

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Health, Agriculture, Workforce, & Kinesiology

Program: Medical Assisting/Phlebotomy (MAST)

Current Academic Year: 2021-2022

Last Academic Year CPPR Completed: 2018-2019

Current Date: 3/1/2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program Mission (optional)

The mission of the program is to prepare competent entry-level medical assistants and phlebotomists for employment in a healthcare setting.

B. Brief history of the program

Medical Assisting

The medical assisting program was implemented in 1973 under the program title Medical Office Assisting. In 1994 the program was discontinued due to a decrease in enrollment of evening class offerings, a decrease in community interest and / or need, and the retirement of the instructor.

In 1995 the medical assisting program was reinstated with the coordinated efforts of the division director and two part-time faculty. The program pursued accreditation from the American Association of Medical Assistants (AAMA). However the minimum requirements based on AAMA Standards and Guidelines for Medical Assisting Educational Programs required it to be a two-year program with 24 semester credit hours or 900 contact hours and 160 contact hours for externship. After further review and a decline in the awarding of certificates, efforts toward AAMA accreditation were abandoned.

In spring 1999 a new part-time faculty was hired for the medical assisting program. Further research was conducted to address declining enrollment including looking at other community colleges with similar programs. Through collaboration with the Ventura College director and faculty, Cuesta College developed the Medical Assisting Fast Track one-semester program in fall 2002 with courses MedAst 10 and MedAst 11 including a 45-hour clinical externship.

Phlebotomy

In the fall of 2000 phlebotomy training, MedAst 9, was added to the medical assisting program. In anticipation of new state regulations from the Department of Health Services / Laboratory Field Services requiring phlebotomists to be certified by the state, the curriculum was developed to meet the proposed training requirements. In 2002 the new regulations were passed with Cuesta College having one of the first phlebotomy programs approved by the state.

The medical assisting fast track program, MedAst 10 and MedAst 11, is regulated by the California Business and Professions Code Medical Practice Act Laws Relating to Medical Assistants Sections 2069 – 2071 and 2544, Health and Safety Code Section 1204, and California Code of Regulations Title 16, Article 2, Section 1366 – 1366.4. The phlebotomy training program, MedAst 9, is regulated by the California Business and Professions Code: Sections 1242 – 1246, 1269; The California Health and Safety Code: Section 120580, and the California Code of Regulations (CCR): Title 17, Sections 1029 – 1035.1.

C. Include significant changes/improvements since the last Program Review Medical Assisting

- Chromebooks and SimChart software have been in use since the last program review. Four new Chromebooks were purchased Fall 2020 to meet student need and demand. This technology provides instruction for electronic medical record documentation.
- The program's main classroom 2501 was updated with the DE standard (instructional podium and camera). A new media screen has also been requested.
- The program also purchased a hemoglobin starter kit and test strips, autoclave, compound lab microscope, and forty stethoscopes.

Phlebotomy

The Phlebotomy courses are taught by part-time faculty members. The Phlebotomy program has two evening sections, one taught in the San Luis Obispo campus and one taught in North County campuses. Teaching Assistants are hired every semester to assist the faculty members with the lab set-up and supervision of the high number of invasive skill check-offs, including capillary skin punctures and venous blood withdrawal. The homework and some of the tests are on-line CANVAS assignments. The FINAL Exam is on line. Phlebotomy students may take the NCCT (National Center For Competency Testing) upon successful completion of both MAST 109A and MAST 109B.

D. List current faculty, including part-time faculty

Medical Assisting

The only full-time faculty retired at the end of Spring 2021. The program was canceled in both fall 2021 and spring 2022 due to lack of faculty. The position was submitted through the faculty prioritization process and a new FT tenure-track faculty position was approved in fall 2021. The program will regain a full-time instructor to begin fall 2022 upon successful recruitment. A part-time instructor is also approved to assist in the skills lab.

Phlebotomy

- Lillian Burns (Program Director)
- Jennifer Chavez (PT Instructor – SLO Campus)
- Stephanie Ponti (PT Instructor – NCC)

E. Describe how the Program Review was conducted and who was involved

Medical Assisting: This program review is being conducted by the division chair. The program was canceled in fall 2021 and spring 2022 due to failed part-time instructor pools.

Phlebotomy: This program review is being conducted by the division chair and Phlebotomy program director.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Medical Assisting program enrolls a diverse student population many of whom are of Hispanic background interested in entering the healthcare workforce as entry-level medical assistants. Upon completion of the one-semester program, students are eligible to complete the certification exam and work as certified medical assistants.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

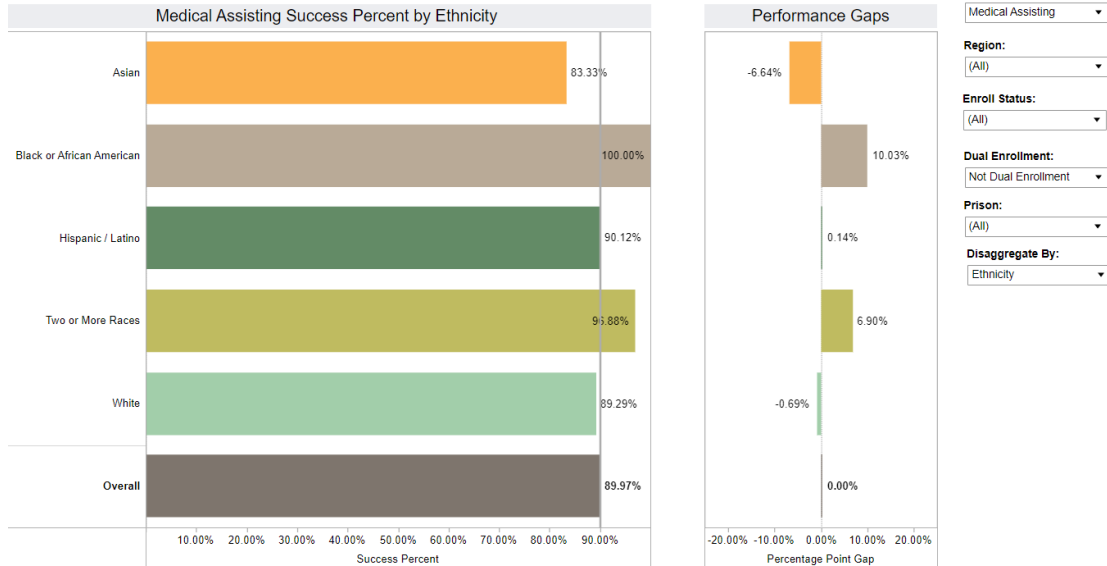
Based on the Strategic Plan 2020-2023, the Medical Assisting program addresses the institutional goals and objectives:

INSTITUTIONAL GOAL 1: Access – Increase student access to higher education

Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts.

The programs enroll disproportionately impacted student groups. The program is designed as a fast-track, one-semester program which serves to provide entry-level job opportunities as a medical assistant or phlebotomist. These programs can also be used as a career ladder to other one and two year healthcare programs (RN, LVN, Psych Tech, and EMS). This program provides an opportunity for students to gain healthcare experience and prepares students for more rigorous programs. Tableau data showed 90.13% of students received the BOGW; 83.33% to 100% of students identified as Hispanic/Latino, Black or African-American, or Asian.

Successful Course Completion by Student Subpopulation



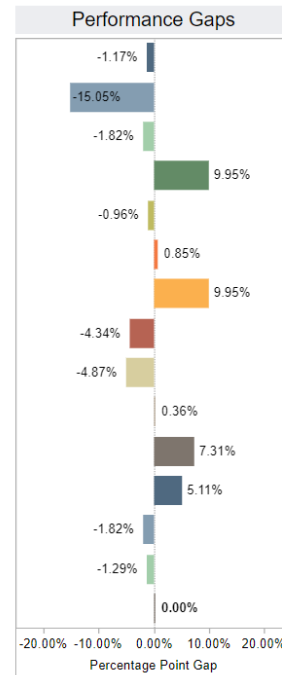
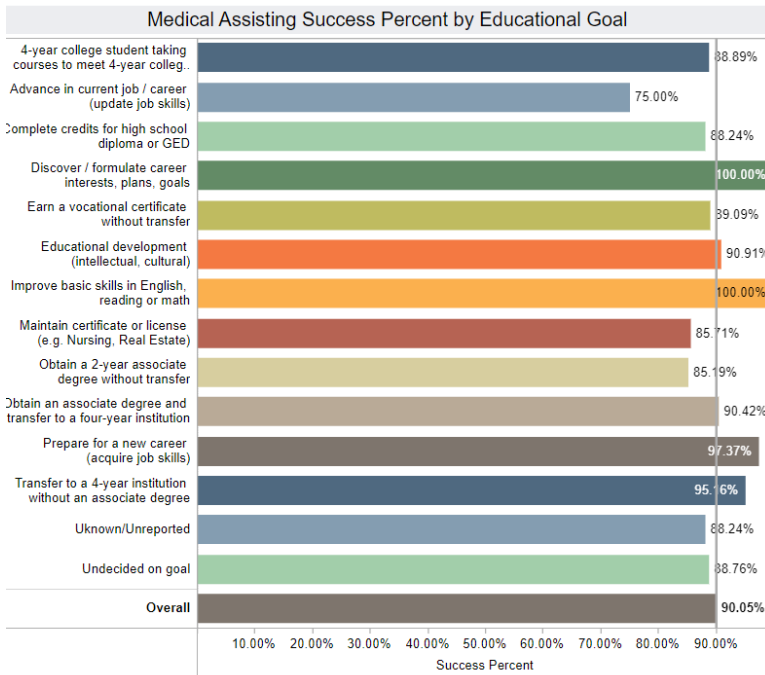
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Institutional Objective 1D: Increase career pathways for local high students.

