop the program cannot be back-filled due to the inability to meet the State of California instruction-hour requirements after the course has begun. Additionally, students who do not pass the (PHLB 109A) Final exam with a 70% or greater are dropped from the class and do not proceed to externship (PHLB 109B). Lastly, all students are required to complete a background and drug screen in addition to immunizations. Students who do not pass the drug screen are dropped from the program and those who have offenses in their background report must complete a Student Appeal and be approved by the consortium to remain in the program. The “due date” time for these screens and immunizations is well into the semester and thus does not allow for late entry into the class.



D. Student Success—Course Completion by Modality (Insert Data Chart)

Student Success: The Phlebotomy courses were taught face-to-face during the represented academic year. Course completion rate was 85.4% compared to overall college rate of 79.9% Students must pass the Final exam in PHLB 109A to proceed to PHLB 109B, thus accounting for a less than 100% completion rate. Of those students completing the full PHLB 109A/PHLB 109B courses, 100% of the Fall 2022, 96% of the Spring 2023 and 97% of Fall 2023 students passed the national Phlebotomy exam certified by The National Center for Competency Testing (NCCT). The NCCT exam is administered and proctored at Cuesta, thus offering the students easy access to national/state certification testing with no additional testing site fees and full completion of the program.



E. Degrees and Certificates Awarded (Insert Data Chart)

Students must complete PHLB 109A and PHLB 109B to complete the Phlebotomy program and receive a Certificate of Specialization. Issuance of a certificate requires passing PHLB 109A including the Final Exam and successfully completing PHLB 109B which includes 47 practical hours and 50 blood draws at an externship site. The above requirements exceed the minimum State of California requirements of 40 practical hours and 50 blood draws.

Certificates awarded:

