

UCC Program Review Committee - Summary of Review

Program – Medical Assisting Technology

This program includes the following degrees, minors, and certificates:

- Medical Assisting Technology Major (A.A.S.)

Recommendation

This program is found to be viable, with some concerns as stated in the review.

The program review committee requests an update in the 2021-2022 academic year concerning the workload and reliance on the program director, as well as the expansion to Chillicothe and Southern campuses.

Date of last review – Full review in AY 2013, with follow up review, AY 2016.

Date of this review – AY 2019

This review has been sent to program director and respective RHE deans. Their responses are attached.

Ohio University Lancaster
Medical Assisting Technology Program
Reviewers' Report

Ohio University Lancaster Medical Assisting Technology Program
Report on 7-year Review from Review Committee
Submitted 3/21/2019

Committee members:

Kimberly Ephlin, Hocking College
Miriam Shadis, Ohio University
Mary Jane Kelley, Ohio University

Introduction

The Medical Assisting Technology Program Review is based on the Medical Assisting Technology at Ohio University Lancaster's seven-year study submitted by the Program Director, and a site visit by the External Reviewer, Kimberly Ephlin (Hocking College), and Internal Reviewers Mary Jane Kelley and Miriam Shadis (Ohio University). The seven-year study included the most recent Medical Assisting Education Review Board (MAERB) report. The site visit occurred on Thursday, February 28, 2019 and allowed for time with the instructors, faculty, program director, students, Student Services personnel, and the dean. The agenda for the meeting is attached.

Programmatic Information

Overview

The Medical Assisting Technology program is a two-year associate degree program accredited by the Medical Assisting Education Review Board. The program requires completion of 64 semester hours including 210 practicum hours in an ambulatory healthcare facility. Students are able to build upon the associate degree in a 2+2 option that allows them to pursue a Bachelor's degree in health communication, health services administration, or technical and applied studies. The program received approval from MAERB to expand the Medical Assisting Program to Ohio University Chillicothe and, after the program report was submitted, to Ohio University Southern as well. That second expansion will begin in Fall of 2019.

1. The program as a whole:

The Medical Assisting Technology Program is accredited by MAERB, which requires that its Standards and Guidelines are followed. *Standard III.A. Resources* states that "program resources must be sufficient to ensure the achievement of the program's goals and outcomes. Resources include faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional materials and faculty/staff continuing education."

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a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service).

There are no tenure-track faculty in the program. The faculty are categorized as one 1.0 non-tenure track Lecturer/Program Director/Program Coordinator (Cynthia Boles) and two group III and one group I early retired Professor Emerita. Currently, the faculty meet the MAERB requirements and thus the overall mission of the department for the program at the Ohio University Lancaster campus. To support the expansion to the Ohio University Chillicothe and Southern Campuses, additional group III faculty members will be necessary and would be required in order for the program to remain in compliance with MAERB guidelines and carryout the overall mission of the department. Additional group II faculty could absorb both teaching and administrative responsibilities, which are currently concentrated in the one full-time group II individual. With program expansion, Boles would benefit from a load reduction for administering the program, visiting the OUC and OUS campuses, and taking on additional advisees.

According to the supplied documentation, the Medical Assisting Technology program does not place emphasis on Research, Scholarship, or Creative Activity. There are no RSCA standards for the program nor does OU-Lancaster support, develop, or reward MAT faculty RSCA.

In terms of service, the one full-time faculty member directs the program and attends to every detail of its administration, which constitutes a very large service commitment.

b. Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?

It is appropriate that RSCA does not play a role in the two-year Associate's Degree MAT program.

c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

The current program director has 100% teaching and 0% service requirement as does the faculty on staff. University Service is not required by program faculty, but it is noted that the program director has received service assignments beyond what is stipulated in her contract (see concerns/recommendations below.) The program does not have a University service mission.

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According to the resource action plan/follow up, there was a need identified in 2016 for the program director to have adequate time for completing and being compensated for time allotted to complete required MAERB reporting (over 35% of her time). In 2016, it was noted that moving forward she would be allotted time to complete the report, but this stipulation is not mentioned in 2017 or after.

