INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

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 Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Sciences, Math, Nursing/Allied Health, Kinesiology, Health Sciences and Athletics
Program: MEDICAL ASSISTING "MAST"
Current Academic Year: 2018-2019
Last Academic Year CPPR Completed: 2013-2014
Current Date: 2017-22018

TOP Codes
* 1201.00 – Health Occupations, General
* 1205.00 – Medical Laboratory Technology
*** 1205.10 – Phlebotomy**
*1208.00 – Medical Assisting
*** 1208.10 – Clinical Medical Assisting**
* 1208.20 – Administrative Medical Assisting

CIP Codes
511004 - Clinical/Medical Laboratory Technician
- 511009 - Phlebotomy/Phlebotomist
510801 Medical/Clinical Assistant
- 510801 Medical/Clinical Assistant

NARRATIVE: INSTRUCTIONAL CPPR

I. GENERAL PROGRAM INFORMATION

The Medical Assisting Program includes courses that prepare students to become medical assistants and phlebotomists. The program includes an Associate of Science Degree (A.S.), a Certificate of Achievement (C.A.), and a Certificate of Specialization (C.S.).

The Medical Assisting program introduces responsibilities and professionalism required to be employed as a medical assistant. Students learn the skills required to work in medical offices. Upon successful course completion, students are prepared to take an approved state medical assistant certification exam.

The Phlebotomy course prepares students in essential blood specimen collecting skills required to obtain a California state phlebotomy certificate. After successful completion of the course and certifying exam, the graduate is qualified for employment in hospitals, independent labs, physician offices and public health clinic settings.

A. Program mission

The mission of the medical assisting program is to prepare and provide an entry level, competent workforce for the community.

B. Brief history of the program

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. Community need for medical assistants in the ambulatory care environment increased due to rising costs in health care delivery. Many offices who employed licensed nurses were replacing them with a more cost effective workforce, medical assistants.

During this time the program was being developed to meet the accreditation standards of the American Association of Medical Assistants (AAMA). To achieve this status a two year program was instituted to meet the minimum AAMA Standards and Guidelines for Medical Assisting Educational Programs. These standards required a minimum of 24 semester credit hours or 900 clock hours with an externship of 160 contact hours.

The practicality of pursuing this process for accreditation came into question in the spring 1998 medical assisting program review; "The director and faculty are evaluating the merits of obtaining this certification. A major consideration will be to determine if this increases employment and transfer opportunities for students and graduates." In view of declining retention and awarding of certificates the efforts toward AAMA accreditation were abandoned. Matriculation and Research Services data from 1997-2000 revealed the following information:

Year	Enrollment	Certificates Awarded
1997 / 1998	29	16
1998 / 1999	48	11
1999 / 2000	23	12

In the spring of 1999 a new part-time faculty was hired for the medical assisting program. The student body expressed dissatisfaction with the two year program model. Their collective concerns were:

- Ineffective faculty.

- A two year program length for a job market pay scale at or slightly above the minimum wage, usually without benefits.
- A job market that frequently provided on the job training.
- A comparison of student employment and earning outcomes between the two year medical assisting model and the two year RN program.
- A day and evening curriculum delivery that did not meet student needs.

In spring 2002 enrollment for the MedAst 1, 2, 2A, 3, and 4 courses was closed. The six students currently enrolled in the program were completed. During 2001 the director and faculty contacted a number of California community colleges offering medical assisting programs to discuss enrollment and retention. The majority had one and two year programs with stable enrollment and retention having placed their medical assisting courses as prerequisites to other courses such as nursing and phlebotomy. This method of entrapment did not fit with the Cuesta College and division ethical principles of high quality education that focuses on student success, integrity, and responsiveness.

One institution, Ventura Community College, had faced similar enrollment and retention challenges with their medical assisting program. They had recently implemented an innovative one semester fast track program. Through collaboration with their director and faculty the Cuesta College Medical Assisting Fast Track program, MedAst 10 and MedAst 11, was developed and implemented as a one semester program in the fall of 2002. Though the Ventura program did not include a clinical externship, we felt this experience was invaluable to the student and an important link between the college and community partners; therefore we included a 45 hour externship to our model.

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.

General Program Update

Currently the State Governing Bodies who oversee the regulations and standards of practice of Medical Assistants do not require them to be Certified or Registered for

employment. However, current trends regarding HIPAA and third party payer health insurance reimbursement, particularly MediCare and MediCal, are requiring only Medical Assistants who hold Certification or Registration from State approved organizations may enter billable data into the electronic medical record.

- Medical malpractice insurance for ambulatory care providers recommends that physicians and licensed care providers employ Certified or Registered Medical Assistants to ensure a minimum standard of care. The cost of medical malpractice premiums is adjusted for those care providers who utilize certified medical assistants.
- Current industry demands and guidelines regarding electronic medical records make purchase of such a training program essential for the marketability of our Medical Assisting students.
- The faculty is contacted frequently as a resource by Medical Assistants and care providers within the community regarding the certification process for medical assistants currently working in the field. The California Health Workforce Initiative is in the process of developing a bridge program to prepare these individuals for certification exam. The role of Cuesta College in this effort is being discussed at this time.

The course objectives and student learning outcomes for the Medical Assisting Fast Track Program are congruent with the laws and regulations stated above. Training includes theory and skills development required to perform effectively, competently, and safely in the front and back medical office environment. This training includes approximately 100 noninvasive skills in addition to a California state-required minimum of 50 invasive procedures (injections and blood collection) per student prior to the externship experience.

The Medical Assisting faculty collaborates with the community partners informally, and formally through the Advisory Committee to stay abreast of new or changing standards of care in regard to Medical Assisting practice. In addition, registered nursing faculty are consulted regarding any practice changes that impact the practice of medical assisting.

Enrollment in the Medical Assisting Program is limited to 20 students each semester in order to maintain high quality education, promote student success, and uphold program integrity within the college/division and with our community partners. A maximum enrollment is also essential to maintain a safe learning environment for students and faculty in regard to invasive procedures and exposure to blood and/or body fluids.

The student demographics for the Medical Assisting Program include first time college students, reentry students, and pre-nursing students. Medical assisting and phlebotomy are common career ladders to more advanced health care professions. Informal polls taken at the beginning of each semester reveal that 25% of the students are pre-nursing. We are finding that students with a goal of becoming physicians assistants are enrolling in the Medical Assisting program as an avenue to meet application requirements and fulfill medical on the job experience hours requirements.

The course objectives and student learning outcomes for the Phlebotomy Program are congruent with the laws and regulations stated earlier. The faculty collaborates with the community partners informally and formally through the Advisory Committee to stay abreast of new or changing standards of care in regard to phlebotomy practice. The training program is limited to 15 students per course offering each semester in order to maintain high quality education, promote student success, and uphold program integrity within the college/division and with our community partners. A maximum enrollment is also essential to maintain a safe learning environment for students and faculty during performance of invasive procedures and exposure to blood and/or body fluids.