Academic Year 2023: 46 certificates

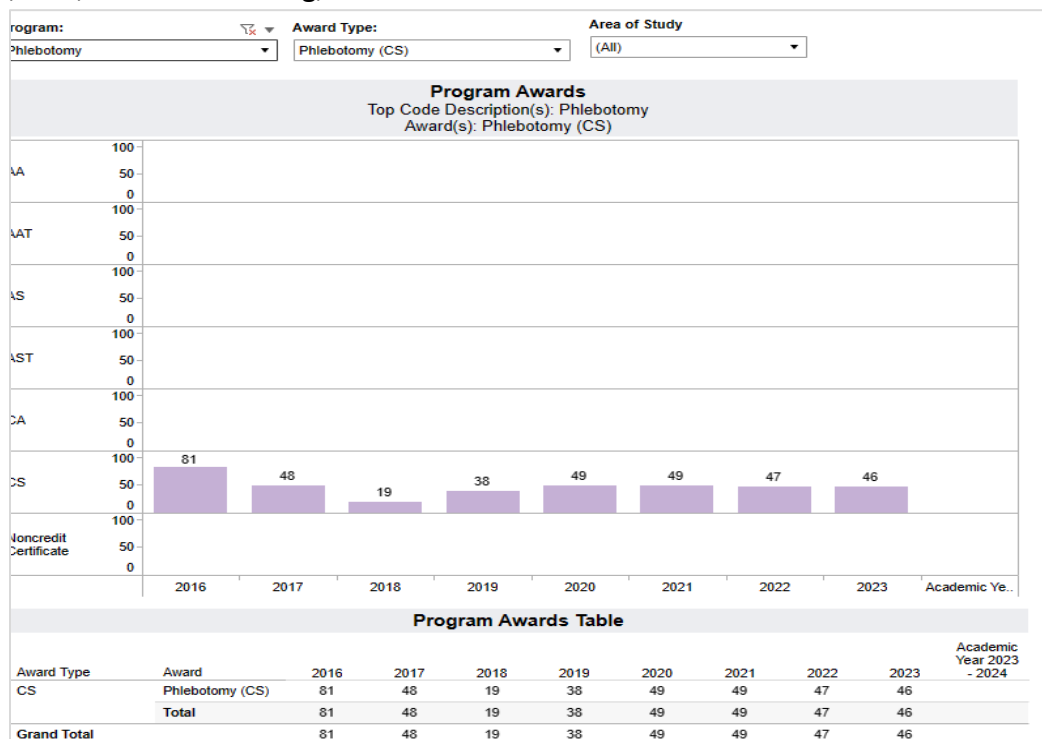
Academic Year 2022: 47 certificates

Academic Year 2021: 49 certificates

Academic Year 2020: 49 certificates

The Phlebotomy program is often used as a ladder to other healthcare professions including

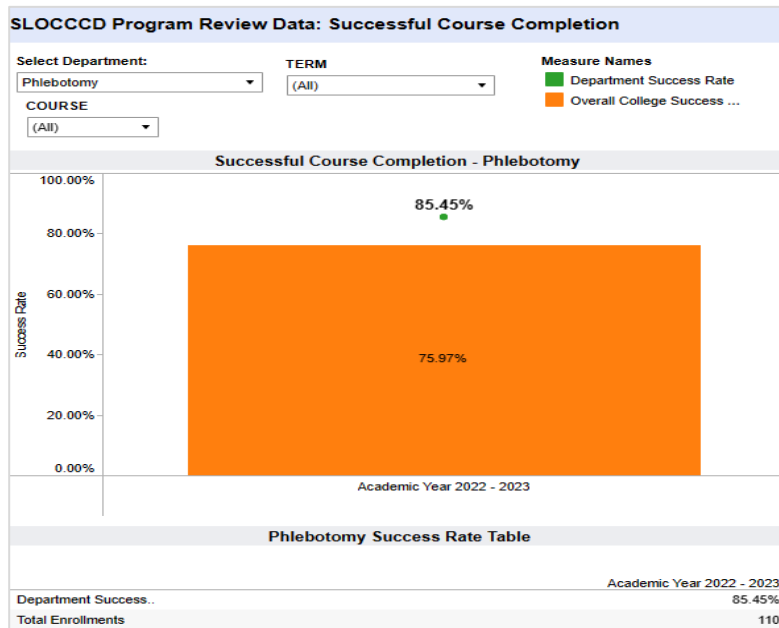
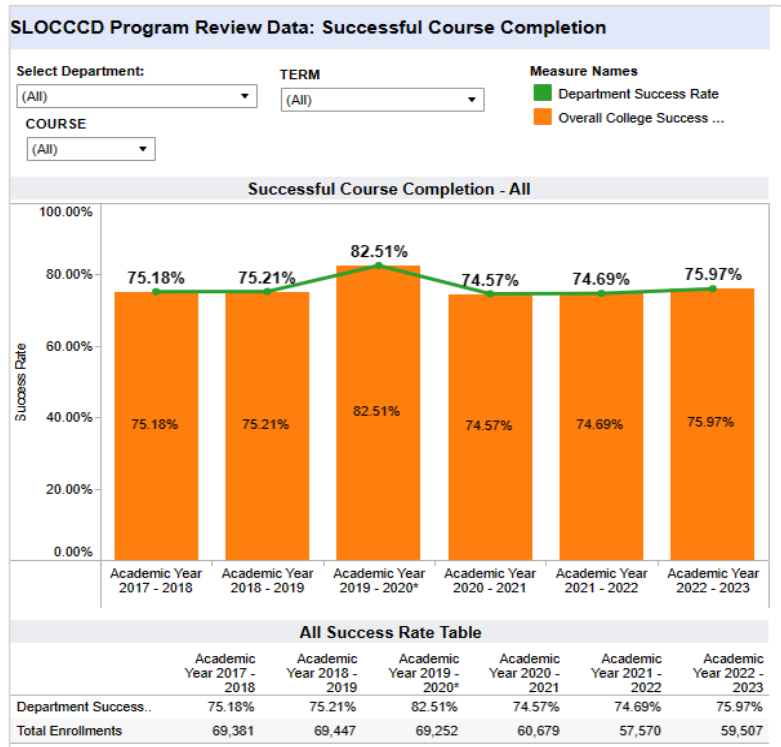
EMT, LVN, Medical Assisting, and RN.



