

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025 PROGRAM(S): PHLEBOTOMY

CLUSTER: HEALTH WELLNESS, SKILLED TRADES, TECHNOLOGY

AREA OF STUDY: ALLIED HEALTH

LAST YEAR CPPR COMPLETED: 2021-2022 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 2/25/2025

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 the [IPPR Program Review Documents 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 with total seat hours prescribed by the State of California, Laboratory Field Services. The program has two evening sections, one taught on the San Luis Obispo campus, and the other on the North County campus. Teaching assistants are hired every semester to assist the faculty members with lab set up and supervision of the high number of invasive skills check-offs, including capillary skin punctures and venous blood collection. The homework and some tests are on-line CANVAS assignments. The Final Exam is delivered on campus proctored by the instructor and delivered via paper scantron. Cuesta Phlebotomy students may take the NCCT (National Center For Competency Testing) certifying exam upon successful completion of both 109A and 109B. The NCCT Exam is required by the State of California, Laboratory Field Services, prior to issuing a State of California CPT1 (Certified Phlebotomist 1) Certificate. The exam is offered on campus and proctored by classified staff.

Program Sustainability Plan Update

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

¹ San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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.

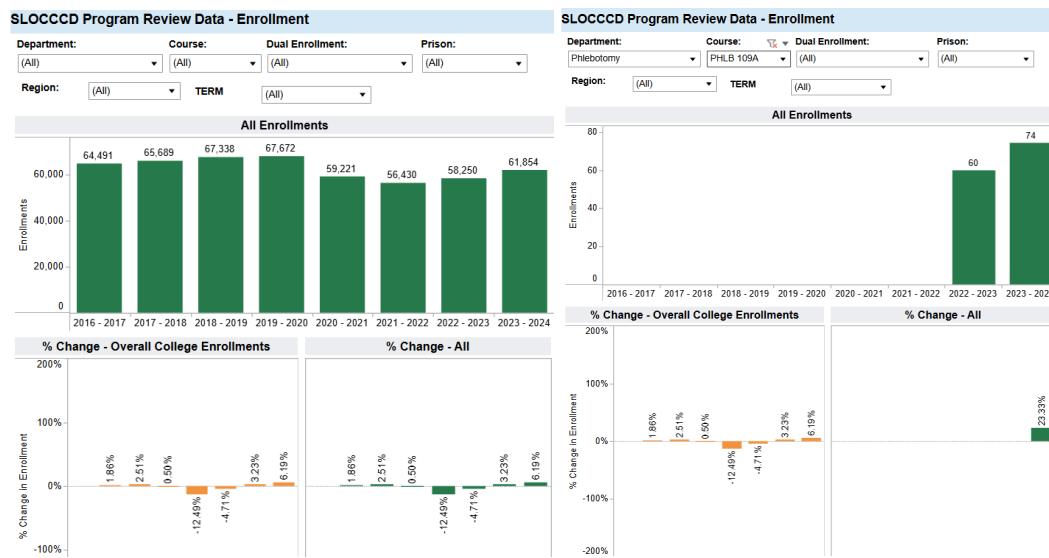
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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)

Insert the data chart and explain the observed differences between the program and the college.

The chart below for SLOCCCD Enrollment indicates a continued (3-6%) year over year (since 2021) slight increase in enrollment. The Phlebotomy Programs shows a 12% increase in enrollment year over year. Only two prior years are represented as Phlebotomy used to be under MAST and Medical Assisting was co-mingled until 2022.