Students successfully completing the Phlebotomy Program are eligible to sit for a California state approved national certifying examination. Every student who wishes to work as a phlebotomist in California must successfully complete the certifying examination and then apply to the California Department of Health Services/Laboratory Field Services for their certificate as a Phlebotomy Technician 1.

Due to profound student interest in the phlebotomy program and a rising demand for certified phlebotomists within the health care community, the program expanded to the north county campus in fall 2005. Typically at each campus 10 to 15 students are turned away each semester who wish to add the phlebotomy course. In spring 2001, in response to this increased interest in phlebotomy training, two sections of the course were offered, in addition to a summer section that was offered specifically for the San Luis Obispo County Health Department HIV counselors. The community laboratories who provided the externship training for the phlebotomy program requested that we limit course offerings to fall and spring due to the impact on their staff who work one-on-one with students during the externship.

A third evening section of phlebotomy was added on the San Luis Obispo campus in mid 2000. In 2017, the decision was made to eliminate the day section offered on the San Luis Obispo campus due to the limited employment opportunities for entry level phlebotomists.

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

Nursing and Allied Health Division – Program-wide *impact*

- ~ Eliminated the position of Allied Health Director, placing the responsibility associated with managing the division's eight programs under the direction and responsibility of the Director of Nursing and Allied Health.
- ~ A new position of Clinical Coordinator was created. This individual oversees maintenance of community partner contracts and verification of student clinical requirements for medical assiting and phlebotomy students.
- ~ Ongoing faculty involvement with CTEA and Foundation grant requests.
- ~ Applied and received Foundation grants, which were used to purchase equipment.

- ~ Changed format of advisory committee to promote participation by separating Phlebotomy and Medical Assisting Advisory Board meetings to increase relevancy for attending community partners.
- ~ Improved website.
- ~ Teaching assistants were hired to assist phlebotomy and medical assisting faculty with the lab set-up and supervision of the high number of invasive skill check-offs, including blood withdrawal and intramuscular injections.
- ~ Increased workload due to heightened expectations of college-wide participation due to increased focus on accountability (accreditation, student learning outcomes evaluation, integrated planning, participatory governance).

Phlebotomy

- ~ Purchased new phlebotomy workstations with Foundation grants.
- ~ Maintained high interest and demand for courses – have been on the list of "top ten campus-wide waitlisted classes" every semester since the waitlist system became activated.
- ~ Maintained phlebotomy externship sites contracts with community partners.

Medical Assisting

- ~ Purchased twenty Chromebooks and SimChart software to provide instruction on electronic medical record documentation.
- ~ Purchased new equipment with Foundation grants.
- ~ Maintained high interest and demand for courses – have been on the list of "top ten campus-wide waitlisted classes" every semester since the waitlist system became activated.

D. List current faculty, including part-time faculty

Faculty, Full-time
Catherine Ruiz, BSN

Faculty, Part-time
Jennifer Din, Certified Phlebotomy Technician 1
Stephanie Ponti, Certified Phlebotomy Technician 1

Other Staff/Faculty/Support Personnel
Marcia Scott, MSN; Director of Nursing and Allied Health
Antonia Torrey, PhD, RN; Nursing and Allied Health Division Chair
Claudia Ferriday, Registered Nursing Program Specialist
Deborah Adams, Interim Clinical Coordinator
Brita Blue, Secretary III, Nursing and Allied Health Division (NCC)
Teaching Assistants, (Financed by general fund)

Describe how the Program Review was conducted and who was involved
This program review was completed through collaboration among faculty, the Division Chair and the Director of Nursing and Allied Health. A review of previous CPPR, APPWs and student learning outcome reports were used as the premise for compiling this report. Additionally, based on our established assessment cycle, Allied Health faculty meet on a regular basis to

present and discuss the results of student and program learning outcomes and to provide strategies and ideas for improvement. In preparation for writing this program review, multiple meetings were held. The Director of Nursing and Allied Health, the Division Chair, one full-time faculty, and one part-time faculty contributed to writing and editing this final document.

Program Outcomes

1. Demonstrate and apply ethical, competent, and safe patient care within the scope of practice of a Medical Assistant and/or Phlebotomist.
2. Demonstrate the knowledge/skills necessary to pass the state exam (Phlebotomy only)
3. Demonstrate the knowledge/skills necessary to become employed (medical assisting only).

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

The Medical Assisting and Phlebotomy Programs assists a very diverse student population, who range in age from 18 to 60, represent various ethncities, and come from assorted backgrounds. The student in these programs learn skills that prepares them to enter the workforce in entry-level positions and contribute to the well-being of the community.

A. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Some of the most evident ways the Medical Assisting and Phlebotomy Programs help the district achieve its institutional goals and objectives, and/or operational planning initiatives are listed below.

San Luis Obispo Community College District Strategic Plan 2017-2020

INSTITUTIONAL GOAL 1: Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.
Institutional Objective 1.1: *Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs*.

Students often take the one semester medical assisting or phlebotomy courses as pathways to other one or two-year healthcare programs offered at Cuesta (registered nursing, licended vocational nursing, psychiatric technician, and paramedic). The knowledge gained in phlebotomy and medical assisting is invaluable in preparing students for more rigorous programs. In particular to objective 1.1, it is not uncommon for registered nursing students to progress as follows: medical assisting/phlebotomy courses > associate degree registered nursing > bachelor of science in nursing. The industry is moving towards preferential hiring of registered nurses with bachelor's degrees.

Institutional Objective 1.2:
Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

The addition of teaching assistants to support skills instruction in MAST 109/109L and MAST 111/111L is a strategy for increasing student engagement, and helps to foster success and completion. These additional personnel provide greater one-on-one instruction for the skills component of the training.

a. Faculty and Academic Counseling staff make presentations regarding program requirements, the need for proper academic preparation, employment portfolio development, and course expectations to the Medical Assisting students.
   - Recommended that students be informed that successful completion of ENGL 156, prior to enrolling in MAST courses, is strongly advised.
   - Emphasized the benefit of advising re-entry students to take college success classes prior to enrolling in MAST courses.
   - Recommended that students be advised to take NRAD 222 (Medical Terminology) prior to enrolling in MAST courses.
   - Managed MAST 109/109L registration process to insure correct lecture/lab enrollment pairing.

INSTITUTIONAL GOAL 2:
Increase student access to higher education.
Institutional Objective 2.1:
Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

a. Medical assisting and phlebotomy faculty, staff and students frequently participate in high school outreach activities (CTE College/Career Fair, Connect@Cuesta, Edúcate Conference, Skills USA, College Night, SLOHS Career Day).
b. The MAST program organically contributes to this institutional objective. Informal survey of enrolled students reveals they are predominately female and approximately 30%- 60% are Hispanic.