Community engagement is a public mission to safeguard the health and safety of patients and other participants associated with educational activities of medical assisting technology students. Safeguards include OSHA and CDC guidelines, and any state, local, or institutional guidelines/policies related to health and safety. The OU Lancaster MAT tracks their community outreach by conducting annual advisory board meetings. The board is comprised of employers, public health members, students, graduates, OU administration, a physician, and faculty members. The program specifically engages the State of Ohio community by responding to the needs of employers by producing competent entry-level medical assistants.

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

According to the resource assessment of MAERB for the MAT program, the resources are in place to provide program effectiveness with adequate personnel, equipment, supplies, and professional development. Resources such as supplies and equipment are continually evaluated and updated according to needs identified by program personnel as well as student, graduate, and advisory board surveys. All students and faculty questioned during our review visit indicated that they had all of the resources they needed and when they did need supplies or updated equipment, the program director was quick to request those resources. The program is supported with funding to purchase updated equipment as documented in the resource assessment.

The laboratory space and resources at the Lancaster campus are adequate to meet the needs of the program as was evidenced by the tour of the laboratory, interviews with students and faculty, and approval made by the accrediting body when they assessed the program.

The laboratory at the Chillicothe campus is shared between the nursing program and medical assisting program. The space is adequate according to students and faculty as long as scheduling between the two programs allows for the usage of the space to occur at different times. The program director has obtained required laboratory supplies and equipment that is specific to the MAT program at the OUC campus and she transports one piece of particularly expensive equipment, the autoclave, back and forth every other week for her bi-weekly visits, required by the accrediting body. Students questioned during the review indicated these visits occur as scheduled and the program director is also accessible between visits.

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Technology is used efficiently in the MAT program. For the lecture portion of the curriculum, the OULN distance learning network enables students from additional regional campuses to attend classes. Every other week, the program director travels to Chillicothe and delivers class live on that campus while Lancaster students tune in via OULN.

2. Undergraduate Program:

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

The MAT program does not serve non-majors nor does it participate in general education.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Student success rates are high in the program. The current student population is overwhelmingly female with an even mix of traditional versus non-traditional students. This population reflects the population of employed Medical Assistants in the region. Many students are first-generation college students who receive governmental assistance. The program relies primarily on student services and advisors to attract students to the MAT major. Also, the program director participates in recruiting events hosted on campus.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

Graduates from the Medical Assisting Technology program meet the curriculum requirements of MAERB which qualifies the student to sit for their certification exam. Obtaining certification is often required by employers. Employers in the region are desperately seeking qualified medical assistants to fill vacancies in their organizations. The OU Lancaster MAT program has a high placement rate for graduates.

The undergraduate program provides students with a pathway to further their education in a 2+2 option that allows the student to pursue a degree in health communication, health services administration, or technical and applied studies.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

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MAERB concludes that the resources for the MAT program are sufficient to support the needs of the program. However, the review committee felt that concentration of teaching and administrative duties in one individual is problematic (see recommendations below).

The program manages to support the undergraduate program with the current number of faculty members, which includes a full-time director and three adjuncts at the Lancaster campus and one adjunct at the Chillicothe campus. However, the distribution of the faculty is not adequate considering the faculty assignment for the director is a 1.0 FT Group II that should be 100% teaching. Furthermore, she spends a considerable amount of time in other required assigned duties such as administrative tasks and campus committees.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The program achieves learning outcomes, as shown by completing the MAERB Master Competency Checkoff. Students are taught the cognitive, psychomotor, and affective competencies for each skill. Instruction is a blend of auditory, visual, and kinesthetic methods. The lecture material is concise and incorporates graphs, tables, visual aids, and DVDs for reinforcement of information. Non-lab classes are being taught via OULN. Mock patient encounters are used in role-playing scenarios to enhance student critical thinking and simulation of clinical procedures. Technology such as electronic health records and practice management software is taught in administrative courses.

Teaching is assessed using student, employer, practicum, and graduate surveys. The CMA (AAMA) Certification exam results are monitored. Input from advisory committees is also taken into consideration. Results are meeting and exceeding the thresholds set by the accrediting body.

Professional development is required of the program director to maintain certification and appropriate credentials as outlined by MAERB. Cynthia Boles participates in professional conferences and organizations to stay abreast of innovations in the field.

Review committee interviews with faculty and staff demonstrated that they are satisfied with the teaching practices, resources, and technology offered in the classroom. All students thought highly of their instructors and the support they had in the classroom.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

Graduates from the Medical Assisting Technology program meet the curriculum requirements of MAERB, which qualify them to sit for their certification exam. Obtaining certification is often required by employers. Employers in the region are desperately seeking qualified medical assistants to fill vacancies in their organizations.