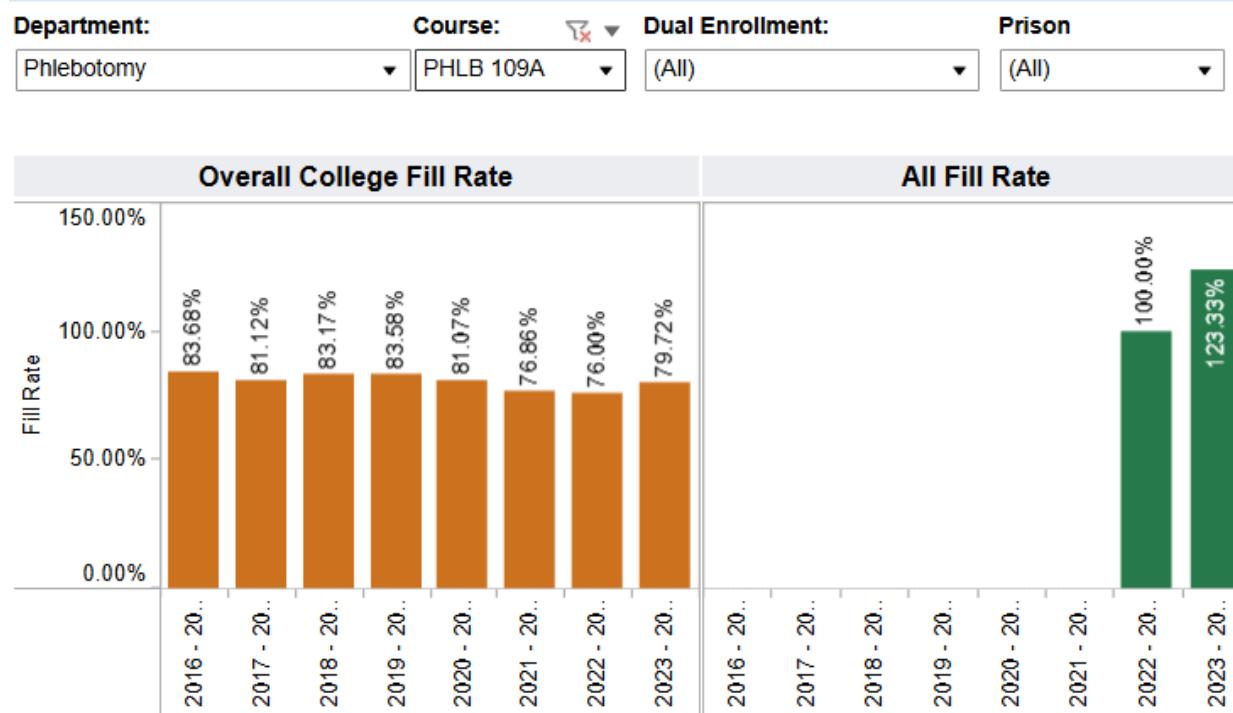


B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain the observed differences between the program and the college.

The charts below (Fill Rate) indicate an overall college fill rate of 79.7% with the Phlebotomy Program fill rate at 120%. The phlebotomy course (109A) reflects a 100% demand for student enrollment per CRN. The student class CAP for each CRN is listed at 15 students and most often (as reflected by the graph), exceeds that. Both the Tuesday and Thursday classes continue to have waitlists, but most waitlisted students do receive an add code and enroll. Externship sites (locations and facility staffing) continue to be a limiting factor as students must complete 109A (didactic) and 109B (clinicals-externship) in the same semester. Cuesta continues to enjoy a positive relationship with Dignity Health (11 externship sites) and Adventist Health - Sierra Vista (1 externship site). Communications are now open with Lab Corp - San Luis Obispo to potentially add 2-3 externship sites for Fall 2025. Until more externship sites are open, the department is reluctant to increase the CAP to seventeen, although that is planned in the future.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