INSTITUTIONAL GOAL 3:
Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.
Institutional Objective 3.2:
Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.

a. MAST faculty attend the biannual Medical Assisting and Phlebotomy Advisory Board meeting. This allows us to collaborate with community partners and address the needs of the local healthcare agencies.

b. All students participate in culminating externships in the local clinical sites as part of their formal education (MAST 109L and MAST 111L).

INSTITUTIONAL GOAL 4:
Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities**.**

Institutional Objective 4.1:
Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan.

a. As suggested from our Community Advisory Board, in 2017 we 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 currently supply the software program which costs approximately $144.00 per student paid for by CTEA funds.
b. An injection simulator has been orderd for the medical assisting students to increase competency in injection skills.

The faculty, staff and management in our division are well-versed in the planning processes of the college and decisions are made in concert with the college integrated planning model.

a. The Division Chair and Director of Nursing and Allied Health actively participate in many facets of participatory governance, engaging in college-wide activities/workshops centered around college planning and accreditation and management-based meetings (Cluster meetings, bi-monthly Dean meetings).
b. Division and Allied Health faculty meetings are used as forums to inform and educate the division and MAST faculty about integrated planning and other college-wide planning activities and plans.

As a career technical training program, we rely on the support of our affiliate partners and the community; they are essential to the vitality of our program. Career technical training programs are fortunate to be able to meet the needs of the community through providing training for its workforce.

a. Over the past 15 years, the Medical Assisting students have served the community through volunteer service with the Public Health Department, Aids Foundation, and Cuesta-sponsored Benefit Fairs. Under the guidance of their instructor, these students administer vaccines, assist with hepatitis C testing, measure blood pressure, and perform blood glucose and cholesterol testing.
b. In response to requests from medical offices in the community, medical assisting faculty serve as a resource in supporting their hiring needs by posting job announcements, providing referrals, and connecting program graduates with potential employers.

c. Medical assisting faculty connect and interface with community medical personnel, when visiting students at their clinical externship training sites.

d. Externship site personnel conveyed that training medical assisting and phlebotomy students is beneficial to them, in that it keeps their staff current and alert to best practices.

e. Advisory board meetings provide an opportunity for our community partners to discuss program needs with MAST faculty.

f. MAST faculty and department representatives attend high school career days and middle school outreach programs.

a. MAST instructors participated in Skills USA Day California, judging healthcare competition performances.

B. Identify how your program helps students achieve Institutional Learning Outcomes.

Some of the most evident ways the Medical Assisting and Phlebotomy Programs help students achieve the institutional learning outcomes are listed below.

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

- *Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being.*
- *Demonstrate the professional skills necessary for successful employment.*

a. MAST students are entering the healthcare profession as first time, re-entry, or an individual who is pursuing a higher degree.

b. Both MAST programs, Medical Assisting and Phlebotomy, have curricula that addresses lifestyle choices that promote personal health and mental well-being including stress management, time management, nutrition, adequate rest and exercise.

c. All students are informed about student support services and encouraged to seek such services as needed.

d. Both programs include policies in the course syllabi that address professionalism including: communication, preparation, accountability, appearance, attendance, and other “soft skills” needed to succeed in healthcare professions.

e. Both MAST programs address employment preparation and marketability.

f. Both MAST programs include an externship that addresses and evaluates professional behaviors on a weekly basis.

g. Most of the students completing the Medical Assisting program are able to secure employment in our community, often through their externship site.

h. Many graduates return to school to pursue higher degrees in other healthcare occupations including licensed vocational nursing, registered nursing, nurse practitioner, and physician assistant.

INSTITUTIONAL LEARNING OUTCOME 2: Critical Thinking and Communication

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

a. Both MAST programs address current scope and standards of practice. Current Medical Assisting State regulations regarding scope and standards of practice are included in the course syllabus. Students must pass the Scope of Practice exam with a score of 70% or higher to progress within the program.

a. Current state phlebotomy regulation websites are included in the course syllabus and discussed throughout the course. The international Clinical Laboratory Standards Institute guidelines are consistently addressed in the curriculum.

b. Critical thinking scenarios are presented in each program to challenge students regarding current ethical and workplace issues. Frequently students are exposed to practices in the externship that do not reflect current standards. Classroom discussions include how and when to appropriately address these issues.

c. Students learn to critically think within their scope and standards of practice and know what information must be communicated with licensed personnel.

d. The team approach in healthcare is important therefore communication that is accurate, clear and logical is essential. 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

- *Draw conclusions based on the scientific method, computations or experimental and observational evidence*
- *Analyze the relationship between people's actions and the physical world*
- *Make decisions regarding environmental issues based on scientific evidence and reasoning*

a. Students are taught to use critical thinking skills and evidenced-based practice in the provision of patient care.

b. Medical Assisting and Phlebotomy students develop an understanding of the relationship between the patient and his/her environment and the effects on patient health and wellness.

c. Care and treatment is provided to a patient population who is most vulnerable and dependent.

d. Students are taught to provide nonjudgmental care that demonstrates no bias. A person is rendered care simply because they exist as a human.

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

- *Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures*

a. MAST and Phlebotomy curricula address cultural diversity specific to health and caring for people with differing cultural values, norms and perspectives.
b. Students are expected to understand and evaluate how the influence of individual points of view, including their own, may affect the healthcare providers approach to patient care.

INSTITUTIONAL LEARNING OUTCOME 6: Technical and Informational Fluency

- *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*

a. MAST and Phlebotomy students are taught the legal and moral obligations they will be held to as certified healthcare providers with regards to confidential patient information.

b. Students are responsible for researching specific patient information adhering to all HIPAA guidelines.

