

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

**CURRENT YEAR: 2017-2018**

**PROGRAM: MAST**

**CLUSTER: : SCIENCE, MATH, NURSING/ALLIED HEALTH, KINESIOLOGY, HEALTH SCIENCES AND ATHLETICS**

**LAST YEAR CPPR COMPLETED: 2013-2014**

**NEXT SCHEDULED CPPR: 2017-2018**

**CURRENT DATE: 2/14/2017**

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

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

**This APPW encompasses the following degrees and/or certificates:**

Associate Degree, Medical Assisting, Certificate of Achievement, Medical Assisting, Certificate of Specialization, Medical Assisting, Certificate of Specialization, Phlebotomy

### General Program Update

The Medical Assisting courses continues to be taught by one full-time faculty member, and the Phlebotomy courses are taught by part-time faculty members. Teaching Assistants have been hired to assist the faculty members with the lab set-up and supervision of the high number of invasive skill check-offs, including blood withdrawal and intramuscular injections. The medical assisting program has added chrome books to provide instruction on electronic medical record documentation. The projected job outlook continues to grow to 23% from 2014 to 2025 as baby boomers continue to access medical services,

### Program Sustainability Plan Update

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

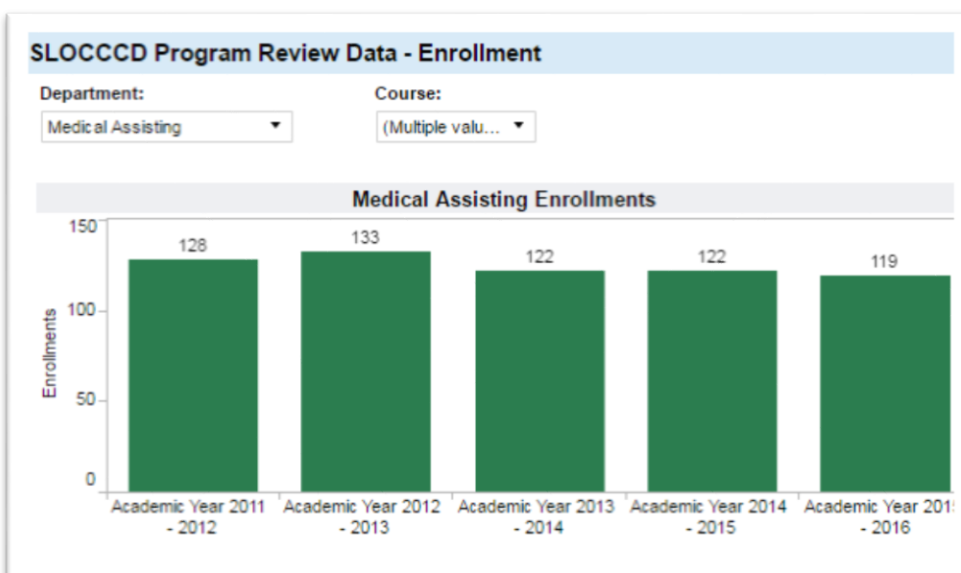
Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

### Data Analysis and Program-Specific Measurements

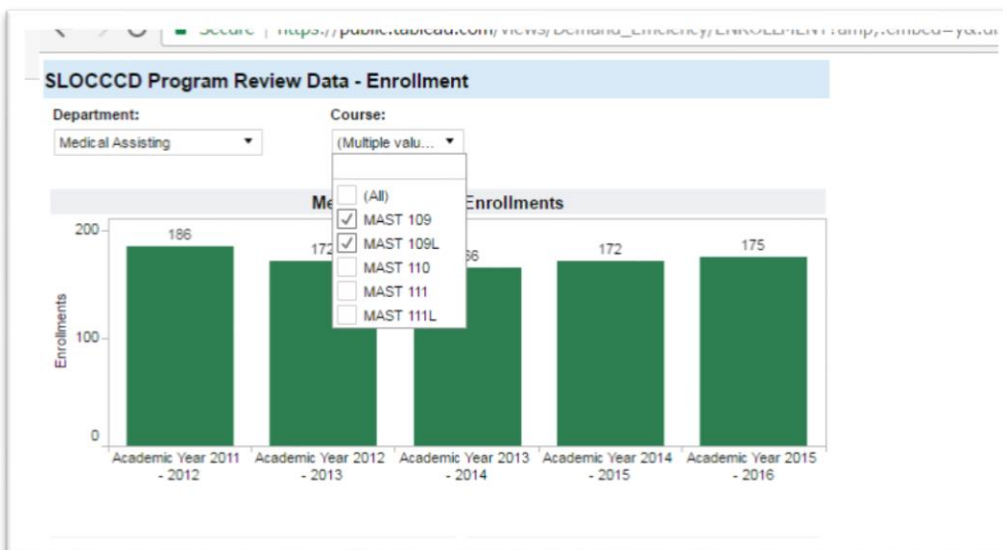
## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