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The undergraduate program provides students with a pathway to further their education in a 2+2 option that allows them to pursue a degree in health communication, health services administration, or technical and applied studies.

3. Graduate Program: The MAT does not have a graduate program.

4. Areas of Concern:

a. Concentration of all program responsibilities in one person. Cynthia Boles teaches the lion's share of the curriculum and administers all aspects of the program: advising and mentoring students; accreditation and 7-yr. review reporting; program assessment; administering all practicums; networking with Student Services, the Dean's office and other stake-holders; etc. Although Boles is extremely capable and the program runs smoothly in every aspect, the current model is unsustainable. In addition to the danger of illness or accident taking the one individual who knows the program out of the picture for an extended time, healthy programs evolve through collaboration and a variety of viewpoints in daily operation and in future planning.

b. Program expansion to Chillicothe and Southern campuses. Cynthia Boles is currently required to drive to OU-Chillicothe to teach from that campus and meet face-to-face with students. A third campus, OU-Southern, will join the program in the near future, and in order to fulfill MAERB's requirements, she will also need to visit that campus. Time spent driving, especially the four-hour round trip to OU-Southern, takes a large chunk of time away from Boles's already packed professional schedule.

c. Marketing. There is a high demand for MATs in doctor's offices across our region, and OU should take advantage and sell the program better to potential students. Increased enrollment leads to higher revenues, which in turn could justify increased staffing for the program.

d. Service duties assigned to Cynthia Boles. Taking into account her group II contractual agreement with OU, in which service accounts for 0% of her appointment, as well as the overload of teaching and administration that she performs, Boles should not be required to perform service to OU-Lancaster. Boles is a member or chair of approximately 6 standing committees and has served on 4 additional hiring and awards committees since 2014.

5. Recommendations based on the areas of concern above.

a. Total concentration of responsibilities. Additional staffing for the MAT program must be a top priority.

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b. Problematic program expansion to additional campuses. The review committee is unsure of how to solve this problem; however, it seems to us that expansion of the program could best be achieved by attracting more students through marketing to the Lancaster and Chillicothe campuses. Expanding into new campuses is untenable considering the lack of program staffing. Southern is a considerable distance from Lancaster and the long drive, required of Boles for maintaining accreditation, involves a 4-hour round trip, much of it on 2-lane roads.

c. Marketing. OU-Lancaster Marketing, perhaps in collaboration with OU-Athens Marketing, should target the MAT program for publicity via as many on-line venues as possible. "Likes" and "follows" on social media would feed into a higher on-line profile for the program leading to increased enrollment, which in turn would increase revenues and support increased staffing. In addition, close collaboration between the MAT program and Student Services related to targeting first-year or undecided students and steering them to MAT should continue and perhaps increase.

d. Non-contractual service duties assigned to Boles. All of Boles's service duties not involved with administration of the MAT program should be re-assigned to group I faculty. Committee meetings impose unfairly on Boles's already heavy teaching and administrative load.

e. Job expectations and contracts for Cynthia Boles. OU-Lancaster should make Boles's professional duties and expectations clear through contracts and transparent communication. In our exit interview meeting with Dean Smith, he described to the review committee three different types of contracts that cover different categories of responsibilities on campus. It wasn't clear to the committee which of those contract types Boles has or should have. For example, even though there is no longer financial compensation for program directors on regional campuses, she should still have a contract, negotiated between the dean's office and her, outlining her administrative responsibilities. Clear communication on job expectations is critical for satisfactory job performance, fair evaluation, and morale.

f. Marketing/enrollments/staffing recommendations. The review committee sees three of the above recommendations as related and overarching for moving the MAT program forward in a positive direction. Effective marketing will lead to increased enrollments and justify investment in increased staffing. A strategic marketing plan should be devised, or the current plan should be fine-tuned, to achieve this goal. In our final meeting with Dean Smith, he described an effort to bundle the three Lancaster-based health care programs in a marketing campaign. The committee applauds this effort.

g. Curriculum. As the MAT curriculum continues to evolve, consider a test-out option for the 3-credit keyboarding class for students with prior computer skills. Students who test out could take an alternative class related to another aspect of computing.