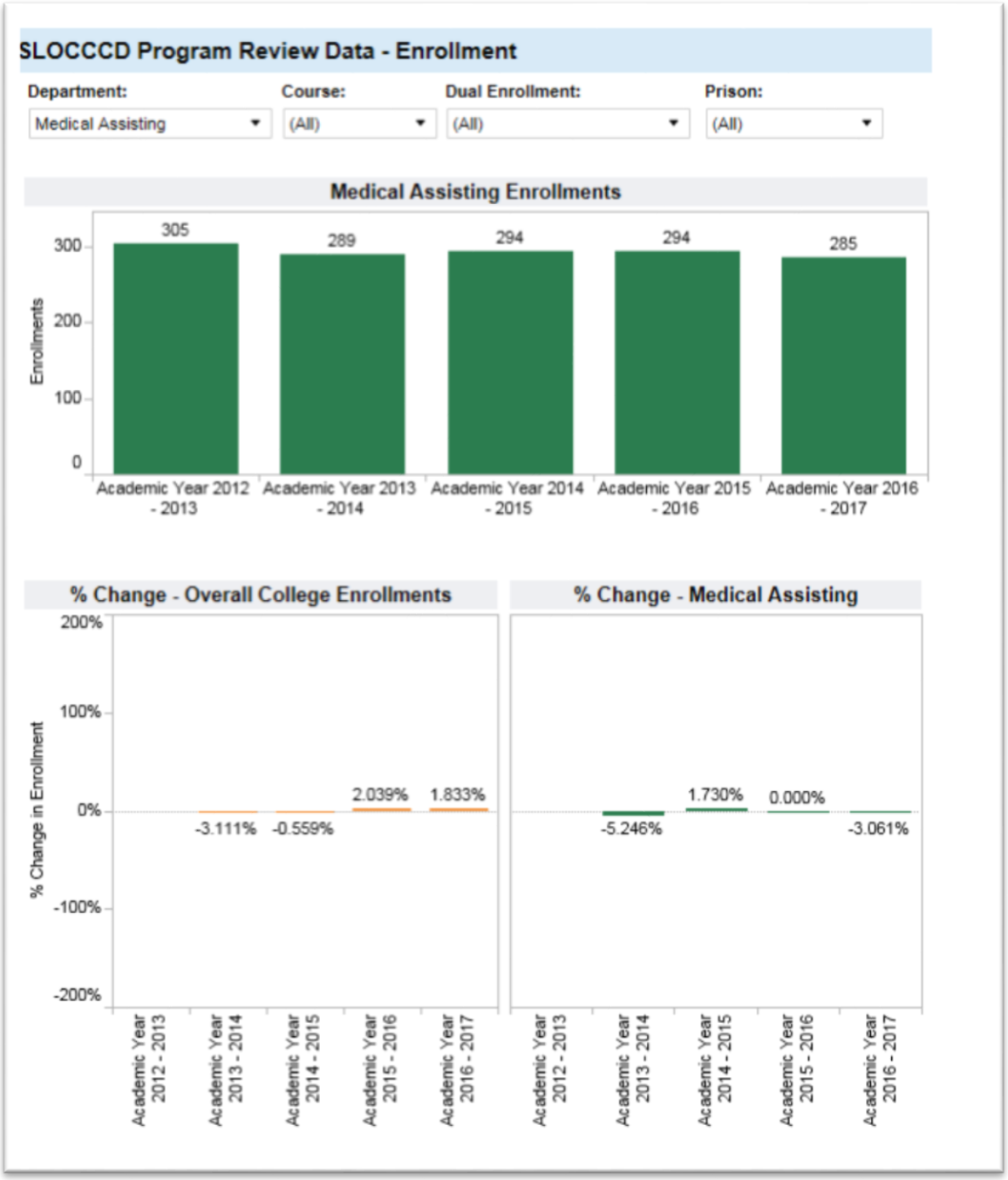
c. Medical Assisting and Phlebotomy students are exposed to electronic medical records and data sources in the ambulatory care (medical office) and acute care (hospital) settings.

d. Students are taught guidelines they must adhere to as mandated reporters of child/elder/dependent adult abuse.

e. Through coursework, Medical Assisting and Phlebotomy students are required to seek out and utilize information from a variety of sources including textbooks and online resources.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENT

- General enrollment in medical assisting courses has has remained remarkably consistent over the past four years in contrast with that of the college. Medical assisting courses are in the top ten waitlisted classes at Cuesta.

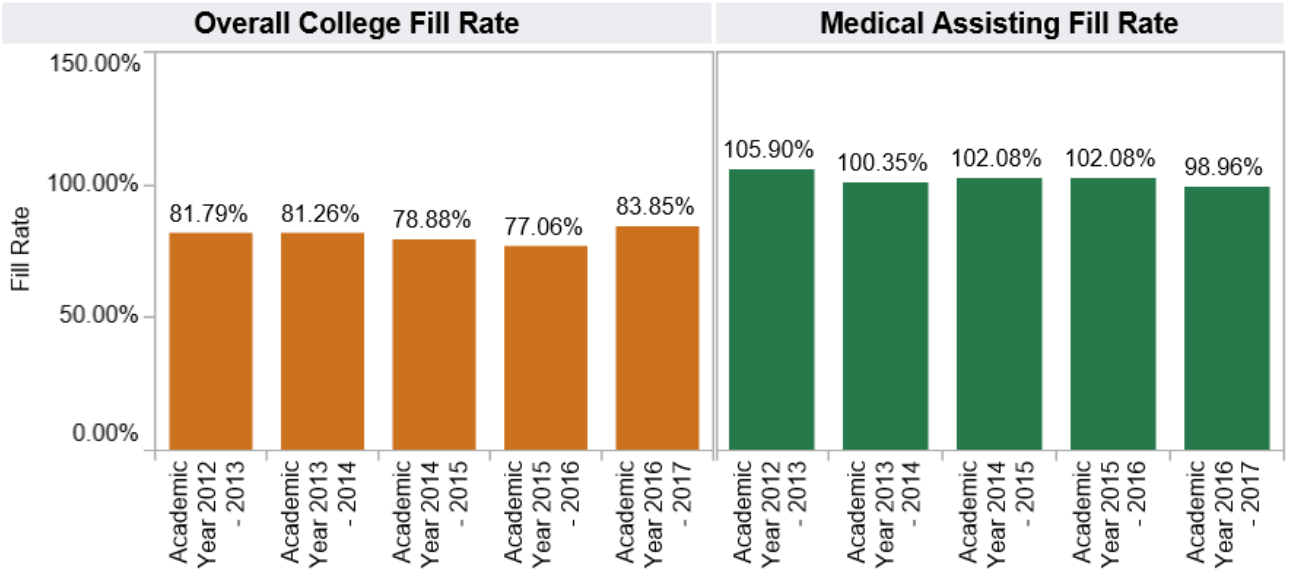


Student Demand/Fill Rate: Phlebotomy and Medical Assisting Courses

- The demand/fill rates in the MAST courses (medical assisting and phlebotomy) exceed the overall college fill rates.
- These course fill rates are dependent on availability of community partners for student externship placement, qualified faculty and the availability of college lab space and equipment.
- MAST 110 and MAST 111/111L are intended to be taken sequentially. Due to some students, historically, not following sequential continuance of these courses, the MAST 110, introductory course, is intentionally overenrolled with the objective of achieving full enrollment in MAST 111/111L.
- 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.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