F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Phlebotomy Course Completion Rates (PHLB 109A/109B)

Noting the most recent academic year represented (new MAST to PHLB conversion the Phlebotomy completion rate of 85.5% exceeded the college average of 75.9%. Much of the student completion success is driven by the program being a specific career path (either Phlebotomy Certification, or a ladder to other healthcare professions).

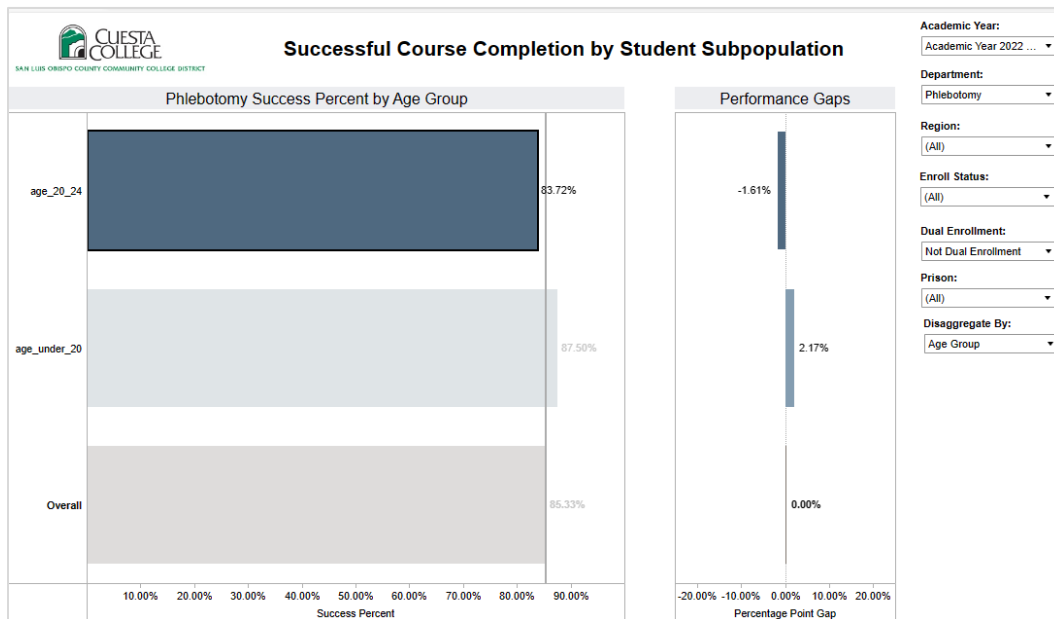