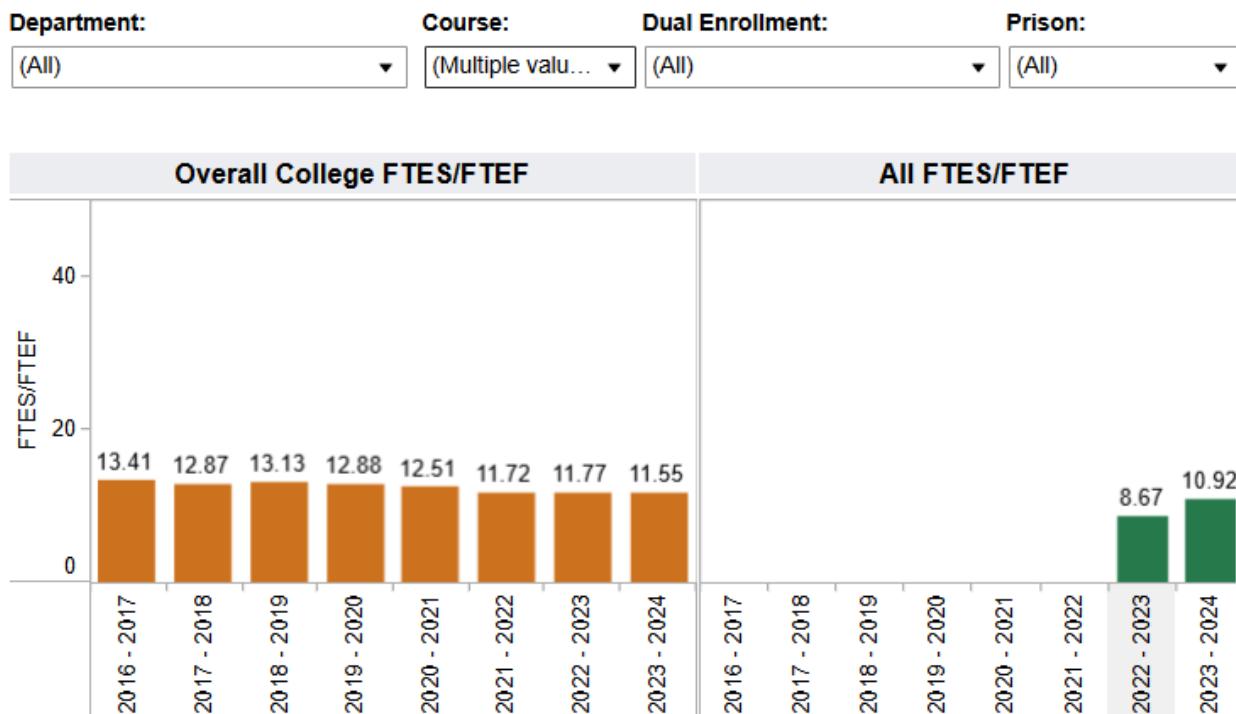


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C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain the observed differences between the program and the college.

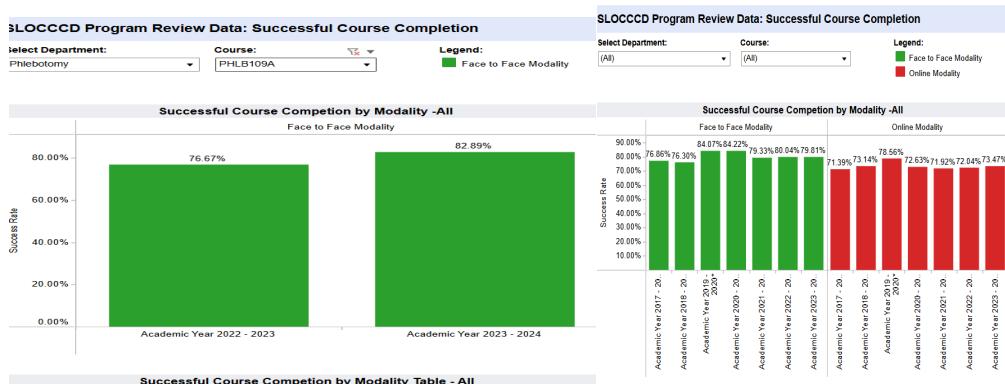
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)