6. Commendations

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a. Program director, advisor and lone full-time faculty member, Cynthia Boles. Boles seems to possess boundless energy and passion for the OU-Lancaster MAT program. Every aspect of the program's administration is well thought out and running smoothly. The students find that as both instructor and advisor she is engaging, challenging but fair, approachable, available, organized, and clear in communication of information inside and outside of class.

b. Program community. Students have a strong sense of community in the program. They bond among themselves and with Program Director Boles, which breeds loyalty towards the program and professional confidence and identity with Medical Assisting Technology.

c. Curricular evolution. The mechanisms in place for continuous improvement of the curriculum and other aspects of the program are working well. Data derived from assessment practices feed into curricular tweaks. The current move to substitute MAT classes for the three BIOS classes, which did not fully address required outcomes for MAT curricula, is an example. The new requirements directly address curricular needs of MAT students. Another example involves the current plan to incorporate critical thinking in MAT 2020, professionalism in MAT 2400, telephone skills in MAT 2300, and interpersonal skills in MAT 2020, all of which address needs discovered through assessment of feedback from the advisory committee and employers. A final example is the recognition of the need to assess advising.

d. Physical facilities and material resources. Students and faculty agree that resources are sufficient to deliver the curriculum effectively and when a need arises the program director has been able to invest in a solution. Acquisition of new equipment for the Chillicothe lab, which MAERB requires, is a recent example. Students are satisfied with availability of materials for hands-on practice in laboratory sessions. (One exception may be scheduling of the Chillicothe lab, which MAT students are currently sharing simultaneously with nursing classes. The review committee understands that the situation may be a simple question of miscommunication.)

7. Overall judgment: The program is viable.

Ohio University Lancaster
Medical Assisting Program
Response to Reviewer's Report on 7-year Review

The Medical Assisting Program would like to thank the reviewers for the time and effort that was involved in performing the on-site survey and reviewer's report. The findings are accurate, and the commendations appreciated.

In response to the areas of concerns:

- a. Concentration of all program responsibilities in one person. The statement was made that "healthy programs evolve through collaboration and a variety of viewpoints in daily operation and in future planning."

The program director communicates regularly with Dr. Brian Higgins who is an adjunct and on the MAT advisory board committee. Dr. Higgins participated in the recent MAERB program review and met with reviewers during the UCC 7-year review. Dr. Higgins attends the annual advisory board committee and receives emails from the program director when his opinion or collaboration is needed concerning program details. Dr. Higgins' responses contribute to programmatic decision making.

Susan Maxwell, the former program director, provided input when the agenda was being developed for the MAERB on-site review. This provided a model for the UCC 7-year review agenda.

Lea Yoakem, OU-Chillicothe adjunct, regularly communicates with the program director as Ms. Yoakem is teaching the laboratory portion of MAT 2010 Clinical Procedures I. The program director oriented Ms. Yoakem to the MAERB system of competency evaluation for the psychomotor and affective competencies being taught in MAT 2010. Both instructors developed a list of necessary equipment and supplies for the instruction of these competencies and created a schedule to follow so that the weekly laboratory would coincide with the theory being covered in lecture.

All adjuncts and the program director complete a resource survey each semester which the program director uses to develop the annual resource assessment with includes an action plan designed for maintenance or improvement of the program and action plan follow-up.

The program director also attends the annual Ohio State Society of Medical Assistants Conference or the American Association of Medical Assistants Annual Conference. Workshops are held at these conferences that cover various medical assisting topics to include program management. The program director also has the opportunity to network with other program managers while attending and exchange ideas about program administration and changes in the field of medical assisting.

- b. Program expansion to Chillicothe and Southern campuses. The program director was able to use technology to the advantage of the MAT program and develop the administrative courses into a blended format where the laboratory portion of the courses would be taught online. This freed up classroom time allowing the program director to dedicate one day a week for travel to the OUC and OUS campuses as required by the Medical Assisting Education Review Board standards.
- c. Marketing. The program director has met with the advising department at OUC orienting them to the MAT program, curriculum covered, and employment opportunities. The program director participated in the Hilltop Majors Fair at OUC and three Application Nights. The program director recently attended a Majors Fair at OUS promoting the program to approximately 85 high school juniors. The program director will attend the OUL Majors Fair at OUL on April 3.

