2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025   **PROGRAM(S): MEDICAL ASSISTING**

CLUSTER: HEALTH & WELLNESS, SKILLS TRADES & TECHNOLOGY   **AREA OF STUDY: HEALTH AND WELLNESS**

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

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing, and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

- **Medical Assisting, AS / Medical Assisting, CS / Medical Assisting, CA**

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

After a 3-year hiatus of the program due to retirement of the previous full-time faculty member, the program has been up and running for 2 full semesters. There is one full-time faculty and one part-time faculty. All courses in the program are face-to-face and the enrollment cap is at 20 students. There has been public announcement via billboards along heavily trafficked roads. Program updates and meetings have been held since our last submission and are again scheduled soon (4/15/25) with community members for our annual Medical Assisting Advisory Committee meeting to help meet community needs by getting feedback on students and the needs they have in their offices.

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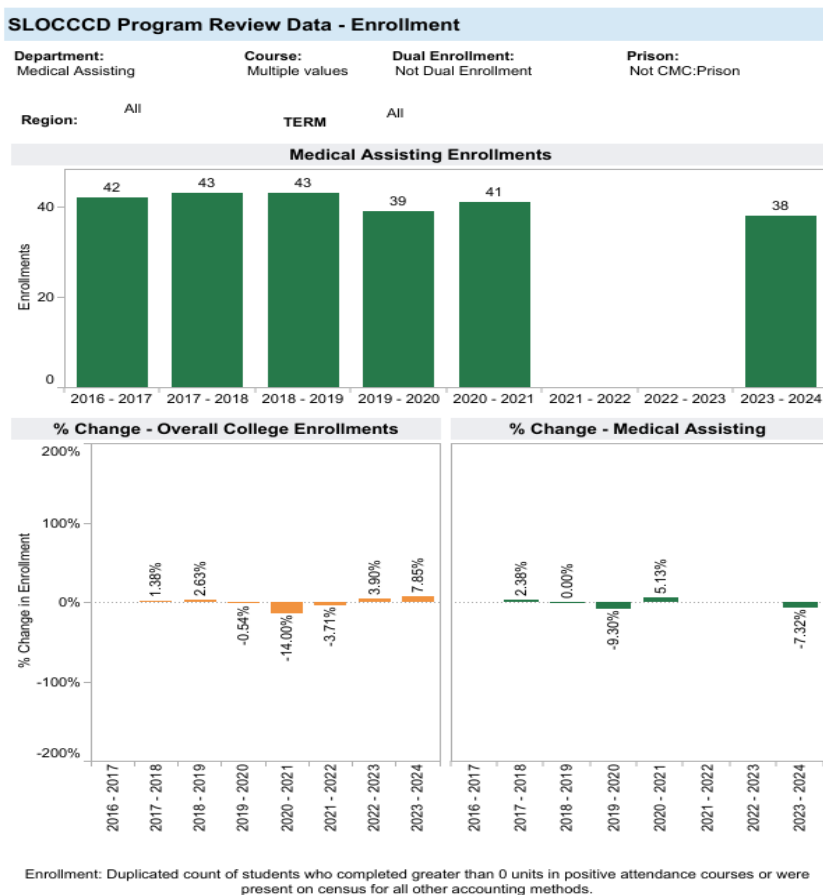No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Medical Assisting	Multiple values	Not Dual Enrollment	Not CMC:Prison

Region: All   TERM: All

Medical Assisting Enrollments

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
42	43	43	39	41			38

% Change - Overall College Enrollments

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
	1.38%	2.63%	-0.54%	-14.00%	-3.71%	3.90%	7.85%

% Change - Medical Assisting

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
	2.38%	0.00%	-9.30%	5.13%			-7.32%

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.

Prior to the hiatus of the Medical Assisting program, the program average surpassed the college for enrollment. It is anticipated this trend will be back on track as numbers continue to increase. Enrollment for Medical Assisting in the 2023-2024 academic year was a good start with little advertisement and only word of mouth. Increase is expected and happening in real-time.