The charts above demonstrate an overall efficiency for Phlebotomy (PHLB 109A/B) of 10.92 compared to the overall college rate of 11.55. The chart on the left is overall college efficiency and the chart on the right includes Phlebotomy 109A and 109B. Due to the nature of skills taught in the phlebotomy courses (invasive procedures such as venipuncture), the instructor must consistently supervise the students. Sometimes this means direct one-on-one supervision. Factors affecting this program's efficiency include didactic and skill hours (as prescribed by the State of California, Laboratory Field Services) and successfully passing 109A before moving to 109B. Class vacancies left by students who drop the program cannot be back-filled due to seat time requirements. Additionally, students not passing 109A do move on to 109B. Lastly, students are required to complete and pass a background and drug screen. Students who do not pass the drug screen are dropped from the class. Students who may have certain offenses in their background are referred to in the Student Appeal and may be approved/disapproved to continue in the program. The "due date" time for these screens as well as immunizations is well into the semester and thus does not allow for late entry students.

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

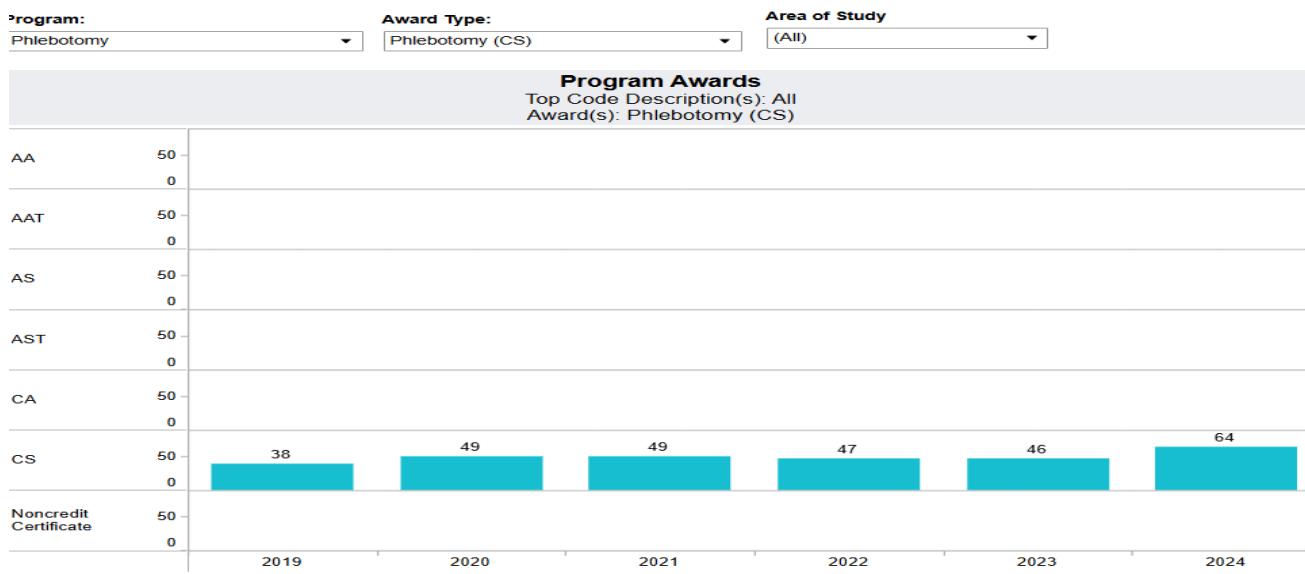
Insert the data chart and explain observed differences between the program and the college



The chart above indicates an overall college completion rate of 79.8% with Phlebotomy 109A at 82.7%. All phlebotomy courses were taught face-to-face for 2022-2023 and 2023-2024 academic years. The NCCT (National Center For Competency Testing) exam is offered at Cuesta college and proctored by classified staff on campus at no additional fee to the students. For testing date December 2022, 100% of Cuesta students passed the national exam. For the testing date May 2023, 95% of Cuesta students passed the national exam. For testing date December 2023, 96% of Cuesta students passed the national exam. For testing date May 2024, 93% of Cuesta students passed the national exam. 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.).

E. Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain the observed differences between the program and the college.

