Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: **Lead Faculty, Medical Assisting**

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

 The mission of the Medical Assisting Program at Cañada College is to provide education and training directed towards career development in cooperation with the medical community in order that students may achieve gainful employment in healthcare, to advance in current employment positions, and to update skills in order to maintain current employment. The program, with a focus on transfer, also works to provide a seamless pathway for higher education opportunities for students.

The Medical Assisting Department goals for each academic year include expanding the advisory board when necessary experts are needed, review and update curriculum, certificates, and degree offered with assistance from advisory board in order to meet the needs of the medical community. The Medical Assisting courses are all taught by dedicated, experienced adjunct faculty members. There are currently no full-time faculty members in the department however, we have received approval from the Planning and Budget Council to move forward with hiring a permanent position. Each of our adjunct professors participates in promoting the program throughout San Mateo County. An ongoing goal for the Medical Assisting Department is to provide a steady stream of qualified medical administrative assistants, medical coding specialists, medical assistants, and medical billing specialists to the workforce. While statistics and labor market data show an increasing need for allied health care professionals there is a difference between need and what health facilities can afford.

The entire faculty works closely in securing guest speakers, externship sites, and employer outreach. It is imperative to have close contact with the medical community to assure that the program stays up-to-date with changes in the field and to keep the program in the public eye. The Medical Assisting Advisory Committee continues to strengthen and there are more partnerships with potential employers.

The Medical Assisting Program contributes to the mission of the College and District by:

a) Providing up-to-date quality instruction and support for student learning and success.

b) Offering course work leading to the four Medical Assisting certificates and or an Associate of Science Degree, as well as elective courses to enable students to transfer to the California State University system or four year private institutions.

c) Providing health career education and training to meet medical community needs for first time students, continuing students, returning students, as well as individuals who need to update their skills for a promotion and or career change.

d) Recruiting and supporting students from all ethnic, age, gender, and socioeconomic groups.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

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2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

Mission statement:
The mission of the Medical Assisting Program at Cañada College is to provide education and training directed towards career development in cooperation with the medical community in order that students may achieve gainful employment in healthcare, to advance in current employment positions, and to update skills in order to maintain current employment.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2	Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

The Medical Assisting program has always sought to remain in compliance with changes. We have always accepted articulation with MEDA 100 – Introduction to Medical Assisting with any high school that offers courses in Allied Health Careers. There is no 4-year program for medical assisting. Our students who want to go on to 4-year institutions enter nursing programs. We have maintained the quality and integrity of our program so that every medical assisting student has priority in nursing programs.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

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3	Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group?s recommendations for your program.

Response Detail

No Response Information to Display

Narrative

There is no licensing or accreditation of medical assistants for our program. We are in constant contact through Advisory Committee and contact with externship sites. We constantly update our curriculum to meet these needs. Our Advisory Committee meets in December and April. Next meeting is April 10, 2017. The greatest medical community need has been in competence and personality needs (common manners) referred to as "concierge." Due to basic skills deficiencies amongst incoming and current students, instruction has been affected and adjusted to meet said needs. Some of this has been accomplished through providing additional tutoring hours, online resources, counseling and additional support for students.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

3	Looking Back
4	Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

There have been no significant changes however, we have implemented new diagnosis coding curriculum into MEDA160, 167, 168, and 169.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

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5.A.   Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail
No Response Information to Display
Narrative
We have reviewed and addressed the feedback and will incorporate suggested changes into the department moving forward.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail
No Response Information to Display
Narrative
Lack of academic preparation has impacted instruction of our courses. As such, we will be incorporating more basic skills training and support through our Menlo Park satellite campus to facilitate seamless pathways into the MEDA program at Canada, which can also provide preparation for enrollment in four-year institutions.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.A.   Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Response Detail
No Response Information to Display
Narrative
Resource allocations have not affected our program. We continue to provide our students with what they need to be successful with the current resources. Additional requested resources, such as additional texts and software (MediSoft, ExpressScribe) have been installed in the library and learning center and have provided students with more access and study hours for practice with the various resources.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.B.   Impact of Staffing Changes