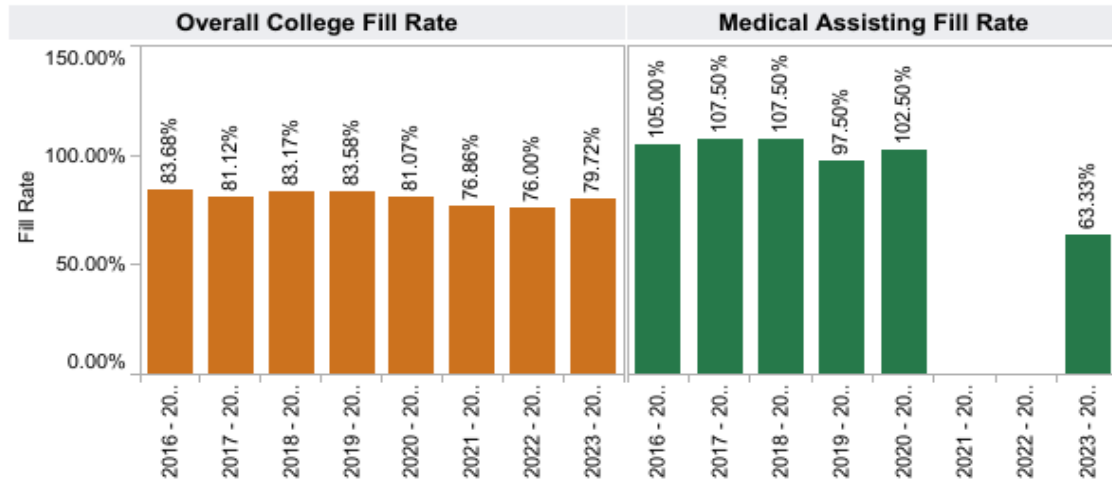B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Medical Assisting	Multiple values	Not Dual Enrollment	Not CMC:Prison

Overall College Fill Rate

Fill Rate values by year:
- 2016 - 20..: 83.68%
- 2017 - 20..: 81.12%
- 2018 - 20..: 83.17%
- 2019 - 20..: 83.58%
- 2020 - 20..: 81.07%
- 2021 - 20..: 76.86%
- 2022 - 20..: 76.00%
- 2023 - 20..: 79.72%

Medical Assisting Fill Rate

Fill Rate values by year:
- 2016 - 20..: 105.00%
- 2017 - 20..: 107.50%
- 2018 - 20..: 107.50%
- 2019 - 20..: 97.50%
- 2020 - 20..: 102.50%
- 2021 - 20..: (none)
- 2022 - 20..: (none)
- 2023 - 20..: 63.33%

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 current reported low fill rate for the Medical Assisting program was most likely due to the program being dormant for approximately three years and was restarted in spring of 2024; mid academic year. The course cap was increased from 15 to 20 to meet student demand.

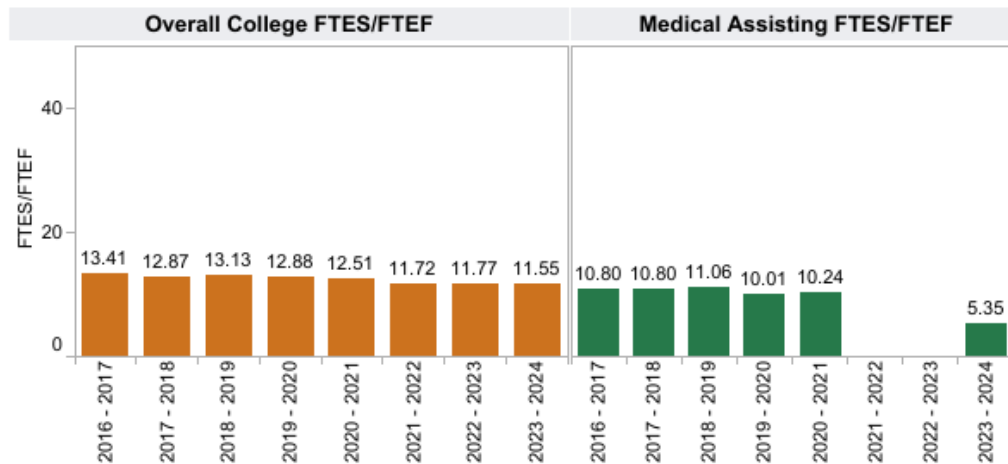C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Medical Assisting	Multiple values	Not Dual Enrollment	Not CMC:Prison