### 1. General Enrollment:



#### General Enrollment: Medical Assisting

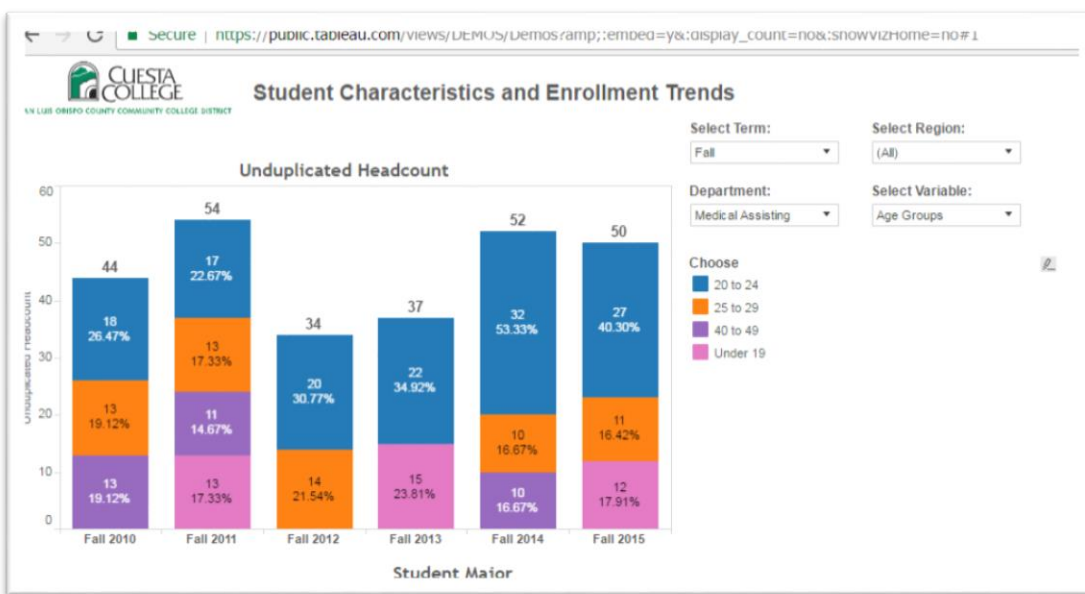
The above enrollment chart numbers represent students enrolled in the FastTrack Medical Assisting courses, MAST 110, 111, and 111L. Students must complete all three courses to obtain the Certificate of Specialization, and must enroll in MAST 111 and 111L concurrently. We are looking at increasing enrollment, which in turn will increase the needs of the program in regards to staff and equipment.



#### General Enrollment: Phlebotomy

The above enrollment chart numbers represent students enrolled in the Phlebotomy courses, MAST 109 (theory) and 109L (Lab/Externship). Students must complete both to obtain their Certificate of Specialization.

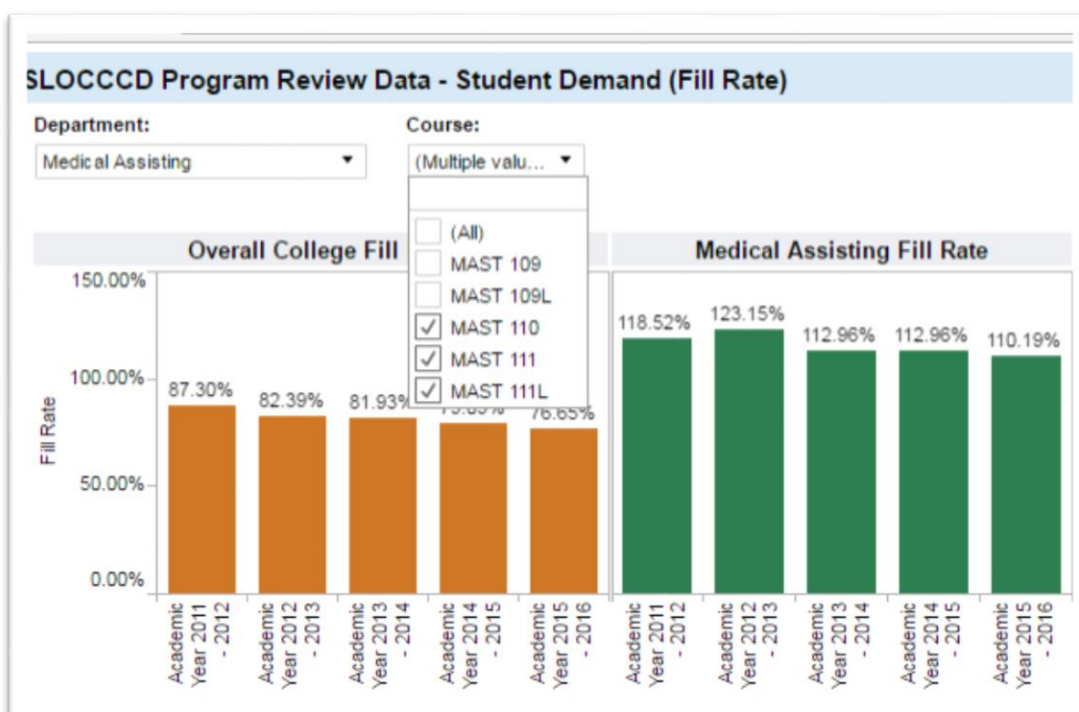
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### General Enrollments: Medical Assisting and Phlebotomy: Age