Tableau data shows 97.37% of students’ educational goal for this program is to prepare for a new career (acquire job skills), 88.24% to complete credits for high school diploma or GED, 90.42% obtain an associate degree and transfer to a four-year institution, and 100% to discover/formulate career interests, plans, and goals.

Successful Course Completion by Student Subpopulation

Academic Year: (Multiple values) ▾
 Department: Medical Assisting ▾
 Region: (All) ▾
 Enroll Status: (All) ▾
 Dual Enrollment: Not Dual Enrollment ▾
 Prison: (All) ▾
 Disaggregate By: Educational Goal ▾



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 all valid grades.

INSTITUTIONAL GOAL 2: Completion – Increase the number of students earning an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.

Institutional Objective 2A: Increase in the number of students who earn an Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.

In 2020-2021 academic year, 27 students attained a certificate of specialization compared to 35 in the previous year. However nine students attained an associate in science degree, the most since 2015-2016. Since the last program review, 33-35 certificates of specialization were awarded along with three to five associate in science degrees.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:

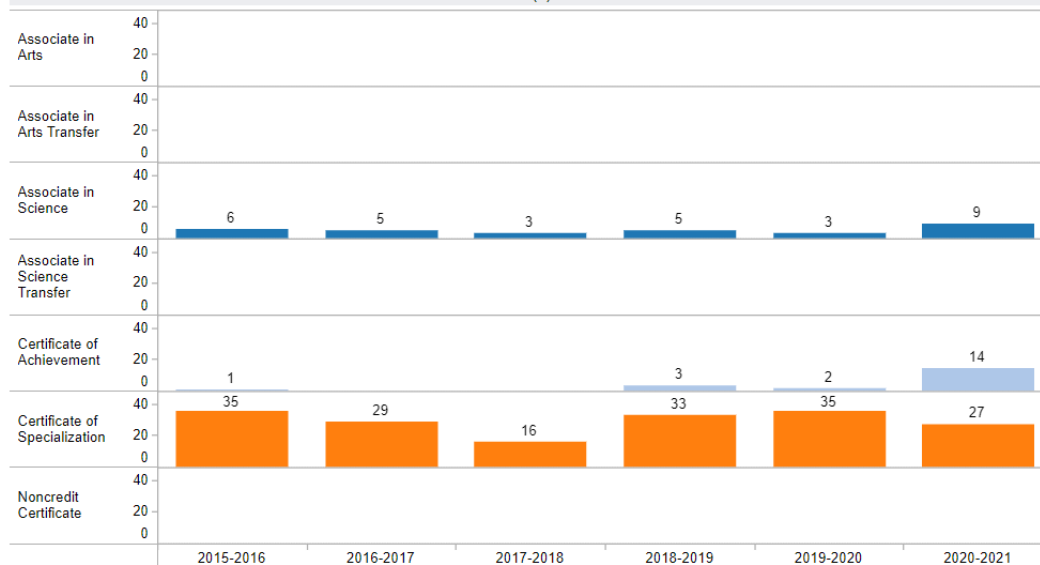
Medical Assisting

Award Type:

(All)

Program Awards

Top Code Description(s): Medical Assisting
Award(s): All



INSTITUTIONAL GOAL 5: Workforce – Increase the proportion of exiting students who report being employed in their field of study.

Institutional Objective 5A: Increase median annual earnings of all students.

Institutional Objective 5B: Increase proportion of all students who attained the living wage.

Institutional Objective 5C: Increase proportion of all students with a job closely related to their field of study.

The median annual wage in 2021 for Medical Assistants in California was \$40,938 with a range between \$34,060 and \$54,146 (EDD, 2022). Data is not available to assess students who attained employment upon completion of the program or a job closely related to their field of study.

The projected job outlook for Phlebotomists (data.bls.gov_2020) is a 22% growth over the next 10 years with new job openings about 19,500 per year. The National Median Salary is \$36,320 with the California Median Annual Salary (Indeed Feb 2022) is \$48,152. The Cuesta Phlebotomy programs continue to have 5 to 10 students per section on the waitlist each semester. Instructors continue to track certification passing rates as well as employment offers.

INSTITUTIONAL GOAL 6: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve our diverse communities.

Institutional Objective 6A: Align facilities and technology in accordance with the district's Facilities Master Plan and Technology Plan.

Medical Assisting

The use of the Electronic Health Records (EHR) via SimChart have been in use since 2007 after the Advisory Board recommended EHR training. The program originally purchased 20 Chrome books along with the EHR software. The program continues to purchase access codes for the SimChart program every semester and last year, the program acquired four new Chromebooks to meet increase in student enrollment. Strong Workforce Funds were used to also purchase new equipment including a microscope, autoclave, and hemoglobin starter kit. The program's main classroom 2501 was also the recipient of the DE standard during the COVID-19 pandemic and has capabilities for delivering class online. The classroom is also in need of a new pull-down screen.

Phlebotomy

Dignity Health opened two additional externship sites in Spring 2022 which will allow 4-5 more students to attend externship. This will facilitate allowing more students to enroll (past the 15 cap). The program obtained an online video subscription to the latest phlebotomy education and training videos as well as two new centrifuges and specimen processing equipment.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

INSTITUTIONAL LEARNING OUTCOME 1: Personal, Academic, and Professional Development

- a. Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development.
- b. Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being.
- c. Demonstrate the professional skills necessary for successful employment.

Students in the Medical Assisting and Phlebotomy are exploring a healthcare profession or pursuing a higher degree. Students interested in pursuing a higher degree gain medical and patient care experiences before pursuing other degrees in nursing or emergency medical services. Course syllabi address professionalism including: communication, preparation, accountability, appearance, attendance, and other "soft skills" needed to succeed in healthcare professions. The program syllabus/handbook address certification exam and employment preparation as well as information regarding skill specific critical elements to meet the standards and objectives of the program. Medical Assisting curricula address Maslow's hierarchy of needs including health maintenance and disease prevention. The Phlebotomy curricula addresses health promotion and self-care for both patients and students.

INSTITUTIONAL LEARNING OUTCOME 2: Critical Thinking and Communication

- a. *Analyze and evaluate their own thinking processes and those of others*
- b. *Communicate and interpret complex information in a clear, ethical, and logical manner.*

The program syllabus/handbook addresses scope and standards of practice, Business and Professions Code section, California Code of Regulations, and FAQs related to scope of practice.

Students receive classroom instruction followed by a skills day to discuss and perform skills discussed in class. The skills lab component affords students the opportunity to dialogue and work in groups to critically think about their scope and demonstrate skills competence. Objectives for the programs is also teaching an interdisciplinary approach in which students must be able to communicate in a clear, accurate, and concise manner with patients and interdisciplinary team members. Students are taught to use a structured, organized, and systematic approach for verbal and written communication that includes assessment, planning, implementation, and evaluation.

INSTITUTIONAL LEARNING OUTCOME 3: Scientific and Environmental Understanding

- a. Draw conclusions based on the scientific method, computations or experimental and observational evidence.*
- b. Construct and analyze statements in a formal symbolic system*
- c. Analyze the relationship between people's actions and the physical world*
- d. Make decisions regarding environmental issues based on scientific evidence and reasoning*

Students learn to build rapport and a relationship with patients to ensure information is appropriately communicated to other health team members. Students are taught to provide nonjudgmental care that demonstrates empathy and compassion.

INSTITUTIONAL LEARNING OUTCOME 4: Social, Historical, and Global Knowledge and Engagement

- a. Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world*
- b. Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures.*

The program curricula address cultural diversity specific to health and caring for people with differing cultural values, norms and perspectives. Students are expected to reflect upon their own points of view and the effect it has on their approach as a healthcare provider.

INSTITUTIONAL LEARNING OUTCOME 6: Technical and Informational Fluency

- a. Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically*
- b. Produce and share electronic documents, images, and projects using modern software and technology*

The program course outline, handbook, and syllabi demonstrate legal obligations and scope of practice for certified healthcare providers. Students are responsible for reading and understanding content related to the Health Insurance Portability and Accountability Act to ensure patient privacy. The program offers Chromebooks and a vSim program allowing students to practice documentation in electronic medical records. Students are provided with guidelines related to mandated reporting of children, elderly, and dependent adult abuse. Students are required to understand and utilize information from a variety of sources including lecture, skills lab, textbooks, and online resources.