Overall College FTES/FTEF

FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
13.41	12.87	13.13	12.88	12.51	11.72	11.77	11.55

Medical Assisting FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
10.80	10.80	11.06	10.01	10.24			5.35

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Program efficiency is partially driven by regulatory mandates requiring specific student to faculty ratios in the lab portion of the program. The data shown above reflects a single semester after a restart in spring of 2024.
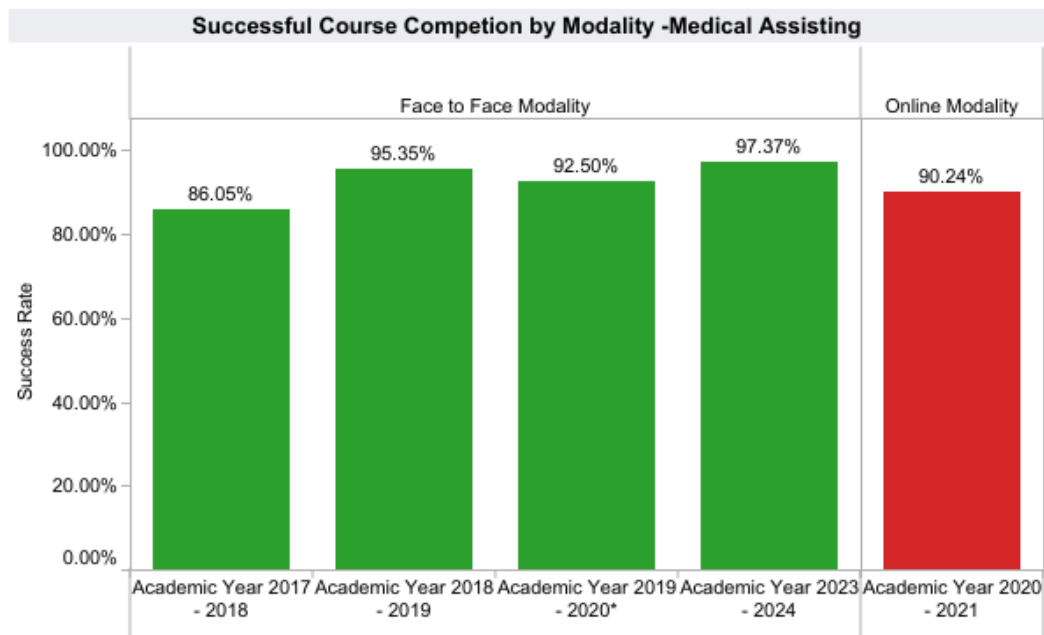
D. **Student Success—Course Completion by Modality (Insert Data Chart)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
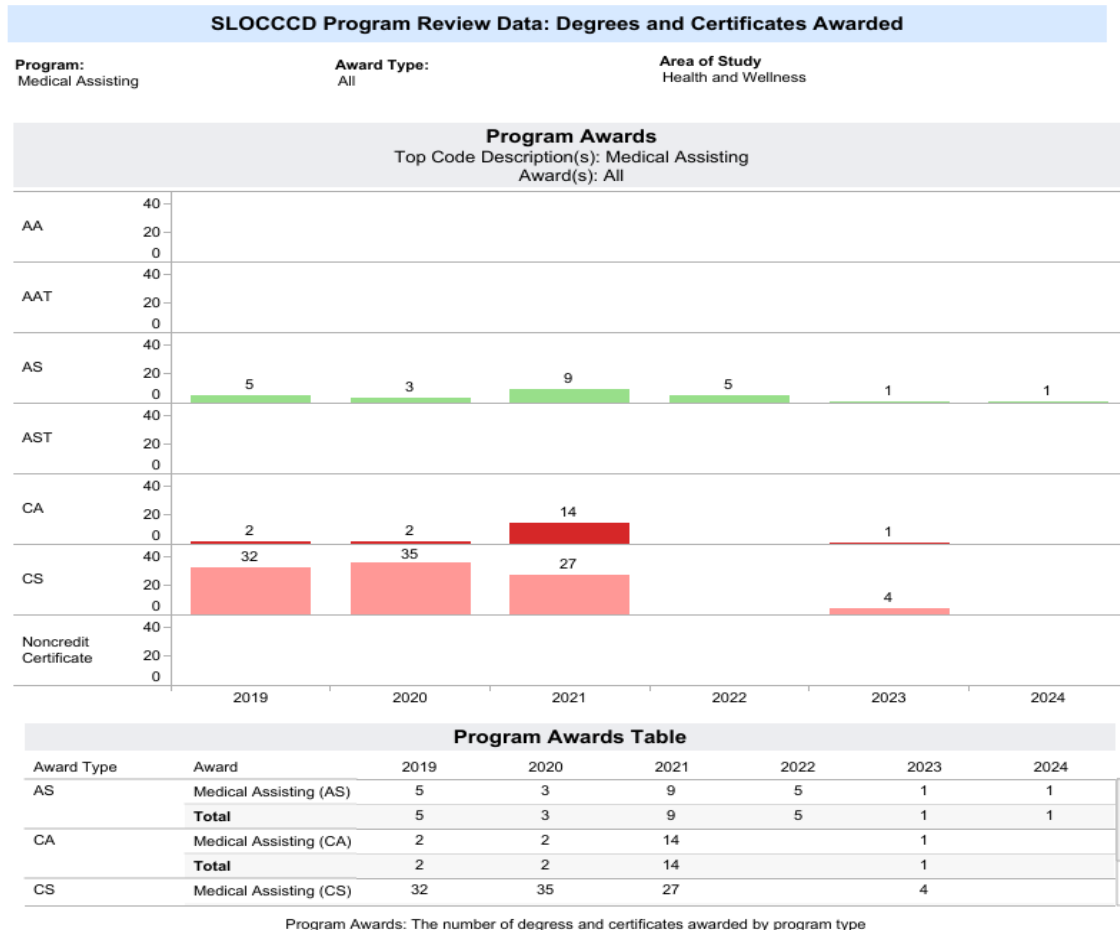Medical Assisting