The above chart reflects the age categories of students enrolled in both Medical Assisting and Phlebotomy courses. These courses capture students from under age 19 to 29 years of age.

## 2. General Student Demand (Fill Rate)

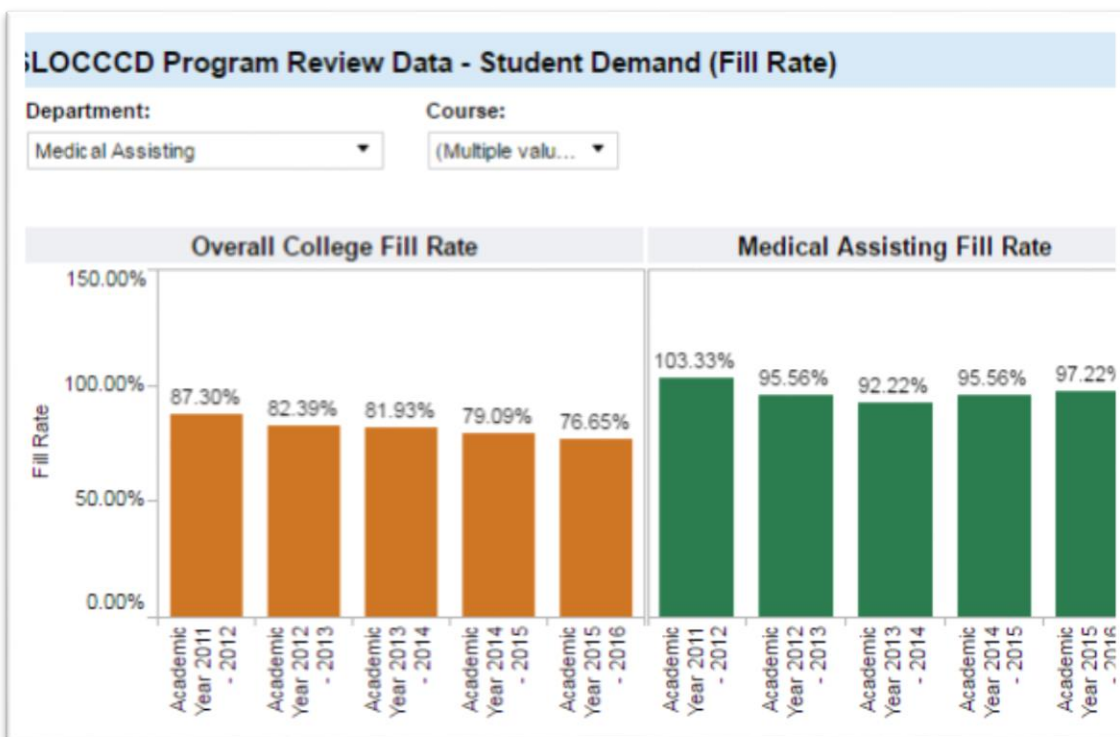


### Student Demand/Fill Rate: Medical Assisting (MAST 110, 111, and 111L)

The demand/fill rates in the Medical Assisting courses, MAST 110, 111, and 111L, exceed the overall college fill rates. These courses are dependent on availability of clinical facilities for student externship placement. Even though we have a good number of clinical sites to choose from it can still be very

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challenging to place students for externship. New staff, new computer systems, unusually long orientations or timing of orientations, and exceptionally busy seasons can make placing a student into a clinical site for externship quite difficult