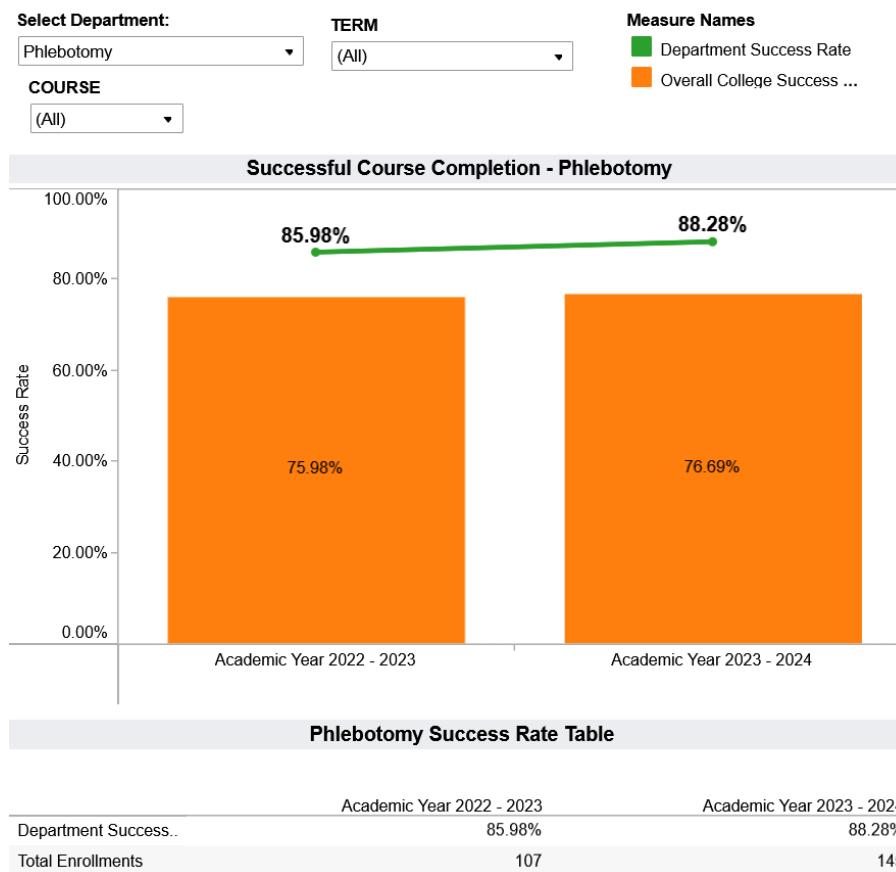


The chart above indicates a steady increase in the total number of students completing the program – Certificate in Specialization – Phlebotomy. In academic year 2024, 64 students completed the program, which requires successful completion of both PHLB 109A and PHLB 109B. Successful completion also includes 46.5 hours of practical training at an externship site and successful completion of 50 venipunctures. This requirement exceeds minimum state regulatory requirements of 40 hours and fifty blood draws. Certificates Awarded: Academic year 2024 – 64 Academic year 2023 – 46 Academic year 2022 – 47

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

Insert the data chart and explain the observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