Course:
Multiple values

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Medical Assisting

Successful Course Competion by Modality Table - Medical Assisting

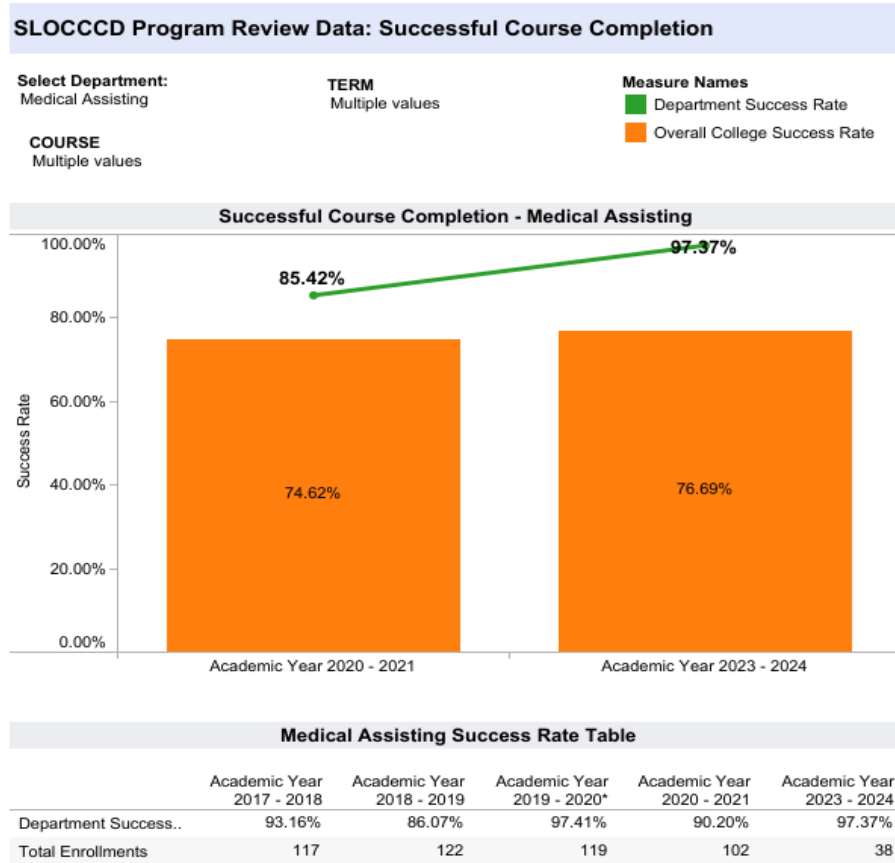|		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2023 - 2024
Face to Face Modality	Department Success Rate	88.35%	85.87%	92.75%	90.67%	85.59%	97.37%
	Total Department Enrollm..	249.0	269.0	278.0	150.0	111.0	38.0
Online Modality	Department Success Rate				93.10%		
	Total Department Enrollm..				58.0		

All phases of this program are currently taught face-to-face with consistently high success rates. The one year with reported online modality was during COVID when all courses shifted to online and success rates still maintained above 90%.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Medical Assisting	Award Type: All	Area of Study Health and Wellness

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

Award Type	Award	2019	2020	2021	2022	2023	2024
AA							
AAT							