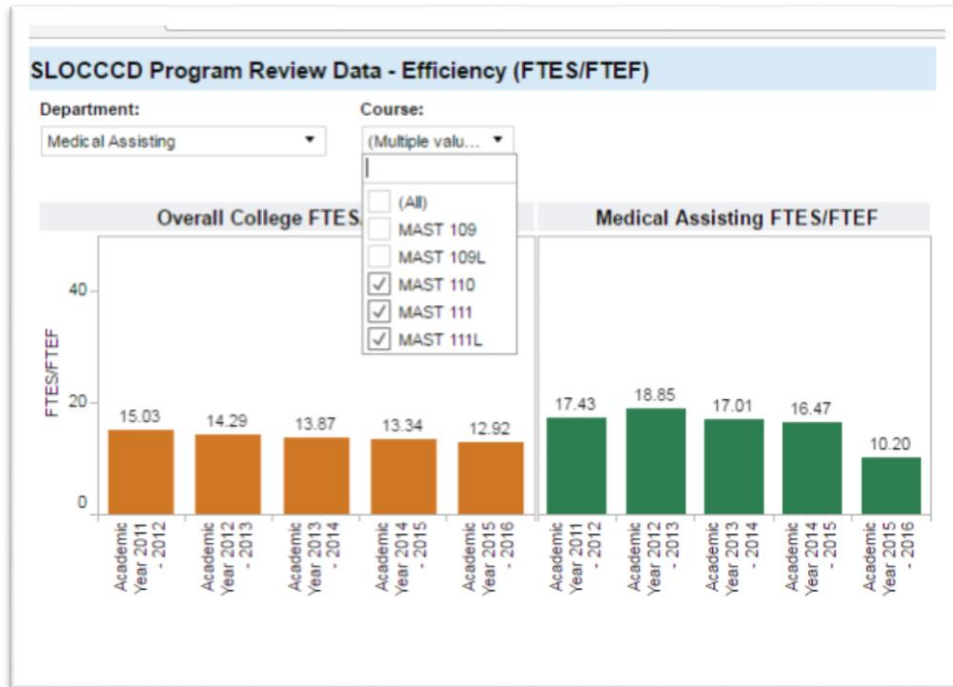


### Student Demand/Fill Rate: Phlebotomy (MAST 109, 109L)

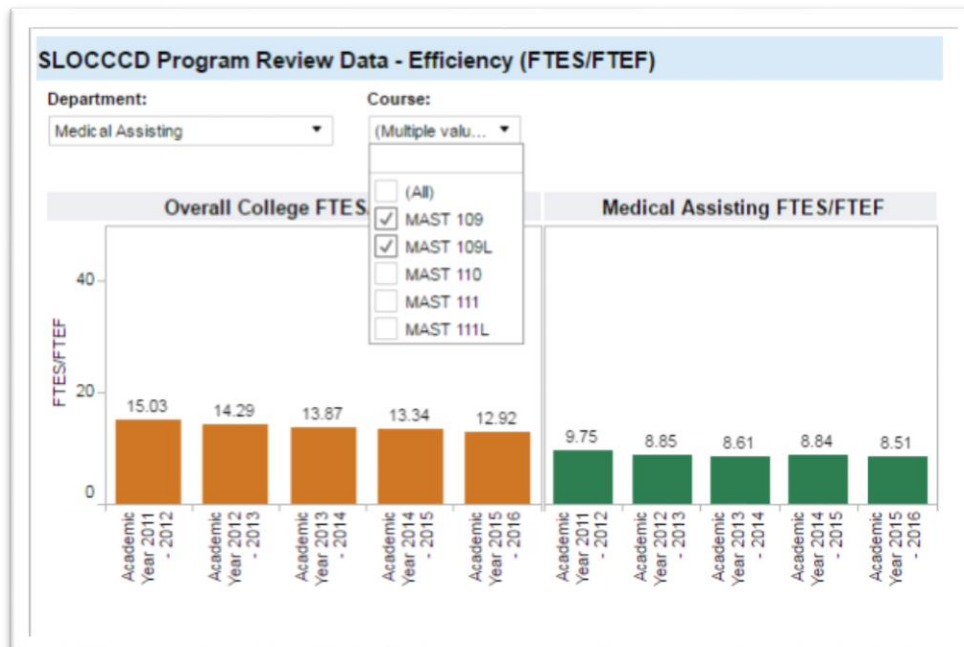
The demand/fill rates in the Phlebotomy courses, MAST 109 and 109L, exceed the overall college fill rates, and turn away students on a wait list every semester. Although the fill rates and waitlist status may be indicative of the need to add sections, it is not possible at this time. These courses are dependent on availability of clinical facilities for student externship placement.