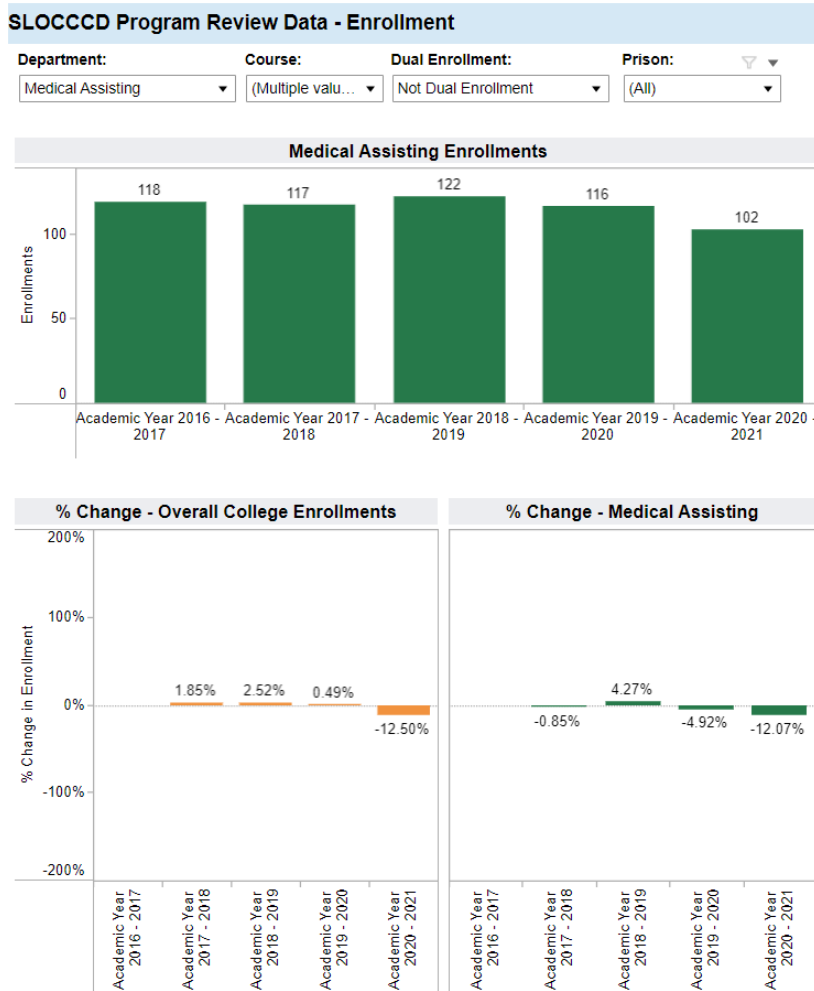
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

The Medical Assisting program had a decline in enrollment in 2020-2021 due to the COVID-19 pandemic. Lectures for all three courses were held online. Although the skills lab component of the program was held in person, smaller groups were created to adhere to COVID guidelines.

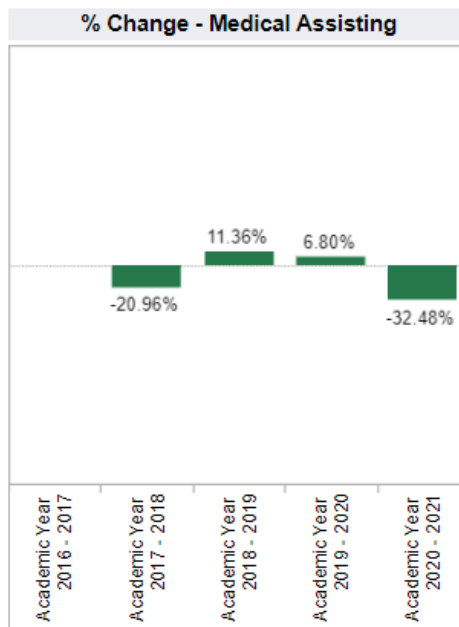
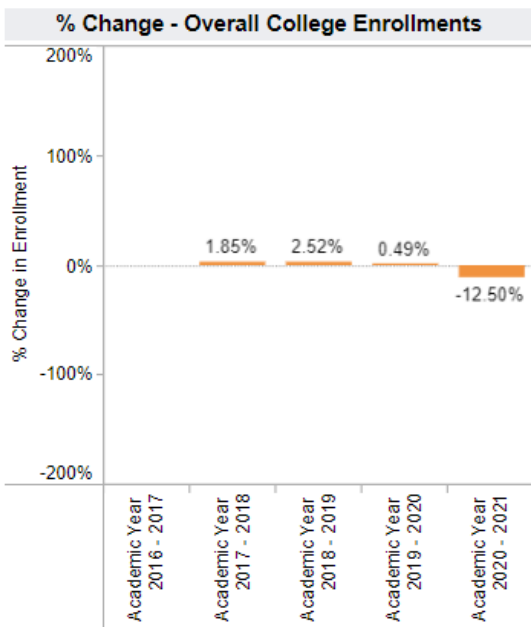
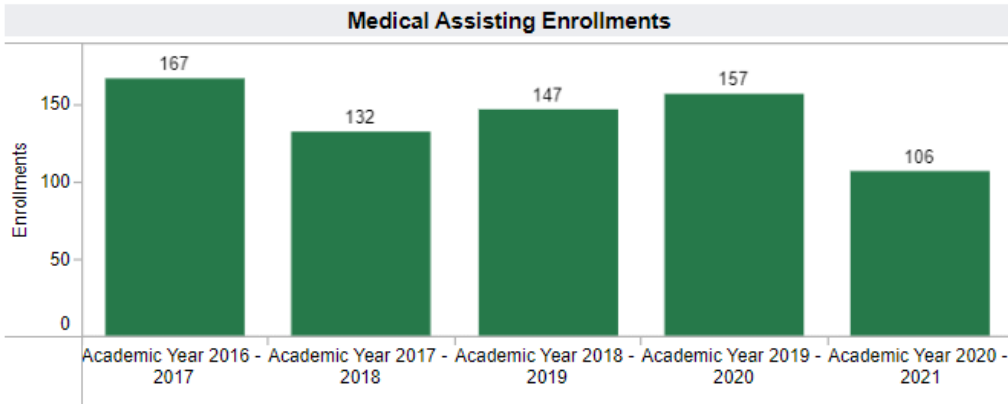


The charts above demonstrates overall enrollment for MAST 109/109L courses. MAST 109 was selected as a student must pass 109 to move on to 109L. These numbers reflect about a 33% drop in enrollment. The drop is due to leaving the maximum 15 student cap on the course due to COVID externship restrictions for two full semesters. This is compared to the approximate overall drop in college attendance of 12.5%. of The Phlebotomy program is continuing the 15 student cap for Spring 2022 , but will increase to about 18-20 students for Fall (depending upon externship sites). Dignity has

opened two more externship site for our program starting in Spring 2022 and these will be evaluated for increased placement for Fall 2022.

SLOCCCD Program Review Data - Enrollment

Department:
 Course:
 Dual Enrollment:
 Prison:



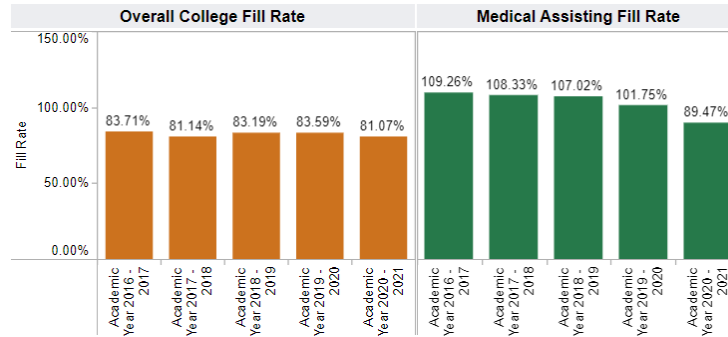
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Fill rate for the Medical Assisting program declined in 2020-2021 in comparison to the previous four years probably due to the pandemic however the fill rate remained higher than the overall college fill rate.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Course: Dual Enrollment: Prison:

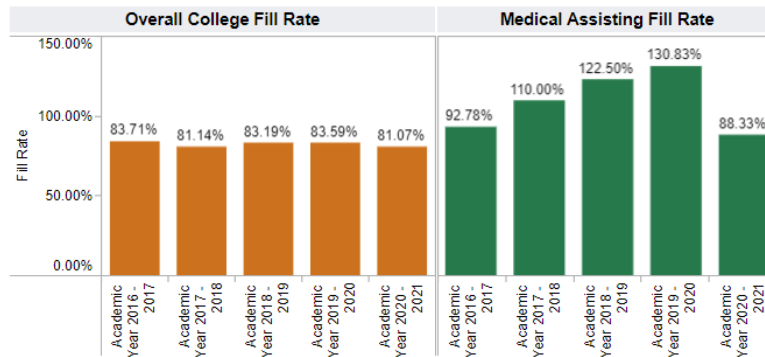


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The chart above Fill Rates in the Phlebotomy courses reflect a 89% demand rate (approximating a full 15 student enrollment). The drop in demand reflects the 15 student cap placed on the course during the two semesters due to Covid restrictions. Even though there were consistent waitlist number (5-10 students per section), the 15 student cap had to be imposed due to lack of externship sites (MAST 109L) resulting from Covid restrictions. The Phlebotomy program consistently has a waitlist and students are turned away. These courses are dependent on availability of clinical facilities for student externship placement.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Course: Dual Enrollment: Prison:

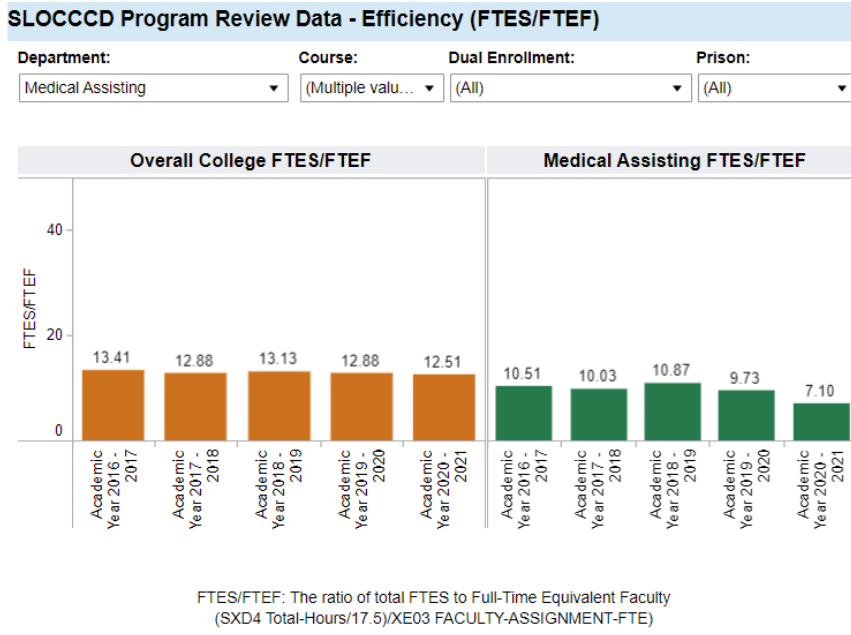


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

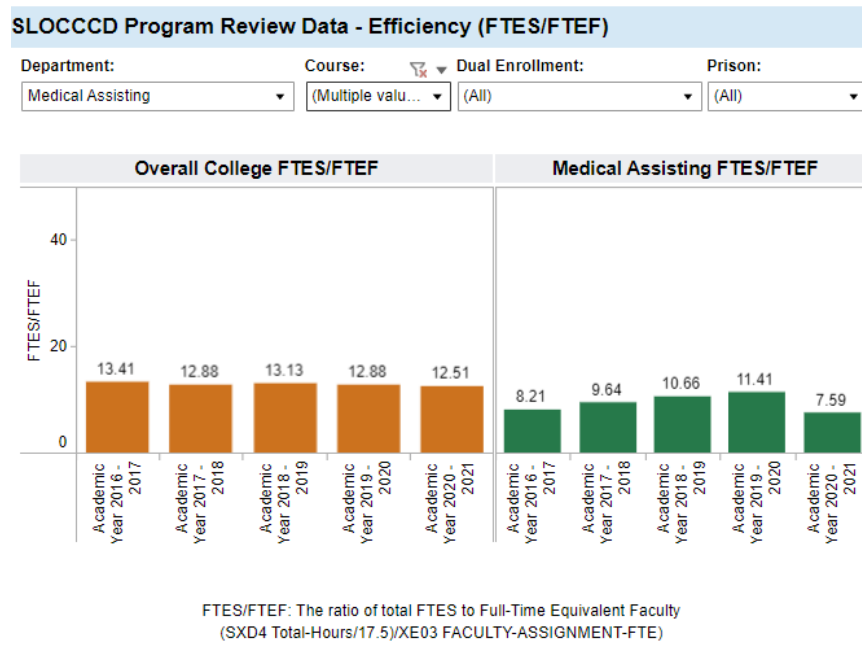
[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

The FTES/FTEF for the medical assisting program was lowest in the 2020-2021 academic year and were lower in comparison to the college average. This may correlate with lower enrollment numbers during the pandemic and the need for two instructors to teach in the

skills lab. Students practice and perform procedures with devices such as needles requiring two instructors to supervise skills.



Due to the nature of skills taught in the Phlebotomy courses (invasive procedures such as skin punctures or venipunctures) the students must be supervised by the instructor at all times. Each section of Phlebotomy is taught by a part-time instructor along with three to four teaching assistants. Sometimes this means a direct one-on-one supervision. Factors affecting efficiency for these programs include the requirement to complete skill lab hours, successfully passing the exam before progressing to externship, and clearance from background screenings. Class vacancies left by students who drop the program are not able to be back-filled due the inability to meet the State of California instruction-hour requirements after the course has begun. Additionally, students who do not pass the MAST 109 FINAL exam with a 70% or greater are dropped from the class and do not proceed to externship (MAST 109L). Lastly, all students are required to complete a background and drug screening exam 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, have to complete a Student Appeal to complete the program. The “due date” time for these screens and immunizations is well into the semester and thus do not allow for new students to enter the class.



[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Medical Assisting

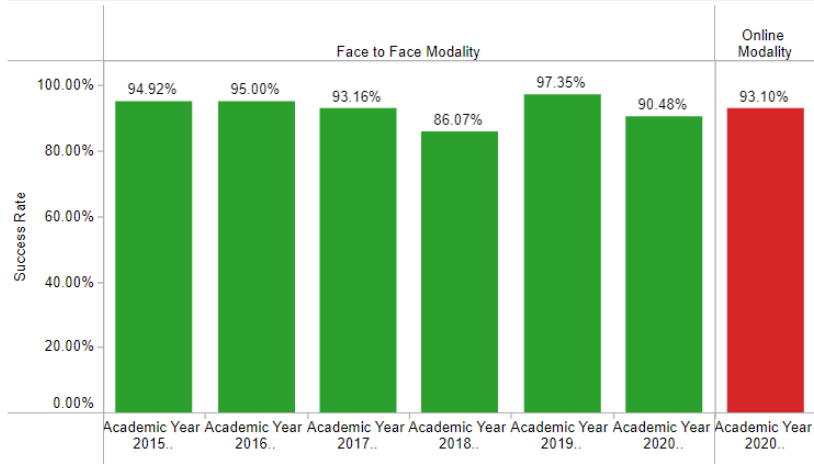
Course:

(Multiple values)

Legend:

Face to Face Modality
Online Modality

Successful Course Completion by Modality -Medical Assisting



Successful Course Completion by Modality Table - Medical Assisting

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	94.20%	86.76%	88.35%	85.87%	92.66%	91.89%
	Total Department Enrollm..	294.0	287.0	249.0	269.0	275.0	150.0
Online Modality	Department Success Rate						93.10%
	Total Department Enrollm..						58.0

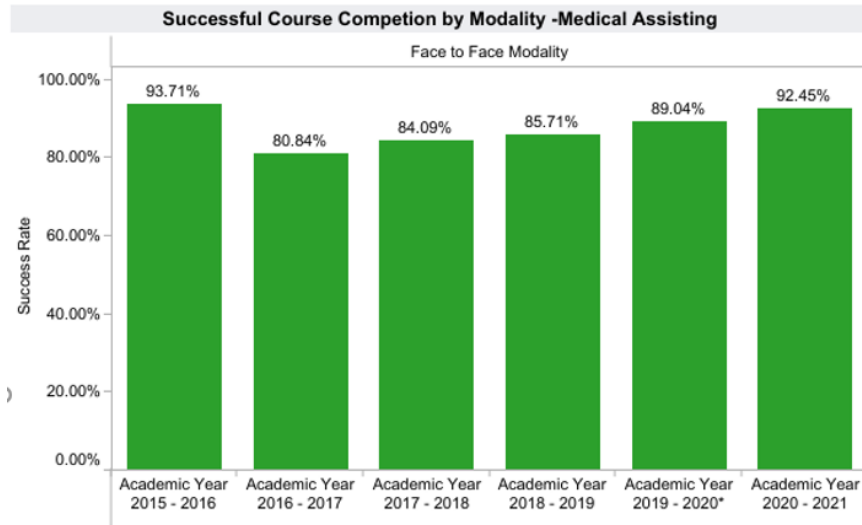
The course completion rate average has ranged between 94.92% in 2015-2016 and 90.48% in 2020-2021 exceeding the college completion rate for both in person and online modalities.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Medical Assisting