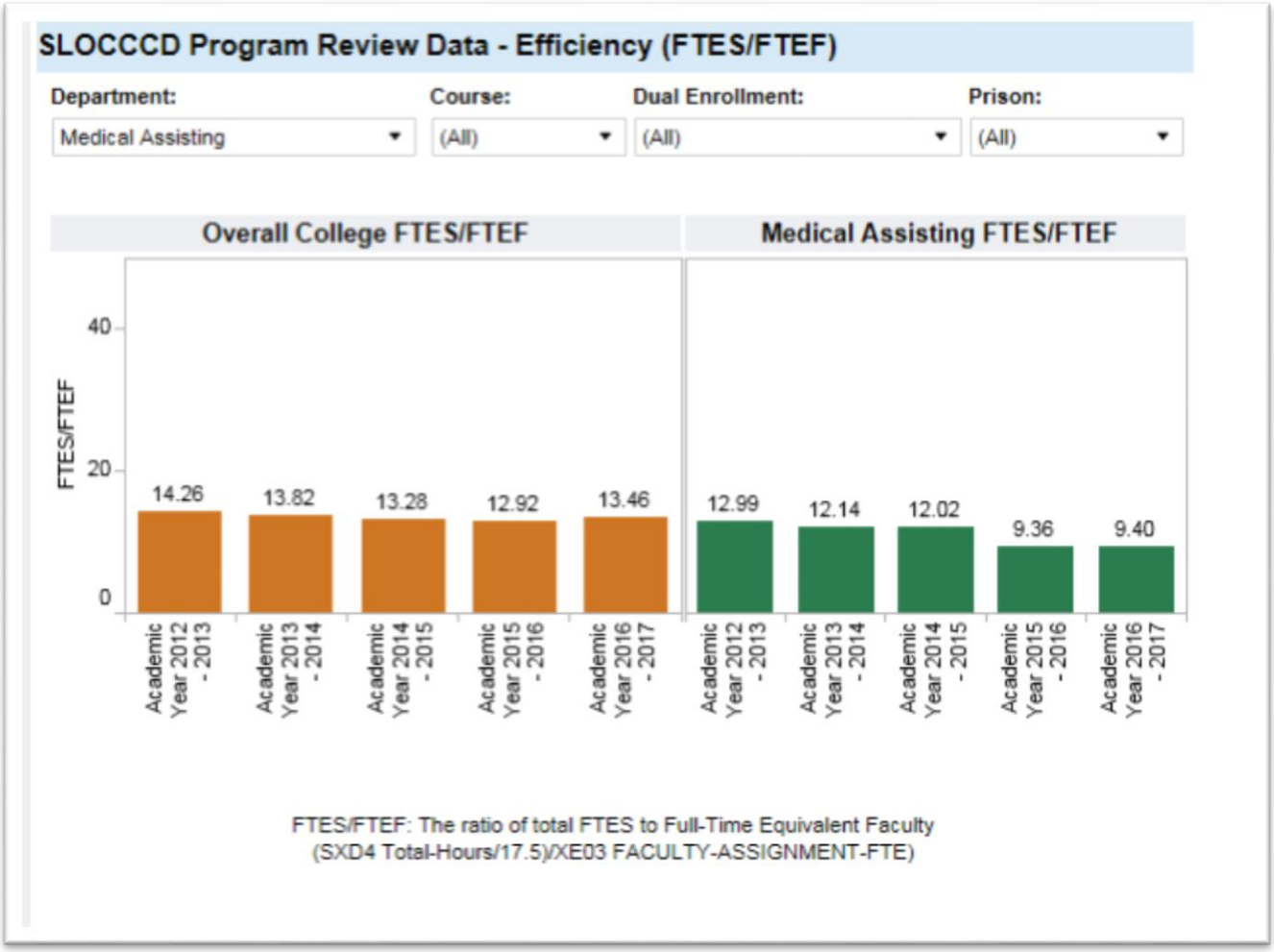
Department:	Course:	Dual Enrollment:	Prison
Medical Assisting	(All)	(All)	(All)



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.

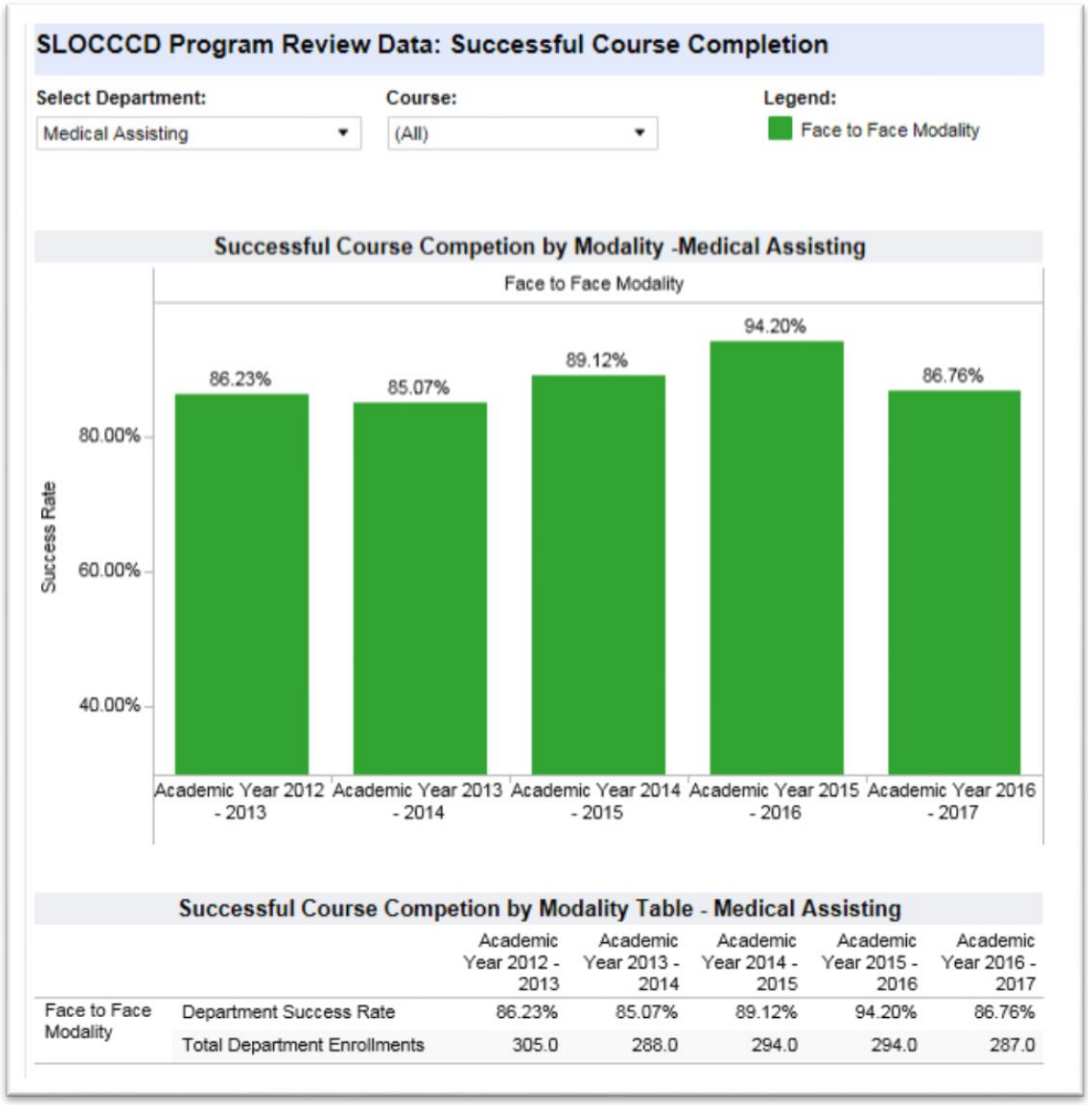
Medical Assisting FTES/FTEF

Although the MAST courses fill rates are far higher than the college averages, the FTES/FTEF are lower than the college averages. This can be attributed to the need to maintain small class sizes in order to insure student safety. A high level of instructor supervision is needed while students are learning invasive skills such as taking blood.