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



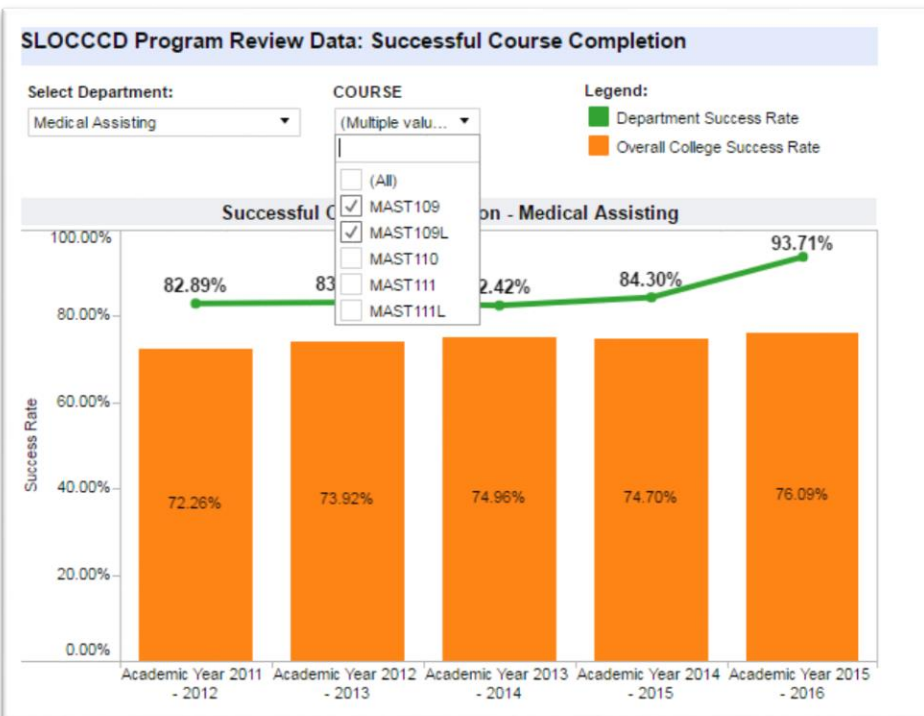
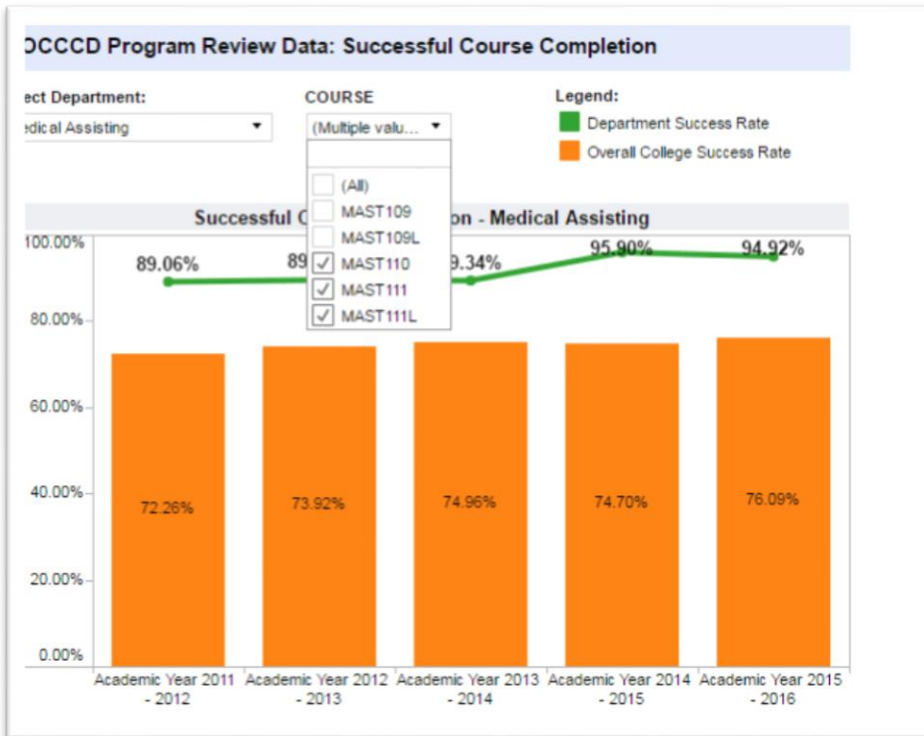
**General Efficiency: Medical Assisting 110, 111, and 111L**