Course:
Multiple values

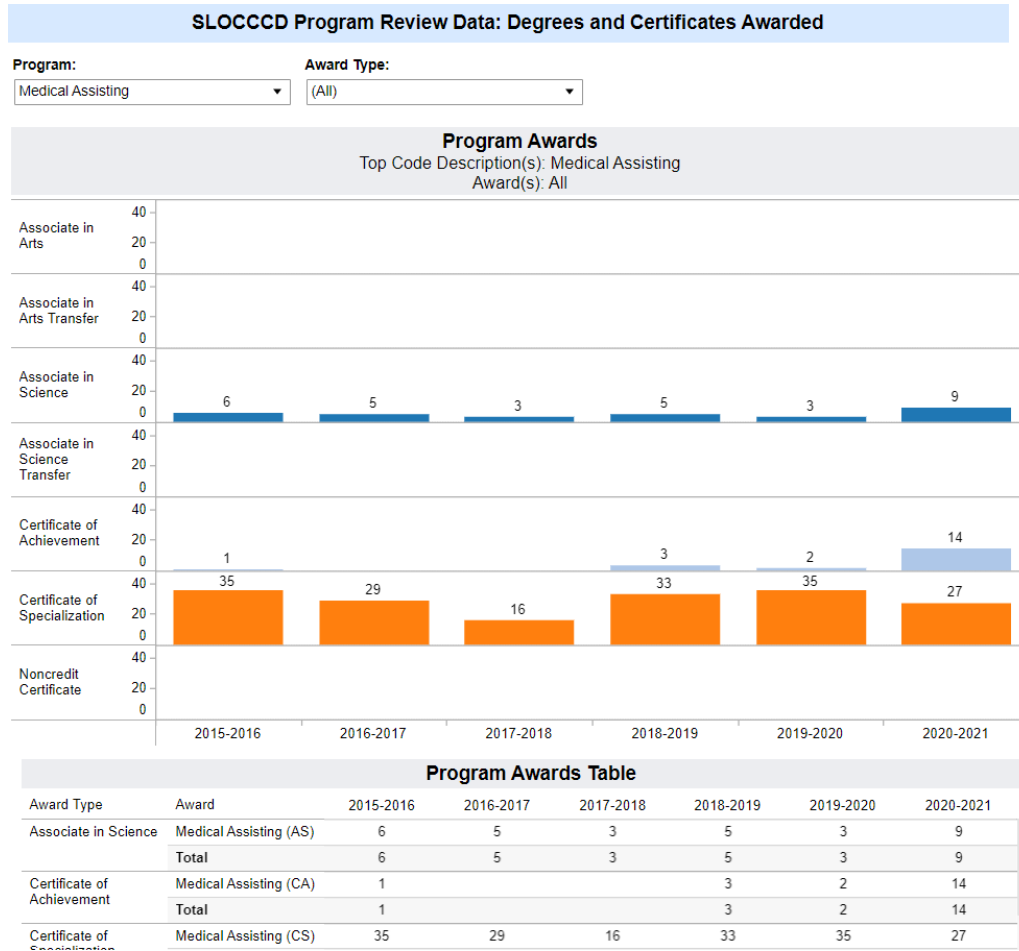
Legend:
Face to Face Modality



		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	94.20%	86.76%	88.35%	85.87%	92.66%	91.89%
	Total Department Enrollm..	294.0	287.0	249.0	269.0	275.0	150.0
Online Modality	Department Success Rate						93.10%
	Total Department Enrollm..						58.0

The Phlebotomy courses were taught in a blended face-to-face/remote modality. Skills are integrated in the theory portion of the courses and therefore require instructor feedback and supervision. Course completion rates for these programs have remained steady for the past five years – and in spite of Covid challenges, course completions rates were highest in five years.

Degrees and Certificates Awarded (Insert Data Chart)

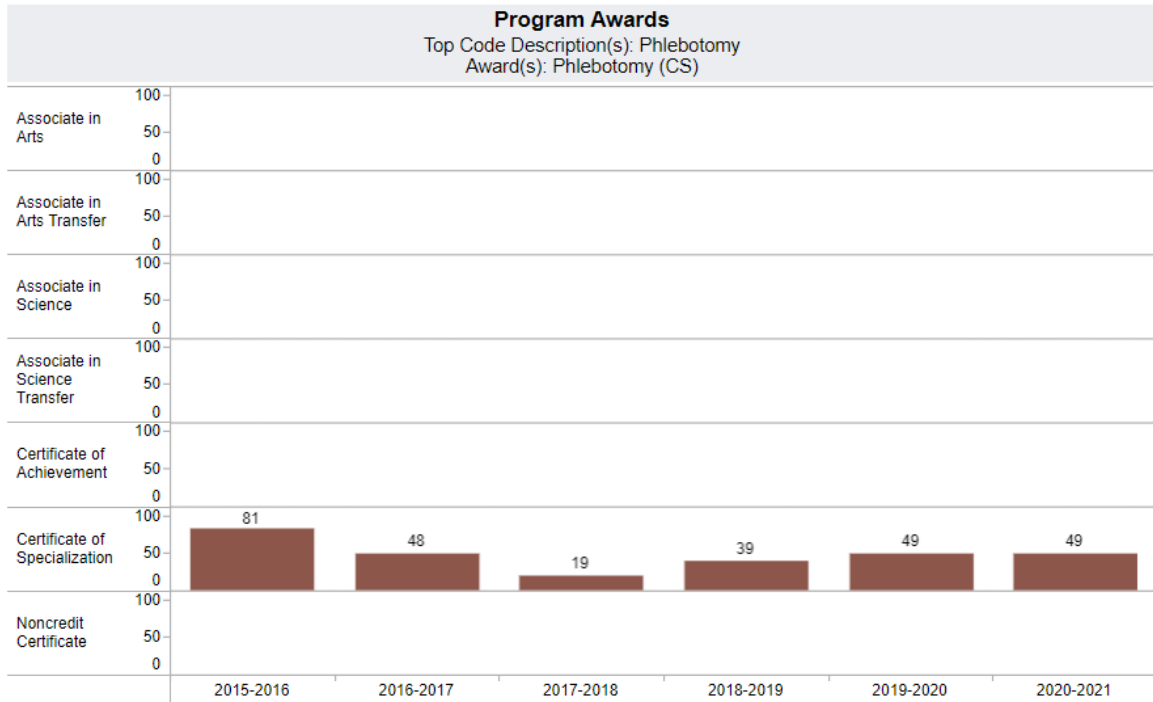


Over the past six years, 31 students were awarded Associate in Science degrees in the Medical Assisting programs. This is an increase from the previous review which documented 18 students awarded Associate in Science degree between 2012-2013 through 2016-2017 academic years. One hundred seventy-five students were awarded Certificate of Specialization and 19 students were awarded Certificates of Achievement.

The program was paused this academic year due to lack of faculty to teach the program. The program’s only full-time faculty retired in Spring 2021. Two part-time pools were opened however were unsuccessful. The district approved the replacement of this full-time faculty position and the program will resume in fall 2022.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Award Type:



Program Awards Table							
Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Certificate of Specialization	Phlebotomy (CS)	81	48	19	39	49	49
	Total	81	48	19	39	49	49
Grand Total		81	48	19	39	49	49

Students must complete MAST 109 and 109L to complete the Phlebotomy program. Students must enroll and complete both courses to obtain the Certificate of Specialization.

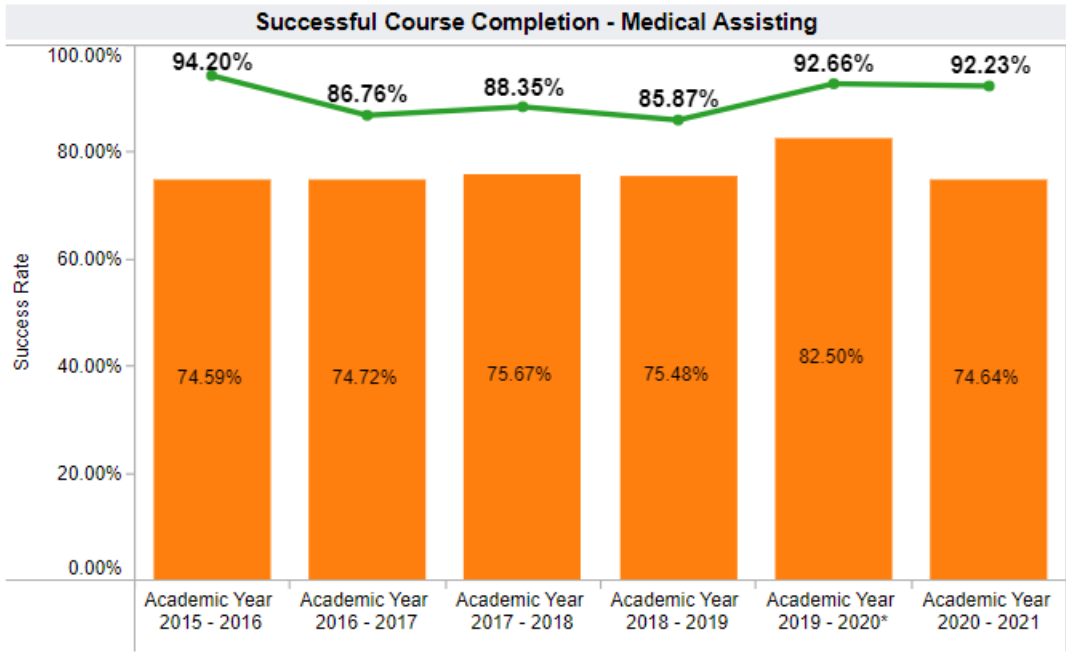
[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

The rate of successful course completion for Medical Assisting and Phlebotomy program courses exceed that of the overall college with rates ranging between 85.87% and 92.66% between 2017-2018 and 2020-2021 academic years. The completion rates for the programs have been approximately 22% above the college average.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: TERM: Measure Names: ■ Department Success Rate, ■ Overall College Success ...