AS		5	3	9	5	1	1
AST							
CA		2	2	14		1	
CS		32	35	27		4	
Noncredit Certificate							

Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AS	Medical Assisting (AS)	5	3	9	5	1	1
	Total	5	3	9	5	1	1
CA	Medical Assisting (CA)	2	2	14		1	
	Total	2	2	14		1	
CS	Medical Assisting (CS)	32	35	27		4	

Program Awards: The number of degress and certificates awarded by program type

Five AS degrees were awarded in 2022 possibly due to students completing their degree path, despite the program being offline. In spring of 2024 11 students received Certificates of Specialization (CS), which are not shown on this data. In 2023, AS, CA, and CS degrees were awarded. Although the program was dormant since the end of spring 2021, the conferring of these degrees may have been due to students completing their degrees after the spring of 2021.
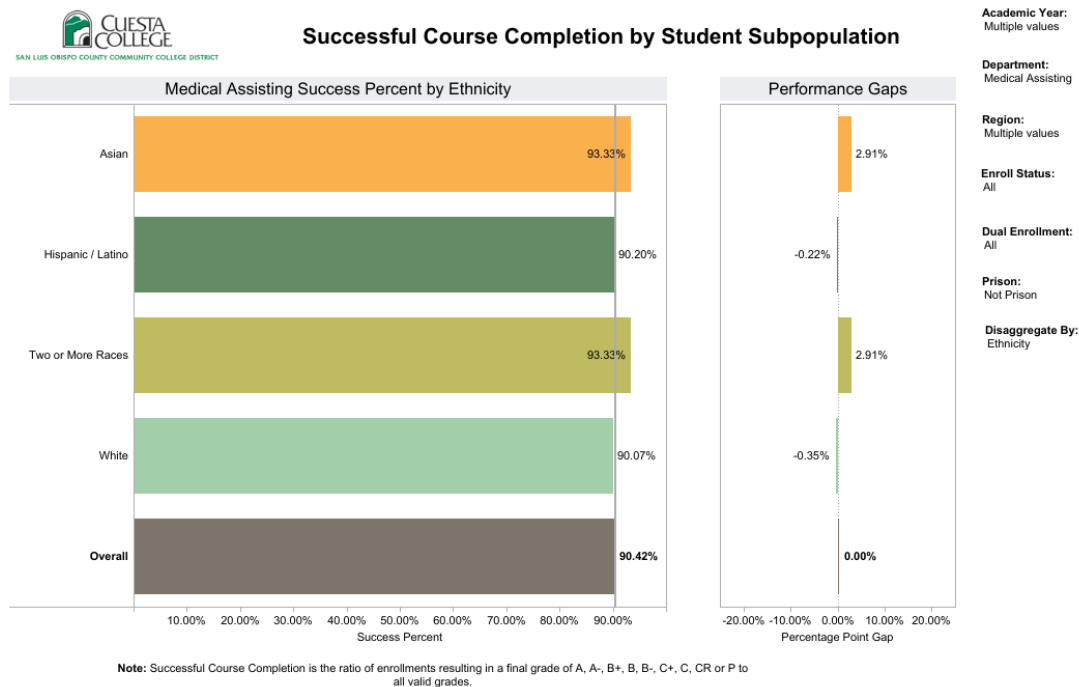
Instructional Annual Program Planning Worksheet
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Medical Assisting