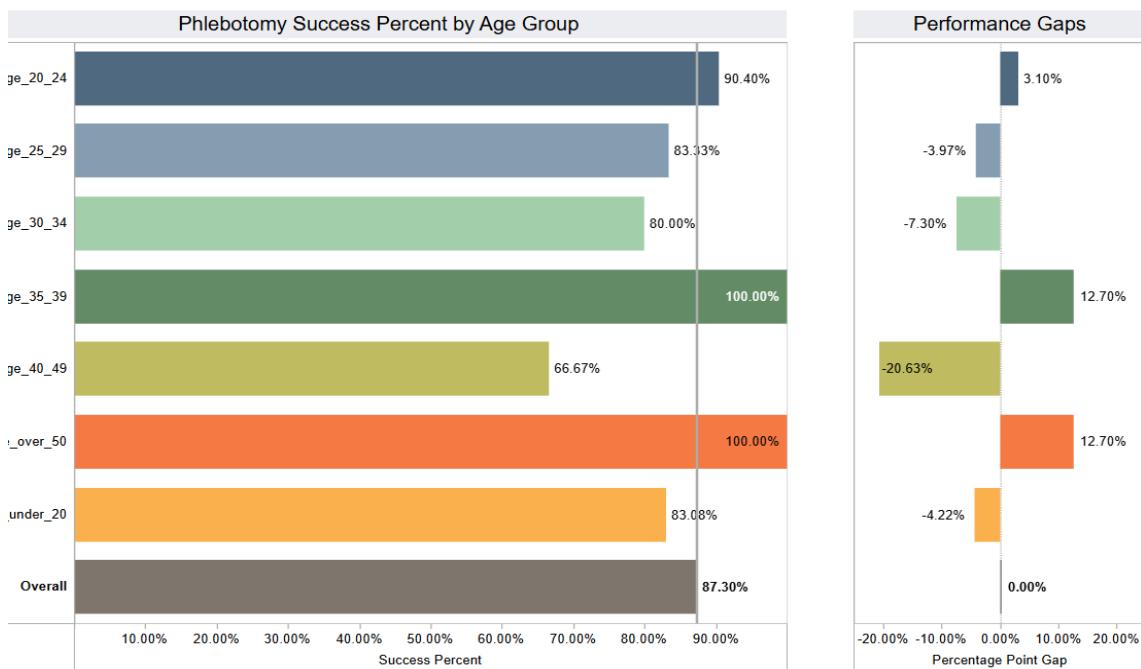


The phlebotomy program continues to have higher course completion rates overall in comparison to the college with the percentage increasing year over year.

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.

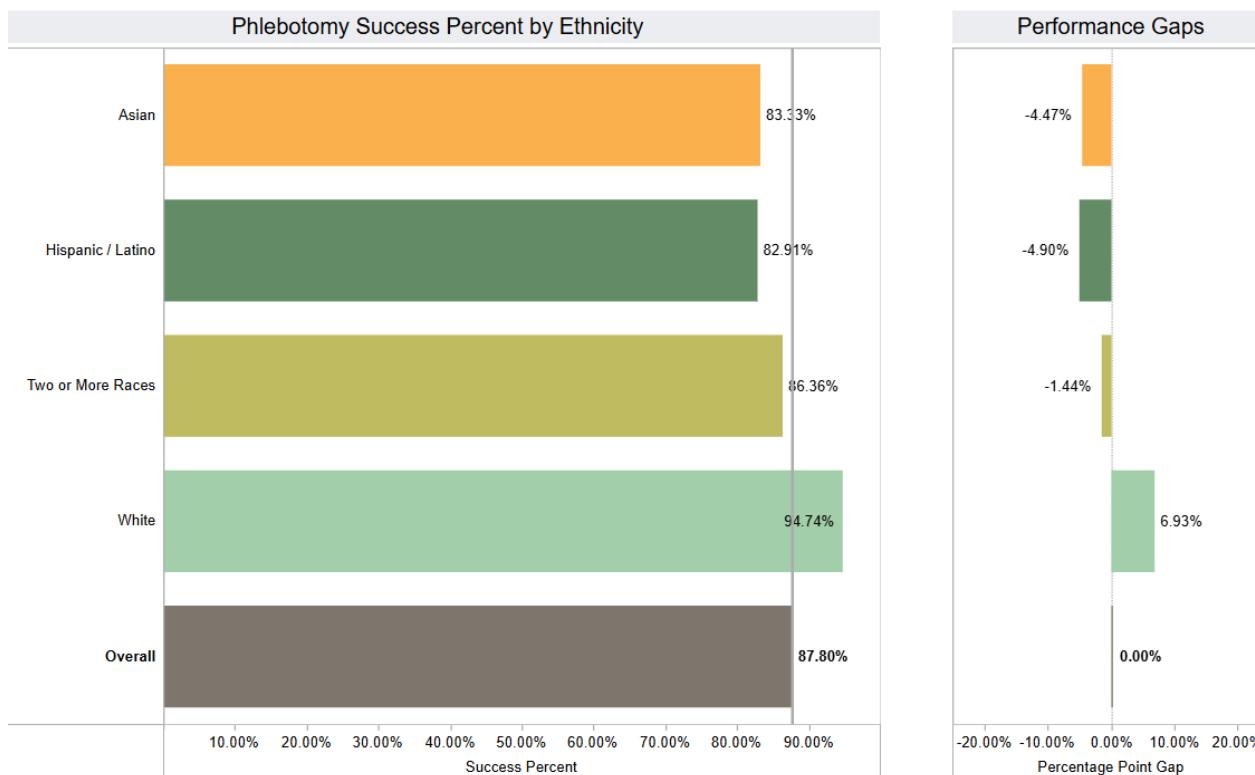
The chart below, disaggregated by age, indicates a completion gap in the 40-49 age group with a smaller gap in the 30-34 age group. However, not apparent from this graph is the total number of students enrolled in these age groups. In general, these are either first time or returning students who most likely, have not been in the college environment or workforce for some time. Instructors and TAs are aware of returning-re-entry students and try to give extra time and watch for particular learning needs these students may have, trying to acclimate to college.