Student Success—Course Modality

MAST success and retention rates average approximately 88%, ranging from 85.07% in 2013-2014 to a high of 94.20% in 2015-2016. MAST success course completion rates consistently exceed that of the college.



Successful Course Competion by Modality Table - Medical Assisting

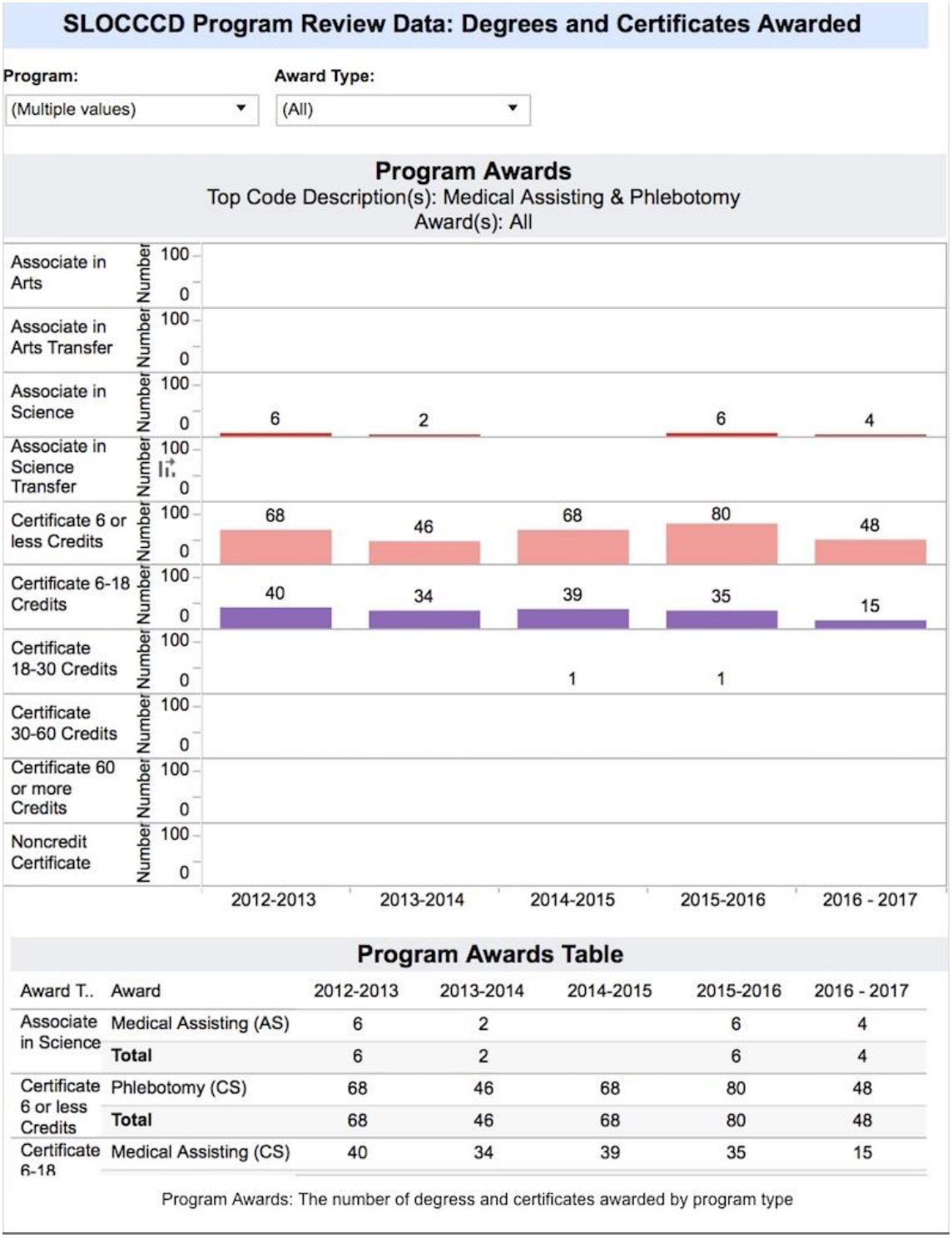
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	86.23%	85.07%	89.12%	94.20%	86.76%
	Total Department Enrollments	305.0	288.0	294.0	294.0	287.0

Successful Course Competion by Modality Table - All

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

Degrees and Certificates Awarded

Over the last five years, Associate in Science degrees were awarded to 18 medical assisting students, more than half of these in the last two years. Conversely, medical assisting certificates dropped by more than 50% in 2016-2017. Whether this decline is an isolated anomaly or signals a trend remains to be seen.



Program Awards Table

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Medical Assisting (AS)	6	2		6	4
	Total	6	2		6	4
Certificate 6 or less Credits	Phlebotomy (CS)	68	46	68	80	48
	Total	68	46	68	80	48
Certificate 6-18	Medical Assisting (CS)	40	34	39	35	15

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

Disaggregated Student Success

Rates of successful course completion among students enrolled in medical assisting courses consistently exceed that of the overall college. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