G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

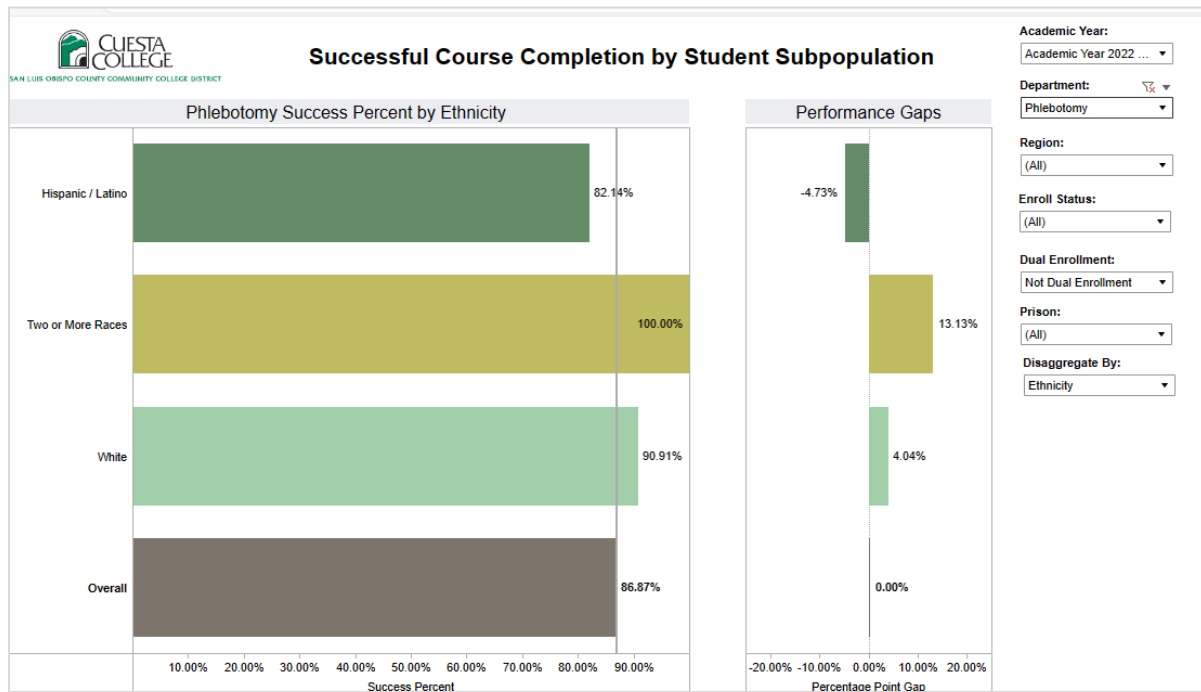
The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

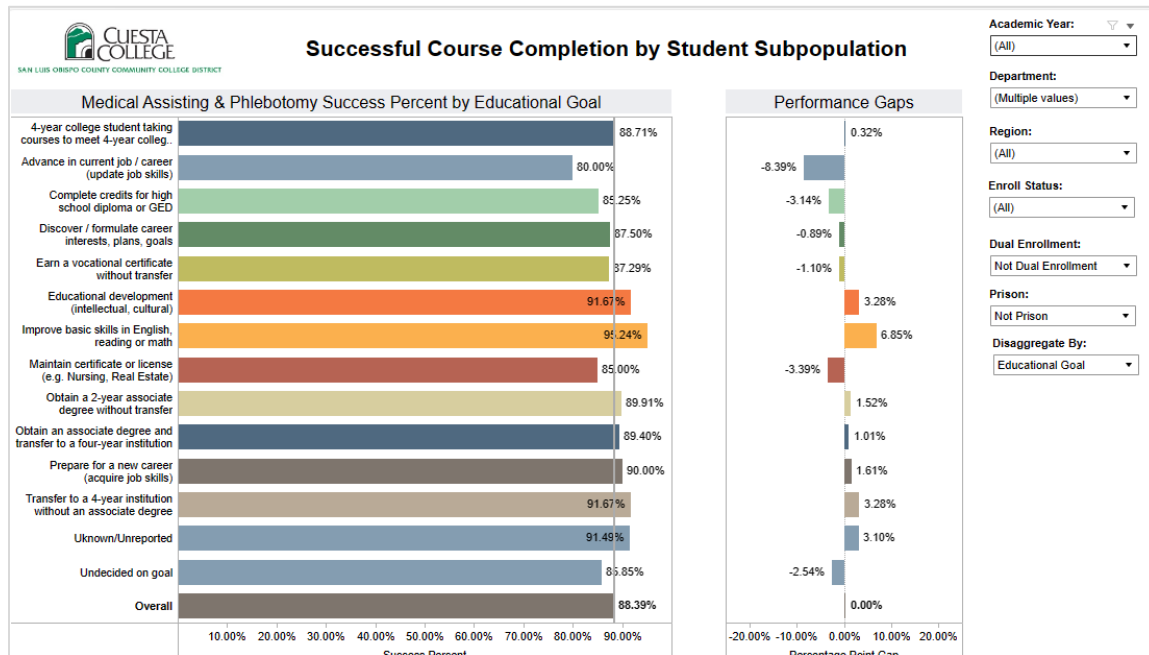
We do know however, that historically the 35-39 age group shows a slight increase above the overall age success rate. These “older” students are likely career change/re-entry and more focused on a specific goal whereas “younger” students may still be exploring careers/opportunities.