Successful Course Completion by Student Subpopulation



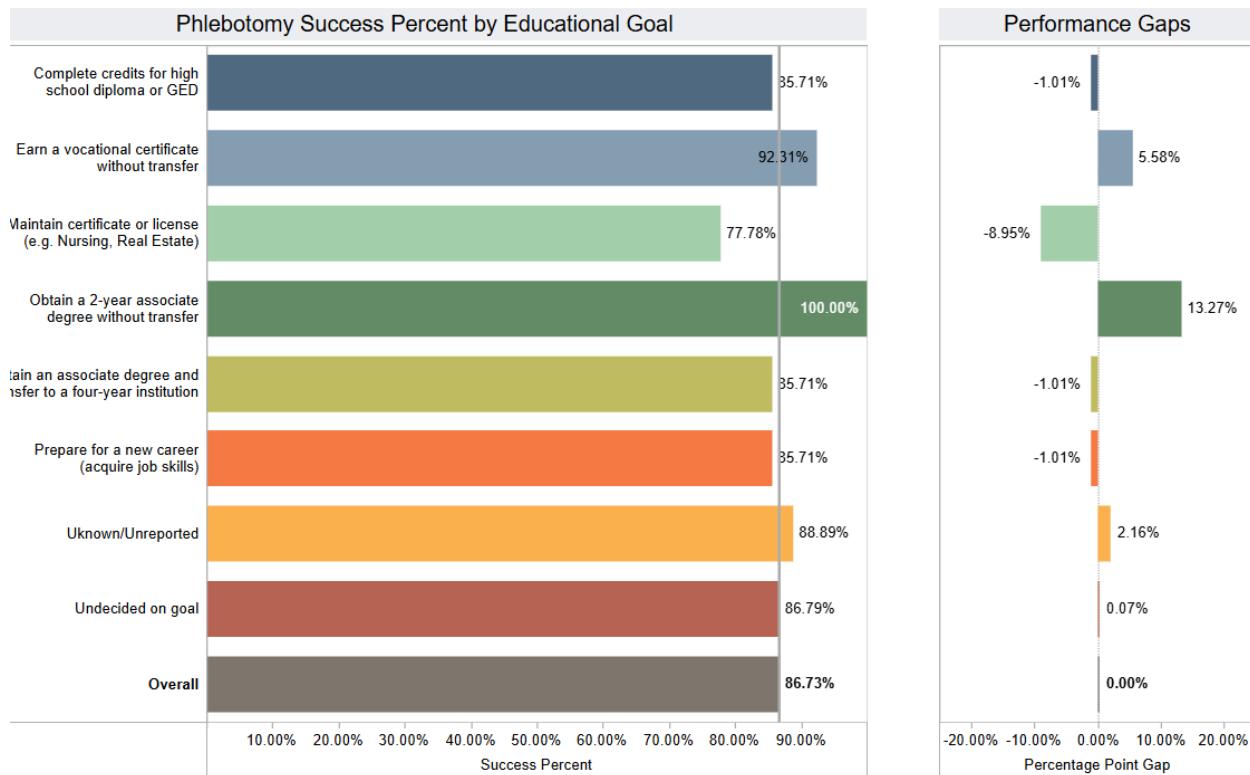
The chart below, disaggregated by ethnicity, indicates a completion gap among Hispanic/Latinos and Asian. The challenge for these groups tends to be ESL. The Phlebotomy program invites Cuesta's Student Success Team to our classes for a presentation as well as emphasizing available resources at the first class meeting. The program also developed "take home blood draw kits" which contain tubes, requisitions, tourniquet (no needles) so students can review tube colors and order of draw at home. Having the actual tubes and being able to handle them in a less challenging, not as language heavy environment, has proven helpful to all students, but particularly to those with language barriers. Additionally, the clinical (externship hours) increased several years ago to 46.5. The State of California only requires 40 hours. Giving all students the extra 6.5 hours of hands-on at a functioning laboratory/blood draw station, solidifies the didactic instruction.