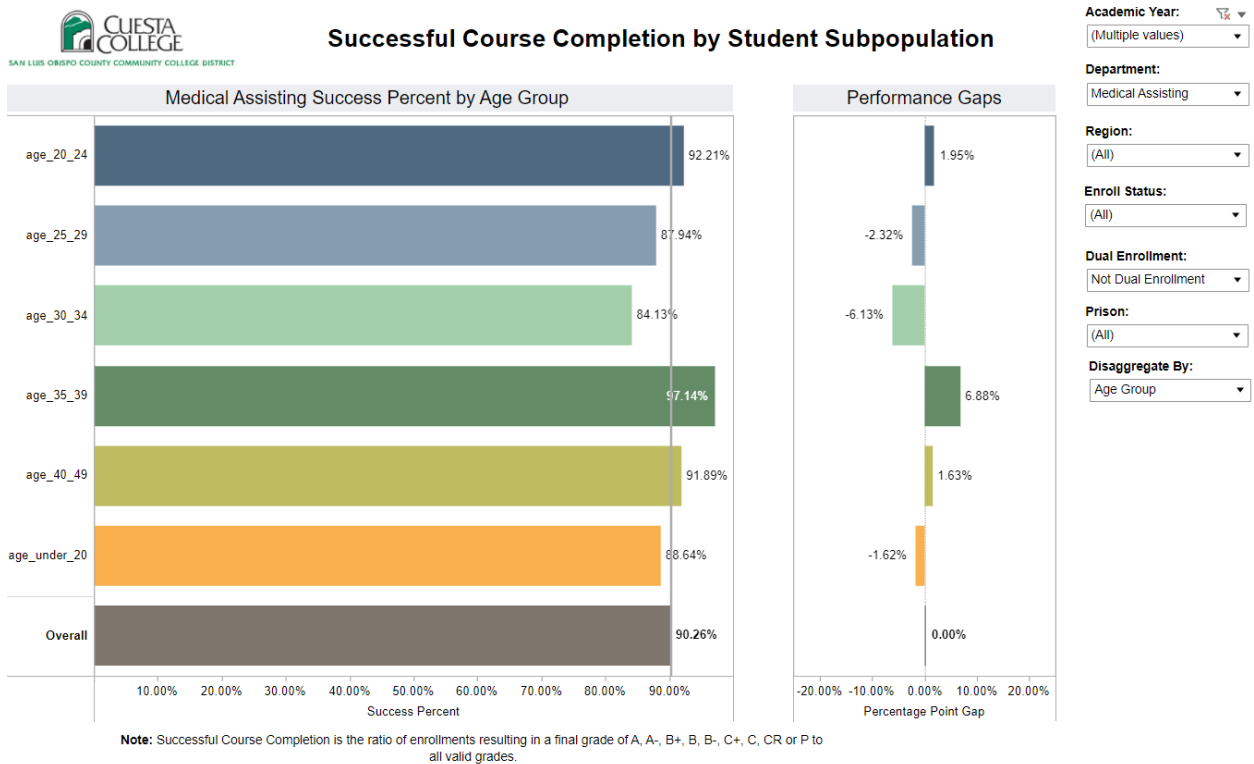
COURSE:



	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	94.20%	86.76%	88.35%	85.87%	92.66%	92.23%
Total Enrollments	294	287	249	269	275	208

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.

Successful Course Completion by Student Subpopulation: Age Group: The chart represents course completion percentages from 2018 to 2021 based on age group. The majority of students completing medical assisting courses are from age groups: under 20, 20 to 24, 25 to 29, 30 to 34, 35 to 39, and 40 to 49 with course completion rates ranging between 84.13% to 97.14%.



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.

Medical Assisting

Students who complete the medical assisting program are eligible to sit for the certification exam however data related to exam results and employment is not available. The full-time faculty responsible for tracking this information retired in spring 2021.

Phlebotomy

In Fall of 2021 one additional hour per week was added to each lecture component of the program. The additional hour allowed instructors to have more one-on-one time with each student during skills, and allowed the program to meet further State of California requirements

that were added in 2020. Having the additional hour has also improved the skills needed to successfully complete the externship program and increase student and preceptor satisfaction.

The most recent (2020-2021) NCCT (National Center For Competency Testing) data for Cuesta College is as follows:

Spring 2021 (testing date May 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 72.8

Fall 2021 (testing date Dec 2021)

18 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 May 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 72.8

Fall 2020 (testing date Dec 2020)

26 students took the test

100% passed with an average score of 80.2%

Same Date - National Statistics: Only 73% passed with an average score of 75.1

CURRICULUM REVIEW

List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

1. Courses

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
MAST 110	yes / no	no /yes: date	no / yes: 12/20	no /yes: date	no / yes: date
MAST 111A (formerly 111)	yes / no	no / yes: date	no / yes: 12/20	no / yes: date	no / yes: date
MAST 111B (formerly 111L)	yes / no	no /yes: date	no / yes: 12/20	no / yes: date	no / yes: date
MAST 109	yes / no	no /yes: date	no / yes: 12/20	no / yes: date	no / yes: date
MAST 109L	yes / no	no / yes: date	no / yes: 12/20	no / yes: date	no / yes: date

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified
N/A		

Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

2. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number	MAST 110	MAST 111A	MAST 111B	MAST 109A	MAST 109B
1. Effective term listed on COR	Date: Fall 2021	Date: Fall 2021	Date: Fall 2021	Date: Fall 2021	Date: Fall 2021
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.

- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Medical Assisting Associate in Science	yes / no	no / yes: date	no/yes: 12/20	no / yes: date
Medical Assisting Certificate of Achievement	yes / no	no / yes: date	no/yes: 12/20	no / yes: date
Medical Assisting Certificate of Specialization	yes / no	no / yes: date	no/yes: 12/20	no / yes: date
Phlebotomy Certificate of Specialization	yes / no	no / yes: date	no / yes: 12/20	no / yes: date

4. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Medical Assisting A.S.	yes / no*	yes / no*	yes / no**
Medical Assisting C.A.	yes / no*	yes / no*	yes / no**
Medical Assisting C.S.	yes / no*	yes / no*	yes / no**
Phlebotomy C.S.	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Fall 2020	Spring 2021	Fall 2021 program	Spring 2022 paused	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
MAST 110	Major	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

			program paused	program paused						
MAST 111A	Major	major / minor	major / minor program paused	major / minor program paused	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
MAST 111B	Major	major / minor	major / minor program paused	major / minor program paused	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
MAST 109A	Major	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
MAST 109B	Major	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Medical Assisting A.S.	modify								modify	
Medical Assisting C.A.	modify								modify	
Medical Assisting C.S.	modify								modify	
Phlebotomy C.S.	modify								modify	

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Attach or insert the assessment calendar for your program for the next program review cycle.

Semester	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Assessment/ Reassessment	completed	MedAss: Program Canceled Phleb: completed	MedAss: Program Canceled	MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B	MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B	MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B
Analyze Results/ Program Improvement	completed	MedAss: Program Canceled Phleb: completed	MedAss: Program Canceled	MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B	MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B	MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B
Plan Implementation	Major Curriculum changes	Changes Implemented		MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B	MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B	MAST 109A PHLEB (MAST) 109B	MAST 110 MAST 111A MAST 111B

Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Last cycle of course assessments completed in Spring 2021 for MAST 110, 111, and 111L. The Medical Assisting program was canceled in Fall 2021 and Spring 2022. The review cycle will restart once a full-time faculty to teach and lead the program is hired.

Phlebotomy courses MAST 109A and MAST 109B were evaluated for the SLO section in Fall 2021.

Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Cuesta College

PLO Summary Map by Course/Context

Map Origin: CA_MED_ASST

Map Target: CA_MED_ASST

Course	CA_MED_ASST	CA_MED_ASST	
		Demonstrate and apply ethical, competent, and safe patient care within their scope of practice of a Medical Assistant and/or Phlebotomist.	Demonstrate the knowledge/skills necessary to become employed (medical assisting only).
BIO212		1	4
BUS227		1	7
MAST110		1	3
MAST111		3	4
MAST111L		1	5
NRAD222			2
		7	25

Cuesta College

PLO Summary Map by Course/Context

Map Origin: CS_MED_ASST

Map Target: CS_MED_ASST

Course	CS_MED_ASST	CS_MED_ASST	
		Demonstrate and apply ethical, competent, and safe patient care within the scope of practice for a Medical Assistant.	Demonstrate the knowledge/skills necessary to pass the State or National Certification Exam.
MAST110		3	
MAST111		6	1
MAST111L		6	1
		15	2

Cuesta College

PLO Summary Map by Course/Context

Map Origin: AS_MED_ASST

Map Target: AS_MED_ASST

Course	AS_MED_ASST	AS_MED_ASST		
		Demonstrate and apply ethical, competent, and safe patient care within their scope of practice of a Medical Assistant and/or Phlebotomist.	Demonstrate the knowledge/skills necessary to become employed (medical assisting only).	Demonstrate the knowledge/skills necessary to pass the State exam (phlebotomy only).
BIO212		4		
BUS227		7		
BUS228		3	2	
MAST110			3	
MAST111		6	3	
MAST111L		6	2	
NRAD222		2		
PSYC201		4		
SOC201A		4		
		36	10	