Disaggregated by Ethnicity: Here we see a slight decrease from Overall in the population identified as Hispanic-Latino. Knowing there is a need in our community for Spanish speakers, we engaged Cuesta’s Student Success Team, particularly ESL coaches, to reach out directly to our phlebotomy students with a live class presentation. The Student Success Team gave a presentation at our new student zoom orientation (Spring 2023) as well as came to class. However, few students took advantage of the opportunity. The success team was invited back again for the Spring 2024 classes.



Disaggregated by Subpopulation: The Phlebotomy program slightly exceeds Overall in Prepare for a new career (acquire job skills). This makes logical sense, especially understanding that Cuesta’s Certificate of Specialization in Phlebotomy is an absolute requirement by the State of California to obtain a CPT-1 (Certified Phlebotomy Technician 1) certificate. A state certificate is required to work as a phlebotomist. Notably of interest, is the Phlebotomy program greatly exceeds Overall in “improve Basic English Skills”. This may be an indication that non-primary English-speaking students are discovering the phlebotomy program as a solid, attainable career path one which will help overall with English skills for employment. Over the last year the Phlebotomy program increased its practical training hours from the minimum 40 hours required by the State of California, to 47 hours, giving our students more exposure to real life phlebotomy skills and expectations. Additional skills were also taught during classroom instruction to prepare students for a broader understanding of the “blood processing” side of phlebotomy. The goal was to increase the skill set of Cuesta phlebotomy graduates to enhance employability. Feedback from the externship sites indicates this process has been effective and our students seem more prepared with a variety of phlebotomy/processing skills.



Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023-2024 year in the 5-year calendar of the Curriculum Review Worksheet.

• **PHLEBOTOMY, CS**

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2020-21 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
Phlebotomy	Major	12/4/2020

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2023-2024 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
None			

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

The Phlebotomy program continues to have 3-4 Teaching Assistants for the lab portion of the class. The students must complete the full 2 unit PHLB 109A and the 1 unit PHLB 109B. The 109B externship portion was increased from 40 to 47 hours in 2021. The minimal State of California requirement is 40 hours for the externship. Cuesta continues to exceed the national average on the NCCT exam. Passing the NCCT exam is required by the State of California (in addition to all coursework and practical training) to obtain a CPT-1 (Certified Phlebotomist 1) Certificate

The most recent NCCT (National Center for Competency Testing) data for Cuesta College is as follows:

Fall 2023 (testing date 12/9/2023)

29 students took the test

97% passed with an average score of 81.8%

Same Date - National Statistics: Only 69% passed with an average score of 73.8

Spring 2023 (testing date 5/13/2023)

24 students took the test

96% passed with an average score of 81.3%

Same Date - National Statistics: Only 71% passed with an average score of 73.9

Fall 2022 (testing date 12/10/2022)

21 students took the test

100% passed with an average score of 84.4%

Same Date - National Statistics: Only 74% passed with an average score of 74.9

Spring 2022 (testing date 5/14/2022)

22 students took the test

95% passed with an average score of 81.8%

Same Date - National Statistics: Only 73% passed with an average score of 74.8

Fall 2021 (testing date Dec 12/18/21)

22 students took the test

100% passed with an average score of 85.6%

Same Date - National Statistics: Only 74% passed with an average score of 75.3

Spring 2021 (testing date 5/21/2021)