**Phlebotomy 109 and 109L**

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

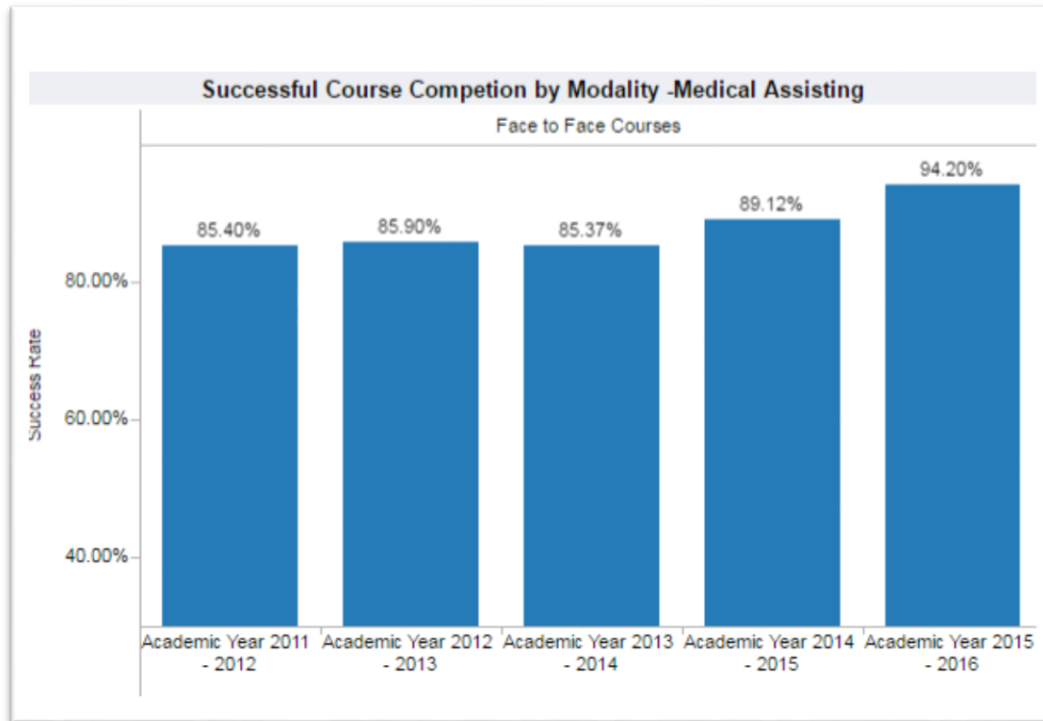


Med Assist 110, 111, 110L course completion rates have been above 90% the past three years. Phlebotomy 109 and 109L successful course completions are increasing. We have increased supervision and guidance in the lab portion for both Medical Assisting and Phlebotomy with

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Teaching Assistants, which provides students with more attention and confidence as they attain skills.