PLO Summary Map by Course/Context

Map Origin: CS_PHLEB

Map Target: CS_PHLEB

SLOs	CS_PHLEB	CS_PHLEB		
		Demonstrate and apply ethical, competent, and safe patient care within the scope of practice for a Phlebotomist.	Demonstrate the knowledge/skills necessary to become employed	Demonstrate the knowledge/skills necessary to pass the National Certification Exam
MAST109A				
Apply safe and ethical guidelines when performing phlebotomy procedures.	X			
Demonstrate appropriate methods for collection and maintenance of laboratory specimens.		X		X
Perform phlebotomy procedures within regulatory guidelines and standard of practice.	X	X		
MAST109B				
Apply safe and ethical guidelines when performing phlebotomy procedures.	X			
Demonstrate appropriate methods for collection and maintenance of laboratory specimens.		X		X
Perform phlebotomy procedures within regulatory guidelines and standard of practice.	X	X		

Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Cuesta College

ILO Summary Map by Course/Context

Map Origin: CA_MED_ASST

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
BIO212					1	
BUS227					1	1
MAST110			2	3	1	2
MAST111				6	1	
MAST111L		2		1	2	
NRAD222						1
		2	2	10	6	4

Cuesta College

ILO Summary Map by Course/Context

Course	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
BIO212		1		1		3
BUS227						
MAST110			1			
MAST111			5		2	2
MAST111L			5	2	2	2
NRAD222						
		1	11	3	4	7

Cuesta College

ILO Summary Map by Course/Context

Course	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
BIO212						
BUS227						1
MAST110		3				
MAST111			3	3	1	2
MAST111L			2	3	1	1
NRAD222						
		3	5	6	2	4

ILO Summary Map by Course/Context

Map Origin: CS_MED_ASST

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
MAST110			2	3	1	2
MAST111				6	1	
MAST111L		2		1	2	
		2	2	10	4	2

Course	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
MAST110			1			
MAST111			5		2	2
MAST111L			5	2	2	2
			11	2	4	4

Course	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
MAST110		3				
MAST111			3	3	1	2
MAST111L			2	3	1	1
		3	5	6	2	3

ILO Summary Map by Course/Context

Map Origin: AS_MED_ASST

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
BIO212				2	1	
BUS227				1	3	2
BUS228						
MAST110			2	3	1	2
MAST111				6	1	
MAST111L		2		1	2	
NRAD222					1	1
PSYC201				3		1
SOC201A				1		2
		2	2	17	9	8

Course	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
BIO212		1		1		3
BUS227						
BUS228						1
MAST110			1			
MAST111			5		2	2
MAST111L			5	2	2	2
NRAD222		1	2			
PSYC201						2
SOC201A				1	1	
		2	13	4	5	10

Course	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
BIO212						
BUS227			1			1
BUS228					2	
MAST110		3				
MAST111			3	3	1	2
MAST111L			2	3	1	1
NRAD222						
PSYC201		1				
SOC201A			2	3		
		4	8	9	4	4

ILO Summary Map by Course/Context

Map Origin: CS_PHLEB

Map Target: All ILOs

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
MAST109A						
	Apply safe and ethical guidelines when performing phlebotomy procedures.		X	X		X
	Demonstrate appropriate methods for collection and maintenance of laboratory specimens.			X		
	Perform phlebotomy procedures within regulatory guidelines and standard of practice.				X	X
MAST109B						
	Apply safe and ethical guidelines when performing phlebotomy procedures.		X	X		X
	Demonstrate appropriate methods for collection and maintenance of laboratory specimens.			X		
	Perform phlebotomy procedures within regulatory guidelines and standard of practice.				X	X

SLOs	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
MAST109A						
	Apply safe and ethical guidelines when performing phlebotomy procedures.		X			X
	Demonstrate appropriate methods for collection and maintenance of laboratory specimens.		X	X		
	Perform phlebotomy procedures within regulatory guidelines and standard of practice.		X			
MAST109B						
	Apply safe and ethical guidelines when performing phlebotomy procedures.		X			X
	Demonstrate appropriate methods for collection and maintenance of laboratory specimens.		X	X		
	Perform phlebotomy procedures within regulatory guidelines and standard of practice.		X			

SLOs	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
MAST109A						
	Apply safe and ethical guidelines when performing phlebotomy procedures.			X		X
	Demonstrate appropriate methods for collection and maintenance of laboratory specimens.					X
	Perform phlebotomy procedures within regulatory guidelines and standard of practice.					
MAST109B						
	Apply safe and ethical guidelines when performing phlebotomy procedures.			X		X
	Demonstrate appropriate methods for collection and maintenance of laboratory specimens.					X
	Perform phlebotomy procedures within regulatory guidelines and standard of practice.	X				

Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Curriculum changes were made in Fall 2020 to improve the identification of lecture hours, skills lab hours, and externship hours. Changes to these were made in consultation with faculty. Changes were made to the Medical Assisting SLOs to improve the clarity of program objectives. The components to the Course Outlines of Record were updated for each of the courses in Medical Assisting and Phlebotomy programs.

Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

No budget funding requests for Medical Assisting are being submitted at this time.

Phlebotomy

Item/Description	Cost (est.)	Item Category	Instructional	Frequency	Time Frame	Location (be as specific as possible)	Justification
Phlebotomy Channel Streaming	\$ 1,500.00	Technology	Instructional	On-going	Immediate (Next Year or Sooner)	2501/N2407	Previous instructional videos (DVDs) were 8-10 years old and outdated. Moved to the streaming platform for 2021-22 academic year and need to renew for 2022-23. Instructors use the video access to complement content taught during class and students are able to access numerous, well vetted streaming videos any time. This request is a continuation of the commitment made last year. Consider adding this request to operating budget. Renewal needed every August.
Veinlight LED (2- \$500/each)	\$ 1,000.00	Equipment	Instructional	One-time	Immediate (Next Year or Sooner)	SLO/NCC	Numerous acute care facilities as well as some outreach facilities in more urban areas use these devices. This device would enhance the program to the incorporate the latest technology.

PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- Institutional Goals and Objectives
- Institutional Learning Outcomes
- Program outcomes

Indicate any anticipated changes in the following areas:

- Curriculum and scheduling
- Support services to promote success, persistence and retention
- Facilities needs
- Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The Medical Assistant program is a strong career technical education program and contributes to the needs of the community. The program has been successful since 2002 and for the past five years has had a full enrollment each semester along with a waitlist. The program continues to successfully meet Program Outcomes, Institutional Outcomes, and Institutional Goals and Objectives. Although the program was canceled for one year, community healthcare partners support the program and students continue to express interest in the program since its cancellation. The full-time faculty position approved through the

faculty prioritization process last year is currently undergoing recruitment and anticipate a new full-time instructor to restart the Medical Assisting program in fall 2022.

Currently, Phlebotomy offers 2 sections however if a third section is added, these courses might be better served by a full-time instructor to ensure consistency and management of all 3 sections. If a third section is added, it would be a day section. However, it appears we are meeting community hiring needs and a third section – at this time- is not needed. The Phlebotomy program is continuing the 15 student cap for Spring 2022, but will increase to about 18-20 students for Fall (depending upon externship sites). Dignity has opened two more externship site for our program starting in Spring 2022 and these will be evaluated for increased placement for Fall 2022.

END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.

Dean's Comments:

Strengths:

The Phlebotomy program is commended for it's 100% certification pass rate for external certification with a high average pass score for students. At random, I reviewed two course outline of records and found them to be as represented.

Challenges:

It is noted throughout the challenges for both Medical Assisting and Phlebotomy (all with the prefix MAST) that have resulted from the upheaval of the COVID-19 pandemic, notably having to restrict class size to adhere to public health requirements.

An additional concern for Medical Assisting has been it's lack of a Full-Time instructor for the 2021-2022 academic year. At this time, recruitment has been initiated, and reflects the value of writing, reviewing and using the program review to make important decisions at the college.

Considerations:

Additionally, I would consider the disaggregated status of low income versus not low income as a place for future reflection. I have included the chart below that reflects the disaggregated course success for Medical Assisting for 2020-2021. While the overall success rate is very high for both groups the low-income groups success rate is 12.2% lower than the not low income. While this could be due to circumstances outside the purview of the classroom, it is important to consider, what if any, implications this has for delivery of instruction.