21 students took the test

100% passed with an average score of 86%

Same Date - National Statistics: Only 67% passed with an average score of 72.8

Program Outcomes Assessment Checklist and Narrative

CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes
- B. Anticipated changes in curriculum, scheduling, or delivery modality
- C. Levels, delivery, or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Budget requests related to SLOs and this document have been included in the 2023-2024 Resource Plan including:

- Anticipated changes in curriculum, scheduling or delivery modality

The Phlebotomy TAs participated in the Grizzly Academy Career day and deemed the day a success. Over the last semester, guest speakers were invited to the classes – including representatives from Vitalant Blood Bank and APPA Paramedical (mobile phlebotomy) to educate the students on non-traditional phlebotomy careers.

Currently, Dignity Health offers 16 outpatient sites (from Paso Robles to Solvang) and Marian Regional Medical Center Hospital as externship sites for our students to complete their practical training. Tenet Central Coast offers Sierra Vista Regional Medical Center as a training site. Availability is dependent upon staffing by participating facility employees.

The program hosts an annual Phlebotomy Advisory Board meeting. Membership consists of local clinical laboratory managers, phlebotomy managers, and Cuesta administration and faculty. The goal of the session is to obtain professional feedback/evaluation of our program. The annual Phlebotomy Advisory Board meeting is not well attended, so in 2024 two opportunities will be offered (April and October).

The program has been well-funded, with most recent equipment needs coming from Strong Workforce Funding. An on-going need is for streaming phlebotomy videos produced by The Center For Phlebotomy Education. These videos are current, replace old DVD instruction, are available to the students at any time, and are part of Cuesta’s State of California program renewal.

Program Planning and Resource Needs Academic Year 2023-2024. Below is the program’s need for streaming training videos.

Item description	Program	Cost	Site	New or replacement	Need: immediate, intermediate, long-term	Justification – why needed
Streaming Training Videos From The enter For Phlebotomy Education. Quote attached .	Phlebotomy	\$1998	SLO and NCC Share One	Continuation of last year’s subscription	Immediate -Need the subscription for Fall 2023 through Spring 2024	High Priority: This is a continuation of a commitment we made last year. The streaming services are used almost each lecture day. Additionally, students can access the service from home for review as needed. We should consider putting this into operating budget – not capital - as it will be renewed each August.

- Levels, delivery or types of support services
 - Continue to collaborate with the following college departments to best serve Phlebotomy students:
 - Admissions and Records
 - Counseling
 - Research
 - Community resources
 - Student Success

- Staffing projections
 - Currently, Phlebotomy offers 2 sections with one instructor each, and four TA's per class. The college has excellent day to day communications with the local phlebotomy supervisors and it appears the community need is being met. There are no plans to add any more sections. In Spring 2024, the same instructor will teach both the Tuesday and Thursday class. The college has posted an opening for another phlebotomy instructor based on workload; the same part time instructor cannot continue to teach both sections (load would be greater than 67%). One of the previous part time phlebotomy instructors obtained a full-time, tenured track in the Medical Assisting program and will no longer be able to teach Phlebotomy.
 -
- Strategies for responding to the predicted budget and FTES target for the next academic year
 - Continue to evaluate community needs to determine the optimal number of students to enroll in the Phlebotomy certificate course. At this time, it appears 15-17 students per class per semester (1 instructor and 4 TAs) meets student needs for hands-on instruction, is operationally efficient, and meets community employment needs. A current survey (January 2024) indicates approximately 12 open phlebotomy/lab assistant positions in San Luis Obispo and surrounding areas (Santa Maria). Openings range from inpatient phlebotomists at Marian Regional Medical Center, outpatient phlebotomists at several Dignity Health blood drawing sites, outpatient positions with Westpac Laboratories, one position with Vitalant Blood Bank, and one position as a mobile phlebotomist with APPS Paramedical. Based on the above data, it appears Cuesta is meeting local employer needs, as the current openings are reflective of typical turnover vacancy rates.

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.