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Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail
No Response Information to Display

Narrative
n/a

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

4	Current State of the Program
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Response Detail
No Response Information to Display

Narrative

Enrollment Patterns & Course Offerings & Department Efficiency
The average enrollment per section has steadily been in decline since our last program review. That said, our enrollment still meets college baseline standards. Department efficiency is lower than average this is in part due to limited seating in classes held in computer labs and law governing RN (teacher)/student ratio in clinical classes.
Student Retention Rate
The student retention rate is 88.6% which is very good considering the high standards dictated by the medical community and the fact many of our students work and are parents. Further, this exceeds the colleges' established retention rate goal. Down slightly from 2014 due to improving economy.
Student Success Rate

The average student success rate for 14/15 and 15/16 was 85.3% down 1% from previous years and an excellent rate considering it exceeds the colleges' goal of 70%.

Student Enrollment Status Profile
The data shows a high percentage (87%) of continuing students. This percentage has increased over the semesters. It is up 2% from Spring 2012. First time student percentage is always higher in Fall than Spring.
Student Goal Orientation

The average percentage of students transferring is 32.7%, the average percentage of students receiving an AA/AS degree is 28.6% and the average percentage of students receiving certificates 13.6% is very good since our four certificate programs are of varying semester length.
The faculty is making a concerted effort to get students completing the "administrative" certificates to apply for the certificate. The Medical Assistants always apply and is easier to monitor.

We have also noted from our class list that quite a few of our students do not have one of the medical assisting certificates listed as their major or never change their major even though they graduates from one of our programs. An effort will be made to try to make this more accurate.

Student Demographics

Student ethnicity has changed drastically since our last program review. We have seen a dramatic decrease in white, non-hispanic students and African American students, while experiencing a drastic increase in Hispanic students. Asian, Pacific Islander, Filipino, multi-race and unknown have remained fairly consistent. Gender (female 80.6% male 13.9%) insists that our program consists of mostly female students, which is reflective of current trends in the Allied Health industry.

Student Education Attainment

Percentage of Post-Secondary degrees has remained consistent.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-A.	Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Response Detail
No Response Information to Display

Narrative

After reviewing the program data provided by the college, it is clear that the following groups are experiencing equity gaps in program access and completion. The groups identified include male, Asian, Hispanic and multi-racial students. To close these identified gaps the program must initiate efforts to:
Increase program access by recruiting more male students through outreach and direct marketing as that includes male students on collateral pieces
Increase program access by recruiting more Asian students by providing language and counseling support
Increase program course completion rates for male, Hispanic and multi-racial students by encouraging counseling support and the attainment of Student Educational Plans. Further, Hispanic students may require additional Spanish language support, tutoring and resources that promote student success
 The college can support these efforts by providing more preliminary screening and English proficiency for proper student placement. In our experience, the English track has demonstrated to be more successful for learning outcomes for all students in our program. Further, by providing resources for marketing materials and outreach, we can begin to close the identified equity gaps in our program.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-B.   Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail
No Response Information to Display

Narrative

N/A

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

9.A.   SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative
All SLOs for every course are assessed every semester. We do this because we need to assess in order to address problems.

Suggested Follow Ups

Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative
The assessments continue to reveal lack of English skills and students simply never returning to class. To address the problems we have incorporated the personal tutoring sessions by instructors as previous outlined and made suggestions for implementation of proposed equity gap solutions.

Suggested Follow Ups

Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative
Our program learning outcomes are completed at the end of each academic year. These PLOs reveal a high rate of employment and job retention. One way that we monitor the impact of these PLOs is by surveying and assessment of supervisory externship evaluations, which monitors student field performance and hire rates. This method has proven to successfully engage externship partners and shows a high rate of student success in the field.

Suggested Follow Ups

Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	