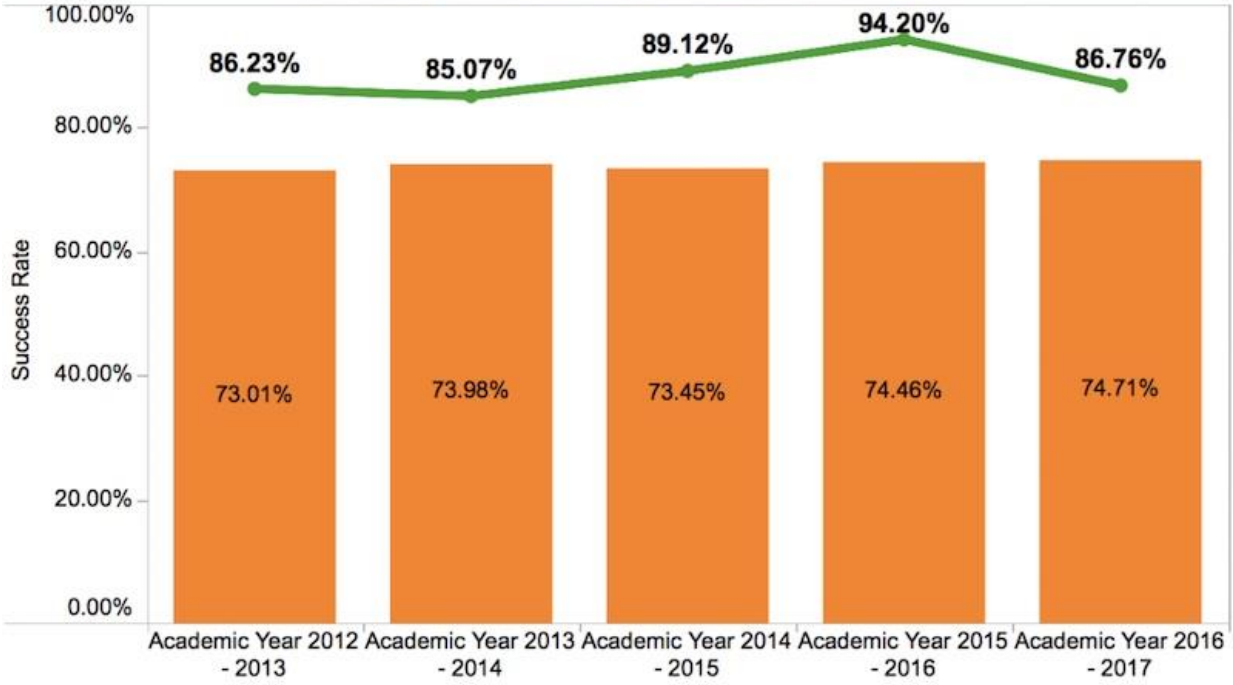
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Medical Assisting

COURSE (All)

Legend:
- Department Success Rate
- Overall College Success Rate

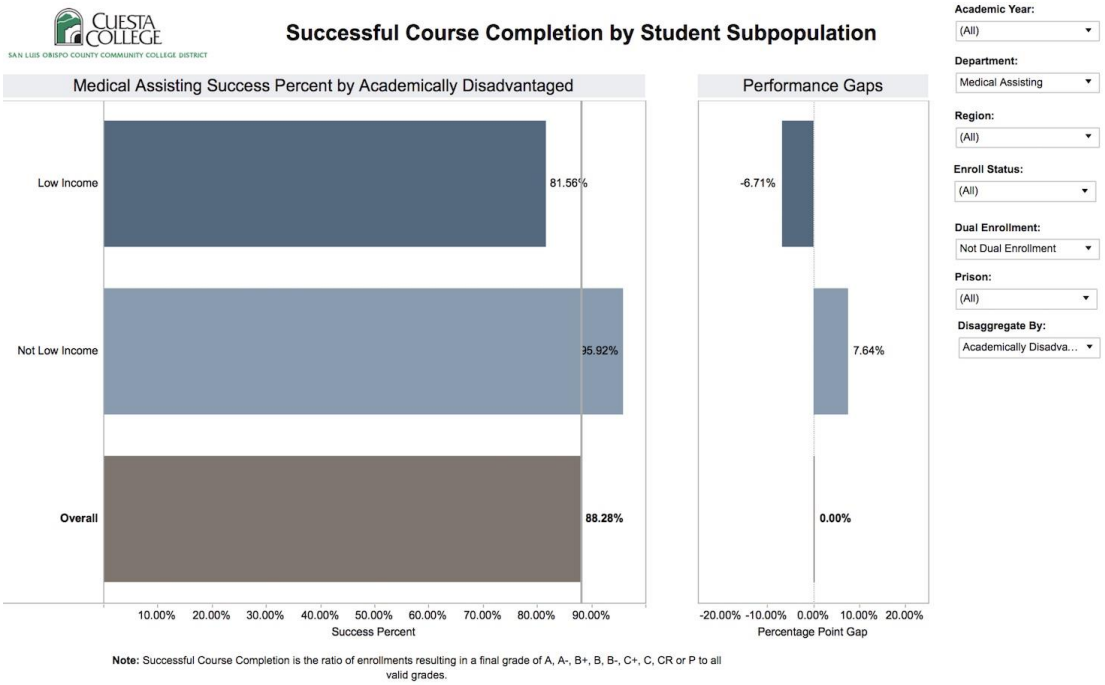
Successful Course Completion - Medical Assisting



Medical Assisting Success Rate Table

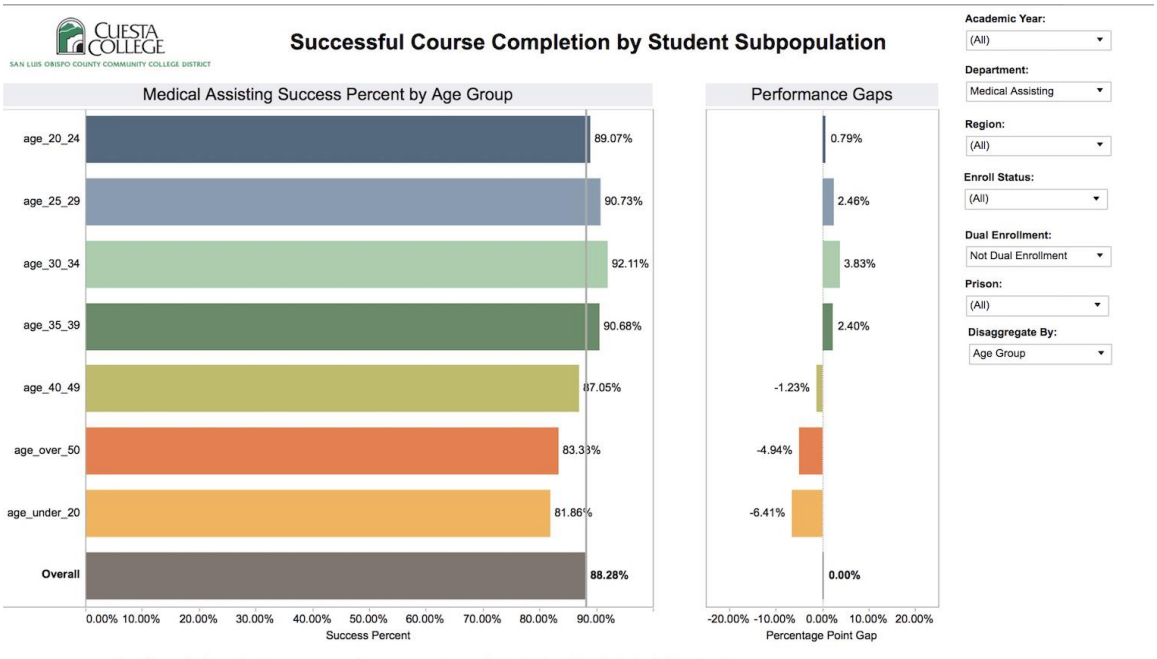
	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	86.23%	85.07%	89.12%	94.20%	86.76%
Total Enrollments	305	288	294	294	287

Advantaged and Disadvantaged Successful Completion Percentages: MAST program successful completion percentages of advantaged and disadvantaged students from 2013 – 2017 are 81.56% for low income, 95.92% for not-low income, and 88.28% overall.