With input from the program director, OUC and OUS have created information brochures for the MAT program. These are distributed at the major's fairs.

The program director asked to advertise the OUL/OUC/OUS MAT program at the upcoming Ohio State Society of Medical Assistants yearly conference in Dublin, but this was denied as it was thought that statewide advertising for a local program is not appropriate.

The program director will work with the Student Services departments of OUL/OUC/and OUS to orient the advising staff to new MAT program changes which include replacing BIOS 1030/1300 and 1310 with MAT 2900 Human Form and Function. The BIOS courses proved to be a considerable barrier for MAT students to overcome and could be a possible contributor to the low enrollment of the OUL program.

- d. Service duties assigned to Cynthia Boles. Ms. Boles has resigned from the following committees: Celebrate Women, Women in the Sciences (although she has agreed to continue to be a presenter), Diversity, Special Events Planning, and RHE Assessment. Ms. Boles will continue to participate as a member of the AEC Group II committee.

In response to recommendations based on areas of concern:

- e. Job expectations and contracts for Cynthia Boles. The reviewers stated that, "It wasn't clear to the committee which of those (three different types of contracts described by Dean Smith that cover different categories of responsibilities on campus) contract types Boles has or should have. Clear communication on job expectations is critical for satisfactory job performance, fair evaluation, and morale.

In the Programmatic Information section of the review it was stated that according to the resource action plan/follow up, there was a need identified in 2016 for the program director to have adequate time for completing and being compensated for time allotted to complete required MAERB reporting (over 35% of her time). In 2016, it was noted that moving forward she would be allotted time to complete the report, but this stipulation is not mentioned in 2017 or after.

Reimbursement for the MAT program director is documented as follows:

- June 24, 2014 hired by OUL. "A separate stipend of \$4000 will be provided for campus level program coordination of the Medical Assisting Technology program and is renewable on a calendar year basis and the amount may be adjusted depending upon enrollment and performance of duties."
- September 4, 2015. "As you are aware, during the 2015-2016 school year you will receive stipends for duties associated with being a *Campus Program Coordinator* for the associate degree program in Medical Assisting Technology. The stipend scale below provides the maximum amount for fully completing all duties as assigned:

up to 24 majors- \$2,000

25-49 majors - \$4,000

50-74 majors - \$6,000

75+ majors - \$8,000

Appointment forms have been processed to provide you with an overall stipend of \$4,000 based on the number of students in your program. The stipend may be reduced in a future year based on annual activity report, action plan, and recommendation of the associate dean."

- July 18, 2016 RE: 2016-2017 Salary. Stipend for Additional Duties: \$4,000 for MAT Program Coordinator.
- July 10, 2017 RE: 2017-2018 Academic Year Salary. Stipend for Additional Duties: \$4,000 (RHE Campus Program Coordination)
- In February 2018 a Memorandum of Agreement was prepared (attached).
- July 12, 2018 RE: 2018-2019 Academic Year Salary. Total Stipend for Additional Duties: \$5,500.
- August 2018 MAT courses initiated at OUC.

On March 6, 2019 the Program Director made the required MAERB biweekly visit to OUC to coordinate MAT program lecture notes, return completed assignments to students, and organize supplies for the MAT 2010 lab assignment. This date also coordinated with an Application Night being held. The travel expense report for \$47.56 in mileage was denied. The rationale given was, "Mileage will be paid for travel to OUC per the OULN policy. This is not a mandatory event and any mileage outside OULN needs to be approved by the campus dean."

When the OUL dean was contacted, an email was received that read, "Since you are not receiving a stipend from the OUC campus to coordinate program we will reimburse your mileage to attend the admissions fair as a recruiting event. In the future, i.e. next year, you should receive a stipend for the coordinator duties on the OUC campus. At that point the stipend will compensate you for attending these types of events. "

I would like to take the reviewer's observations as an opportunity to open up the lines of communication concerning job expectations between the MAT Program Director and the OUL/OUC and OUS Deans.

Respectfully submitted 3/29/2019.

Cynthia Boles, CMA (AAMA), MAT Program Director/Lecturer

**MEMORANDUM OF AGREEMENT
BY AND BETWEEN
OHIO UNIVERSITY LANCASTER
AND CYNTHIA BOLES, LECTURER & PROGRAM COORDINATOR (MAT)**

Ohio University Lancaster (OUL) agrees to work with Ohio University Chillicothe (OUC) to expand the Medical Assisting Technology (MAT) program. OUC and OUL will draw on the experience and skills of Cynthia Boles to shape that possible expansion, determine the details of accreditation compliance, and design curricular delivery methods for this proposed expansion.