### 5. Student Success—Course Modality

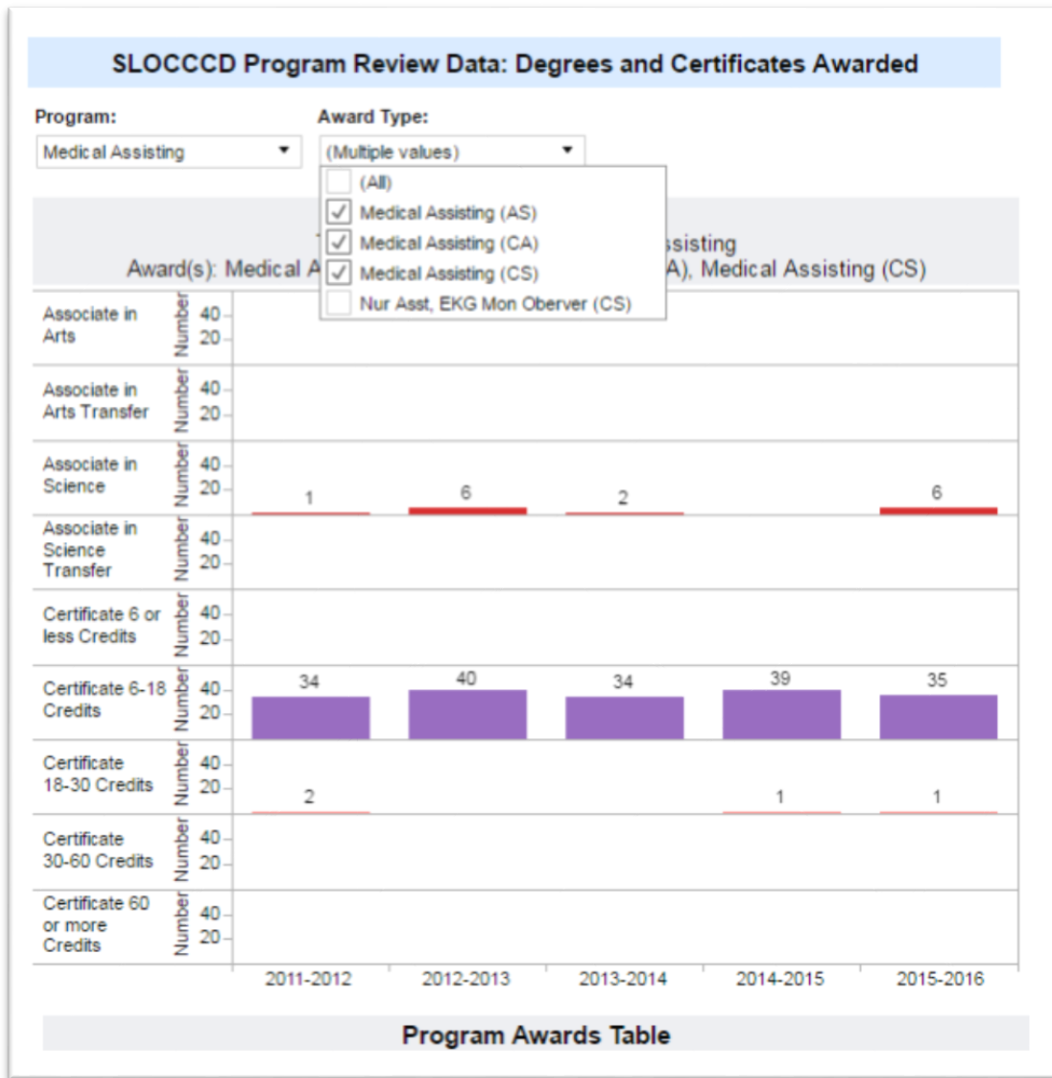


### **Student Success/Course Completion: Medical Assisting and Phlebotomy (MAST 109, 109L, 110, 111, 111L):**

The above data represents both Med Assisting and Phlebotomy course successful completions. Medical Assisting and Phlebotomy courses are above the overall college success rate.

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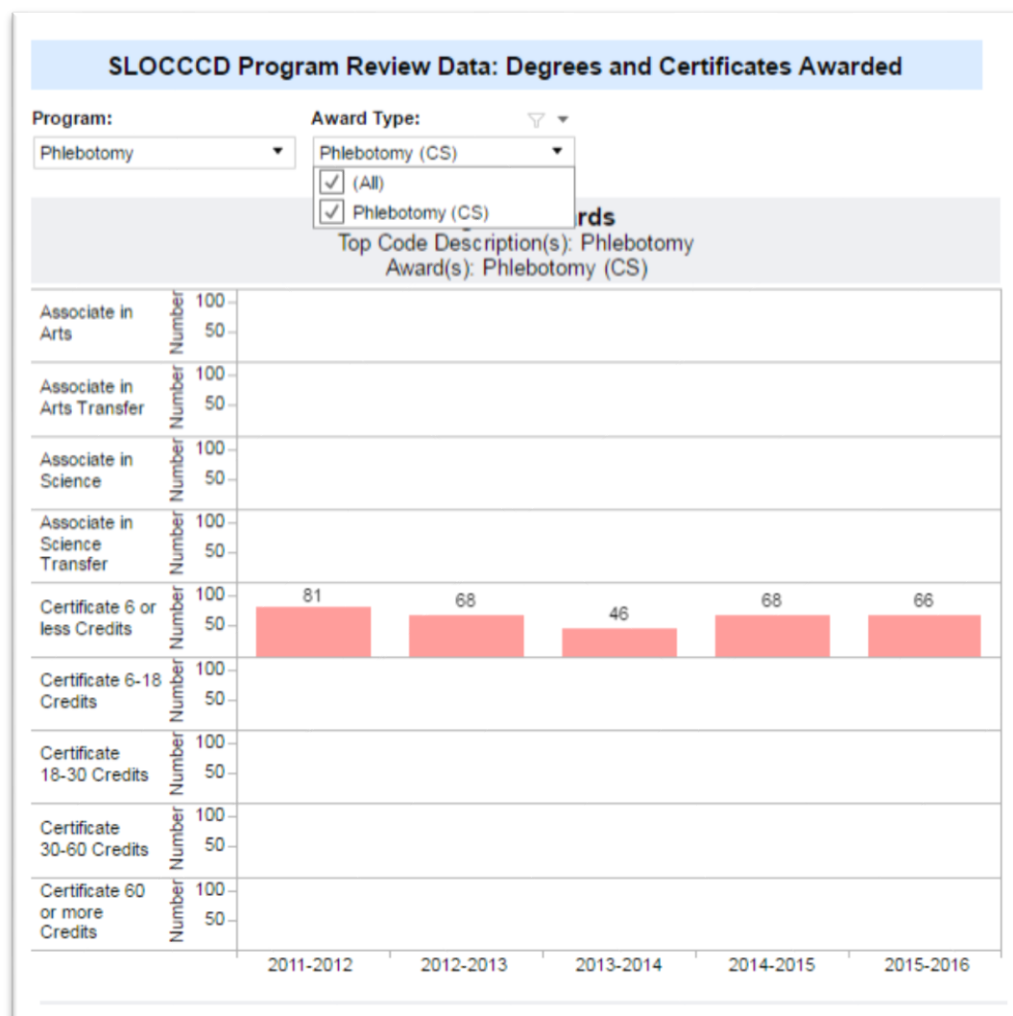
### 6. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)



**Certificates: Medical Assisting** The above chart is certificates awarded in the Medical Assisting courses.



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**Certificates: Phlebotomy** The above chart is certificates awarded in the Phlebotomy courses.