Successful Course Completion by Student Subpopulation



The chart below, disaggregated by Educational Goal, indicates Obtain a 2-year associate degree without transfer and earn a vocational certificate without transfer to be the highest motivators. Having a Phlebotomy Certificate is a requirement by the State of California to work in an acute care facility, or licensed clinical laboratory, obtaining the certificate (via Cuesta's Phlebotomy Program support), has a direct correlation to employment.

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to

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?

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Programs and Curriculum Review PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and

Curriculum Review Progress portion of last year's APPW.

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

[Click here to enter text.](#)

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic 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)

3. 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 2024 academic 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)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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 the origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST

- The 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.*

NARRATIVE – Program Changes

As a result of tracking the NCCT (National Center For Competency Testing) results, broken down by phlebotomy skills (such as collections – infection control, problem solving), 2-3 hours during 109B has been reserved for reviewing those specific elements scoring the lowest by our students.

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 and addressing equity gaps
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Currently Dignity Health offers sixteen outpatient laboratory blood draw sites (known as Patient Care Centers) for our students to complete their 46.5 hours of clinical externship training.

Dignity offers sites from Paso Robles to Lompoc. Sierra Vista offers the hospital laboratory in San Luis Obispo. The Phlebotomy program is now in communication with Lab Corp, a nation-wide reference laboratory that has blood draw sites in San Luis Obispo and Santa Barbara County. The goal is to obtain 2-3 new clinical sites for student externship placement for Fall 2025.

The Phlebotomy program hosts two Phlebotomy Advisory Board meetings per year via zoom. Member invited include local clinical laboratory managers, phlebotomy supervisors, as well as Cuesta faculty and support staff.

The program continues to be well-funded. For the coming fiscal year, a new phlebotomy chair and real-life vein arm have been requested. An on-going need is for streaming videos produced by The Center For Phlebotomy Education. Not only are these streaming videos updated regularly, but they have been submitted to the State of California as a continued part of our program instruction. The streaming services should be converted to operational monies versus capital or grant requests. Another advantage of the videos is they are available any time for students to access remotely for review.

The Phlebotomy program participated in (and will continue), the Grizzly Academy Career Day, and Cuesta Promise Day.

Staffing Projections: Currently Phlebotomy offers two sections, one Tuesday evening in Paso Robles, and Thursday evening in San Luis Obispo. Communication is excellent with the local

facilities, and it appears staffing needs are being met. Cuesta students are regularly interviewed and hired at the local laboratories. One significant challenge is Dignity requires two years' experience to work in one of the outpatient Patient Service Centers. That significantly limits our students' opportunities for employment. Currently discussion is underway with Dignity to consider "new grads" for the outpatient settings.

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.