Cynthia Boles agrees to perform the following activities:

- Meet with OUL and OUC administration to shape the path forward toward expanding these programs.
- Redesign curriculum delivery via Ohio University Learning Network (OULN), where appropriate.
- Complete appropriate paperwork for submission to the accrediting agency.
- Other responsibilities related to this effort as they arise.

Ohio University Lancaster agrees to provide the following:

- A one-time, one-credit release from teaching to be considered on load for Spring 2018.
- Mileage reimbursement as necessary for travel between OUL and OUC campuses related to this effort.
- Logistical support as is available.

Date

Bob Klein, Ph.D.
Interim Associate Dean, Ohio University Lancaster

Date

Cynthia Boles, M.B.A, C.M.A
Lecturer & Program Coordinator,
Ohio University Lancaster

Copy - Cynthia Boles' employment file.



OHIO
UNIVERSITY

Lancaster Campus

April 19, 2019

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Dr. John Cotton
Chair, Program Review Committee
University Curriculum Council (UCC)

Dear Dr. Cotton,

The deans were pleased to see the Medical Assisting Technology (MAT) associate of applied science (AAS) degree program judged by the review team as viable. The program has been extensively reviewed given the recent visit by the accreditation board. That review was highly positive and is a credit to the leadership of the program director, Cynthia Boles. The commendations in the report are echoed by the deans. The program is well managed, valued by students and our communities of interest, and the lab experiences are deemed valuable and are supported. Importantly, the curriculum is routinely examined and maintained to ensure all of the designated knowledge, skills, and abilities are covered in a tight two-year time frame of the AAS degree. Cynthia's tireless efforts to develop a new course to provide the anatomy and biology content relevant in scope and level to medical assistant is one such example.

The reviewers noted concerns. While there are risks to having one faculty member programs, they are common to the associate degree program sector of higher education. The Lancaster campus alone has seven such AAS/AAB programs. They are common to regional campuses across the state as the tuition is half a residential campus rate and smaller enrollments are common due to rural settings and no student housing. As Ms. Boles notes, community partnerships, program advisory boards and in the case of MAT, a medical director provides the necessary interaction to be "healthy". The fact that we had such a glowing MAERB accreditation result should place such concerns to rest.

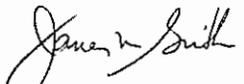
The reviewers are justifiably concerned about the expansion of the program to Chillicothe and Southern campuses. We all hope that these very new efforts to start this program on other campuses takes root and the deans will make appropriate staffing adjustments as evidence indicates that they are sustainable. Very strict accreditation rules do not allow for piloting the program and given the need for new revenue, we hope to grow the program as nursing has grown but wish to minimize the risk until sufficient evidence exists for sustainability. These efforts are so new that OUC was only given approval to move beyond course offerings to offering the

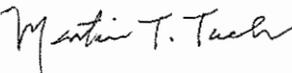
program starting in Fall 2019. These courses/programs are being advertised within a reasonable commuting distance service area and within the limits of what can be accomplished based on budget allocations.

The reviewers take issue with Ms. Boles service load and state that she should not be required to perform service. That, in fact is the case. Her appointment letter states that "While service to the campus and university is not a requirement of this position, some faculty choose to participate in committee work or student organizations so as to more fully engage in the life of the campus. Such activity is encouraged." Recognizing the work load involved, service is voluntary, not mandatory. We agree and fully support her decision to withdraw from committees where she may have passion and interest but are not related to her contractual assignment.

In summary, the deans agree that the program curriculum, program outcomes, and student experience are sound. The program enjoys the experienced leadership of its program director. For these reasons, OUC and OUS deans see great value in its expansion to other campuses. It is unfortunate that his review came at a time when this expansion was just beginning and resources and stability are stretched. There is some confusion between campuses that does need attention. However, the deans are very aware of these needs and with even modest growth resources will quickly follow. We look forward to seeing that growth.

Sincerely,


James M. Smith, Dean
Lancaster Campus


Martin Tuck, Dean
Chillicothe Campus


Nicole Pennington, Dean
Southern Campus