COURSE
Multiple values

TERM
Multiple values

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - Medical Assisting

85.42%
97.37%

74.62%
76.69%

Academic Year 2020 - 2021 | Academic Year 2023 - 2024

Medical Assisting Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2023 - 2024
Department Success..	93.16%	86.07%	97.41%	90.20%	97.37%
Total Enrollments	117	122	119	102	38

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Due to retirement of full-time faculty for the Medical Assisting program at the end of spring 2021, there is no data for general student success between 2020-2021 and 2023-2024. Prior to 2021 and since restart in spring of 2024 completion continues to be well above the colleges

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Academic Year: Multiple values
Department: Medical Assisting
Region: Multiple values
Enroll Status: All
Dual Enrollment: All
Prison: Not Prison
Disaggregate By: Ethnicity

Medical Assisting Success Percent by Ethnicity / Performance Gaps

Ethnicity	Success Percent	Performance Gap
Asian	93.33%	2.91%
Hispanic / Latino	90.20%	-0.22%
Two or More Races	93.33%	2.91%
White	90.07%	-0.35%
Overall	90.42%	0.00%

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.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Captioning 2018-2019 through 2023-2024 the population is even more diverse than the previously reported students who have completed the Medical Assisting program. Previously the Hispanic/Latino Ethnicity was above the mean and White Ethnicity was below the mean, and that has switched this year. The majority of students who have completed the program have excelled the mean for the performance gaps, as seen on the chart above. Continuing to promote the program by participating in career day events both on campus and local high schools, as well as encouraging marketing to help spread the word.

Programs and Curriculum Review PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

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

   MINOR MODIFICATIONS WERE SCHEDULED IN MEDICAL ASSISTING, AS, CS, CA

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
MAST 110 MAST 111A MAST 111B	Fall 2024	Course reactivated in spring 2024	Reschedule spring 2026

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

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

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST
☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

Full-time faculty is almost complete with updates of documents and files. The course is currently in search of program videos to enhance learning and promote hands-on skills in the lab portion of the Medical Assisting program. An updated textbook for math is being used, and new PowerPoints, worksheets, and skill sheets have been added to improve the learning process and retention of the how-to for skills, to help build student confidence.

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

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

The program SLOs will remain the same for now. All program files, PowerPoints, worksheets, quizzes, and exams are continuing to be updated by the full-time faculty member. There is a plan to offer MAST 110 fully online with the anticipation of the college moving to 16-week semesters. There is also the possibility of a plan to offer the lab portion of MAST 111A in both the North County Campus and SLO Campus and deliver the program in a hybrid format. The math textbook is updated to the newest edition and is in current use.

11 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.