Successful Course Completion by Student Subpopulation

Academic Year:
 Academic Year 2020 - 2021

Department:
 Medical Assisting

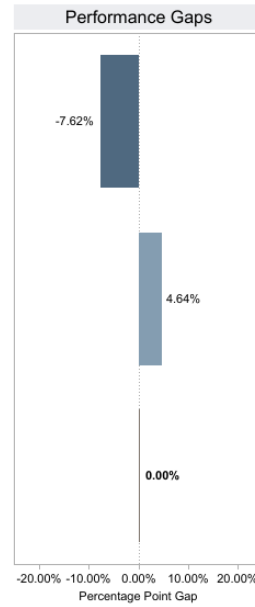
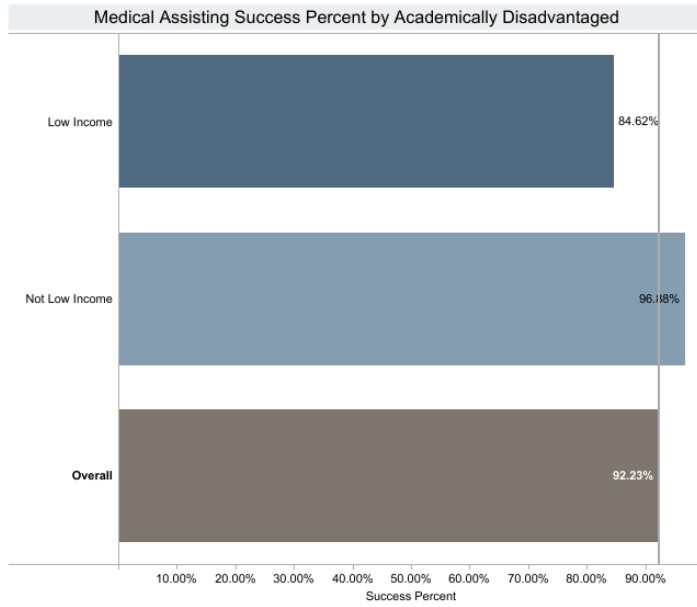
Region:
 All

Enroll Status:
 All

Dual Enrollment:
 All

Prison:
 All

Disaggregate By:
 Academically Disadvantag..



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 all valid grades.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

 Monica Millard

3/4/2022

Division Chair/Director Name

Signature

Date

There are no FT or PT faculty in Medical Assisting due to its cancellation in Fall 2021 and Spring 2022.

Name

Signature

Date

Lillian Burns

Lillian Burns

3/4/2022

Name

Signature

Date

Jennifer Chavez

Jennifer Chavez

3/6/2022

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

A full-time tenure track position was requested in Fall 2021 and was approved.

Worksheet A
2021-2022 "Math & Sciences" CLUSTER RANKING

<u>POSITION</u>	<u>CLUSTER RANK</u>
Medical Assisting (MAST, not Phlebotomy)	1
Health Education (HEED only)	2
Physics (PHYS)	3
Emergency Medical Services (EMS, both EMT and Paramedic)	4
Coach (ATHL/KINE/KINA)	5
Biology (BIO)	6

Note: "1" represents the highest ranking.

Worksheet B.1
OBJECTIVE DATA FOR TEACHING FACULTY

Position: Medical Assisting (MAST)

Data provided by Institutional Research; some data may be the same. Percentages of weighting are determined annually by Faculty Prioritization Subcommittee.

%		DATA	SEMESTER					
			Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
25%	1	Projected PT/FT load ratio by <u>discipline</u> (if position were hired)	0.708 (2020: 0.333)					
25%	2	# PT Faculty (duplicated headcount for previous Fall and Spring) / # FT Faculty (duplicated headcount for next Fall and Spring if hired)	# FT: 16 (18)		# PT: 62		Ratio: 3.444 (2020: 1.5)	
25%	3	Fill rates by <u>discipline</u>	108.77%	120.83%	120.18%	113.33%	94.74%	83.33%
25%	4	FTEs/FTEF by <u>discipline</u>	9.58	11.99	11.13	9.73	7.72	6.86
	5	Difficulty in Hiring Part-Time Matrix						

Table 1: Worksheet for Faculty Prioritization

Worksheet B.3

OBJECTIVE CRITERIA: RANKING SUMMARY

POSITION	OBJECTIVE CRITERIA 1	OBJECTIVE CRITERIA 2	OBJECTIVE CRITERIA 3	OBJECTIVE CRITERIA 4	TOTAL
Biology (BIO)	14.13909314	11.24748056	20.64143882	22.80887012	68.84
Coach (ATHL/KINE/KINA)	14.64460784	13.36812554	15.46678449	17.34424498	60.82
Emergency Medical Servs (EMS, EMT, Paramedic)	24.6629902	24.79124676	21.26520428	14.67793031	85.40
Engineering (ENGR)	19.83762255	25	18.71556295	15.43030623	78.98
English (ENGL)	11.85661765	8.305499568	24.57116124	17.09345301	61.83
Health Education (HEED)	25	13.36812554	22.07350036	21.02692714	81.47
Journalism (JOUR)	17.11090686	13.3674057	13.39536334	10.6124604	54.49
Medical Assisting (MAST, not Phlebotomy)	10.84558824	24.79124676	21.65765672	9.054910243	66.35
Physics (PHYS)	9.926470588	6.855024475	21.62906747	24.36642027	62.78
Political Science (POLS)	7.077205882	11.99683271	25	25	69.07
Welding (WELD)	22.59497549	25	22.6478844	13.79355861	84.04

WORKSHEET C.1

Faculty Position Rationale Worksheet

Division/Cluster: _HAWK/Nursing & Allied Health_____ Position: _Medical Assisting____

- What type of position: new position X replacement

- Was this position requested in the APPW or CPPR? X yes no (If no, then
please explain why _____)

- Are there any regulatory or safety requirements X yes no

Detailed Answers: Referring to your current APPW or CPPR, respond to each question below with a maximum of 150 words each. The bullets within each section are prompts to consider; choose those relevant for this position.

1. College Enhancement/Need: How will this position enhance the college? Consider:

- the impact on other college programs
- number of degrees and certificates completed in last three years/job placement
- success and course completion rates
- how the position addresses current college and statewide initiatives
- What does this position offer to support student success and the student funding formula? How does this position affect the fiscal viability of the college?

Medical Assisting fills every semester with a waitlist and is a strong CTE program. This program offers students' the opportunity to gain healthcare experience, serves as a 'feeder' for other Cuesta College health-related programs, and at the completion of the program, students are eligible to receive a Certificate of Specialization. Students who enroll in Medical Assisting also use it as a pathway to other one- or two-year programs including RN, LVN, EMS, and Psychiatric Technician and is invaluable in preparing students for other rigorous programs. Upon completion, students are eligible for the California Certifying Board for Medical Assistant examination and attain a job as a certified Medical Assistant which meets Goals 1 (increase the number of students attaining a certification and prepares them for an in-demand job) and 4 (increases the percent of exiting CTE students) of the Vision for Success plan.

In May 2021, the only FT faculty who oversaw the program retired. A PT pool was opened in December 2020 in anticipation of this retirement and the posting remained opened for over 6 months without receiving eligible candidates for the position. The program was cancelled in Fall 2021. This semester, three local agencies called the division to recruit medical assistants and also offered their agencies as training sites. The community is in need of Medical Assistants to help with the pandemic.

- How does this position service the greater community?

2. Program Enhancement/Need: How will this position enhance your program? Consider:

- the impact on division workload
- program growth and stability/job market
- leadership in program development
- college representation
- What classified position(s), directors, student interns, student help does this position supervise, if any?
- Instructional faculty advisory data:
 - total # of students in the discipline and number of FT faculty
 - Total # of departments, program reviews, and advisory committees in division and number of FT faculty

The Medical Assisting program has a 101.36% load which includes two lecture courses, a skills lab, and externship components. The program is run and managed by one full-time faculty. The program is highly visible in our community due to externships being completed in local healthcare facilities. The full-time faculty serves as a community liaison and plays an important role in creating outreach opportunities in the community such as flu clinics.

According to U. S. Bureau of Labor Statistics (2021) employment for medical assistants is projected grow 18% in the next 10 years. The Employment Development Department of California shows Medical Assisting is one of the fastest growing occupations in the state.

[Medical Assistants : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](https://www.bls.gov/occupational-outlook-handbook/)



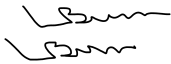
3.Overall rationale: Provide the context for the proposed position. Consider:

- discipline specific best practices
- history of FT and PT hiring in last 5 years
- Anything else?
- critical effects of this position on overall division and college

The previous full-time faculty ran the program for 5 years and previous to her retirement, the program was taught by a full-time faculty for 17 years. Replacement of this full time Medical Assisting faculty is essential for program continuity. This faculty must be the content expert and is responsible for overseeing the curriculum to remain current with industry standards and meet state certification requirements. A full-time faculty will be able to fulfill the college/divisional requirements associated with the program including holding Advisory meetings as well as maintaining and creating new contracts with local agencies and affiliates.

The Medical Assisting program requires strict attention to safety due to the students performing invasive procedures on each other and on patients in the clinical setting. A full- time faculty is essential to maintaining a consistently safe environment that adheres to regulatory standards. A full-time instructor is also needed to lead the charge in attaining accreditation from the Commission on Accreditation of Allied Health Education as a regional and national program.

APPLICABLE SIGNATURES:

	4/22/2022
Vice President/Dean /	Date
	3/4/2022
Division Chair/Director/Designee	Date
	Apr 22, 2022
Other (when applicable)	Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.






CPPR_MAST_2022_2023-revised_Dean

Final Audit Report

2022-04-22

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