### Other Relevant Program Data

Medical Assisting students completing the program have one year to take the California Certification Medical Assistant examination. One method used to track how many students which have become certified is to go into the website and input each student's name individually. From Fall of 2015 44% of that class became certified, and so far only 15% for the students from Spring of 2016 have become certified.

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### Program Outcomes Assessment and Improvements Checklist and Narrative

#### Checklist:

- ☒ Location of current SLO assessment cycle calendar is: V:drive/nursing/CPAS\_formerly SLOs\_for\_Nursing-and\_Allied Health/Program\_Course\_Assessment\_Cycles/MAST\_Assessment Cycle Calendar 2016-2022. The master calendar *San Luis Obispo County Community College District Timeline of Learning Outcome Assessment* details the student learning outcome assessment cycle for the entire district. It is accessed from the Institutional Research webpage on the Outcomes and Assessment link.  
([https://public.tableau.com/views/CYCLE\\_1/Master\\_Cycle?:amp;:embed=y&:display\\_count=no&:showVizHome=no#1](https://public.tableau.com/views/CYCLE_1/Master_Cycle?:amp;:embed=y&:display_count=no&:showVizHome=no#1)).
- ☒ The SLO assessment cycle calendar was last updated in 2016: The current calendar on the V: drive runs through 2022. The master calendar runs through 2026.
- ☒ All MAST courses scheduled for assessment in Fall 2016 were assessed in eLumen with one exception. One section of MAST 109 and 109L (Phlebotomy) taught by a part-time instructor who has yet to receive eLumen training.
- ☒ Date of last completed MAST course assessments in eLumen is December 2016.
- ☒ A sustainability plan has not been established for the Medical Assisting Program.

#### Narrative:

The following changes have been implemented over the previous year as a direct result of the Program and Student Services Learning Outcomes Assessments.

- Survey methods are being reviewed to increase survey responses and accuracy of data.
- We continue to research methods to more efficiently and accurately track students who take and pass the state certification exams in both Medical Assisting and in Phlebotomy. The California certifying Board for Medical Assistants and the California Department of Public Health- Lab Field Services do not analyze and publish this data, so we individually track this on their website and rely on word of mouth, which is challenging and inefficient.
- As suggested from our Community Advisory Board we have implemented the use of the Electronic Health Record along with 20 chrome books for our students to chart electronically. We will need more should we expand our enrollment as well as storage for them. We may also need to supply the software program which approximately 144.00 per student.

#### Program Planning / forecasting for the next academic Year

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

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

- A. New or modified plans for achieving program learning outcomes

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- Budget requests that are related to SLOs have been included in the 2017-2018 Resource Plan including:
  - Professional development for faculty to remain current in education trends, medical assisting and phlebotomy content.
  - Update equipment to meet what is utilized in the clinical patient care environment and replacement of equipment that is consistently worn and used during the year such as IV arms.
- B. Anticipated changes in curriculum, scheduling or delivery modality
  - Medical Assisting is looking at adding 5 students for a cap of 25. Phlebotomy is looking at lecturing to one larger section, and separating this group into smaller lab courses to meet safe supervision while practicing invasive skills. The number of Phlebotomy students is essentially as large as our healthcare facilities can manage for the skills training externship. Currently we offer 3 sections of 15 students each semester, totaling 90 annually. The Phlebotomy program may need to decrease this number to accommodate clinical facility needs and following a review of the job market.
- C. Levels, delivery or types of support services
  - Continue to collaborate with the following college departments to best serve the Medical Assisting and Phlebotomy students:
    - Career Connections
    - Admissions and Records
    - Counseling
    - Research
    - Community resources – guest speakers from healthcare facilities
- D. Facilities changes
  - Increased office space for part-time faculty. Currently they share office space.
  - Additional skills lab practice space.
- E. Staffing projections
  - To accommodate the high volume of student skills with adequate supervision, Teaching Assistant (TA) will continue to be needed.
  - Currently, Phlebotomy offers 3 sections that are taught by part-time faculty which potentially could be better served and managed by a full-time faculty member.
  - The Phlebotomy program requires a program director, with minimal qualifications set forth in the Department of Public Health regulations. Currently the part-time faculty do not meet these qualifications. It would be very beneficial to have a program director that also taught in the program.
- F. Strategies for responding to the predicted budget and FTES target for the next academic year
  - Continue to evaluate community needs to determine the best number of students to enroll in the MAST certificate courses.
  - Work closely with the foundation to maintain community partnerships