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.

Age Subpopulation Successful Completion Percentages: The following chart represents course completion percentages from 2013 to 2017 in the MAST program by age subpopulations. The majority of students completing medical assisting and phlebotomy courses come from three age groups: 25 to 29, 30 to 34, and 35 to 39, with course completion rates of each above 90%.



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.

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

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 109	yes	no	no	no	no
MAST 109L	yes	no	no	no	no
MAST 110	yes	no	no	no	no
MAST 111	yes	no	no	no	no
MAST 111L	yes	no	no	no	no

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

1. 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.

As a result of the following review, all MAST course outlines of record will be updated to reflect textbooks published within the last five years.

Course Number	MAST 109	MAST 109L	MAST 110	MAST 111	MAST 111L
1. Effective term listed on COR	Fall 2011	Fall 2011	Summer 2004	Fall 2011	Fall 2011
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes	yes
4. "Approved as Distance Education" is accurate (and new addendum complete)	N/A	N/A	N/A	N/A	N/A
5. Grading Method is accurate	yes	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes	yes
7. Class Size is accurate	yes	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	no[3]	no[3]	no[3]	no[3]	no[3]
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	N/A	N/A	N/A	N/A	N/A
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes	yes

[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.

2. 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	no
Medical Assisting Certificate of Achievement	yes	no	no	no
Medical Assisting Certificate of Specialization	yes	no	no	no
Phlebotomy Certificate of Specialization	yes	no	no	no

3. 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	yes	yes
Medical Assisting C.A.	yes	yes	yes
Medical Assisting C.S.	yes	yes	yes
Phlebotomy C. S.	yes	yes	yes

* If not, program modification is needed.

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

4. Four-Year Cycle Calendar

- During the following four-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	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
MAST 109	**minor**	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
MAST 109L	**minor**	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
MAST 110	**minor**	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
MAST 111	**minor**	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
MAST 111L	**minor**	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Medical Assisting A.S.	modify	modify	modify	modify	modify	modify	modify	modify	modify
Medical Assisting C.A.	modify	modify	modify	modify	modify	modify	modify	modify	modify
Medical Assisting C.S.	modify	modify	modify	modify	modify	modify	modify	modify	modify
Phlebotomy C. S.	modify	modify	modify	modify	modify	modify	modify	modify	modify

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- **Summary of Results**

  Program Outcomes

  1. Demonstrate and apply ethical, competent, and safe patient care within the scope of practice of a Medical Assistant (MA) and/or Phlebotomist (PHLEB).
  2. Demonstrate the knowledge/skills necessary to pass the National Certification Exam (Phlebotomy only); demonstrate the knowledge/skills necessary to pass the State Certification Exam (Medical Assisting only).
  3. Demonstrate the knowledge/skills necessary to become employed (MA & PHLEB).

  Weekly student evaluations from each externship preceptor, student self-report surveys, externship employer surveys, National Phlebotomy Certification exam results, State Medical Assisting Certification exam results, and advisory member feedback are used to measure the MAST Program Learning Outcomes (PLOs).

Outcome 1. The externship preceptors report that students "always or almost always" meet the program outcome. The established benchmark has been successfully met.

Outcome 2. Our pass rates show that our students consistently score above the national average on the National Phlebotomy Certification Exam. In 2017, our pass rates for the certification exam was 100% compared to the National average of 75.35%. The established benchmark of >75% has been successfully met.

Outcome 3. Both Medical Assisting and Phlebotomy certificate earners meet the program outcome as evidenced by the above noted pass rate. According to feedback from our phlebotomy Advisory Committee Members, our students are highly qualified and desirable for employment. The majority of the phlebotomist in our affiliate labs are Cuesta graduates (Dignity Health Laboratories, Central Coast Pathology, and Sierra Vista Regional Medical Center).

Mapping Document: Course-level SLOs Connected to Program-level SLOs

Title of Program/Certificates
C.A. Medical Assisting
A.S. Medical Assisting
C.A. Phlebotomy

Program SLOs
1. Demonstrate and apply ethical, competent, and safe patient care within the scope of practice of a Medical Assistant (MA) and/or Phlebotomist (Phleb.).
2. Demonstrate the knowledge/skills necessary to pass the National Certification Exam (Phlebotomy only); demonstrate the knowledge/skills necessary to pass the State or National Certification Exam (Medical Assisting only).
3. Demonstrate the knowledge/skills necessary to become employed (MA & Phleb.).

Relationship between assessed course level SLOs and Program Level SLOs

Course	Course name	Course in Which Program Student Learning Outcome is Assessed		
		1	2	3
MAST 109	Phlebotomy	X	X	X
MAST 109L	Phlebotomy Externship	X	X	X
MAST 110	Medical Assisting Basics	X		
MAST 111	Medical Assisting Fast Track	X	X	X
MAST 111L	Medical Assisting Fast Track Externship	X	X	X

Highlight improvement efforts that have resulted from SLO assessment.

a. Modified method of gathering program evaluations from the externship sites to better understand possible areas of needed improvement.
b. In order to create sustainability and consistency we sought funding to pay teaching assistants who had previously been volunteers. Based on feedback received through SLO surveys, students consistently reported that having teaching assistants available to support their learning and skills development was highly beneficial.

~ Purchased Chromebooks and SimChart software to provide training in electronic medical record documentation.

~

Faculty hiring needs

a. This program has one full time faculty . At this time, the single most important need for this program to successfully continue to achieve the current and future Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes is the prioritization by keeping a qualified full time tenure faculty.

VI. PROGRAM DEVELOPMENT

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

A. Institutional Goals and Objectives
B. Institutional Learning Outcomes
C. Program outcomes

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling
B. Support services to promote success, persistence and retention
C. Facilities needs
D. 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 has been a strong career technical education program and has positively contributed to the needs of our community and college for more than 20 years. At this time, the single most important need for this program to successfully continue to achieve the current and future Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

All those involved with the MAST program will continue to do the work of the college by maintaining our standard of excellence in serving our students and fostering positive relationships with our community partners. We will support the goals, objectives, and defined outcomes by continuing to be good ambassadors of our programs and the college.

New or modified action steps for achieving Institutional Goals and Objectives

INSTITUTIONAL GOAL 1: Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective 1.2:

Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

The continued use of permanent teaching assistants supported through the college general fund to support skills instruction is an effective strategy for increasing student engagement, and foster success and course completion. The presence of the same individuals through repeated semesters afforded by general-funded positions facilitates continuity of instruction. Sustainability of high quality delivery of instruction is dependent on the use of teaching assistants. They help provide one-on-one, hands-on, and classroom safety while assisting students during skills development. They essentially help to lower the student to instructor ratio by giving students more opportunities to practice essential skills as they receive individualized attention and feedback. Student retention and success in MAST courses is dependent on adequate support from the consistent use of teaching assistants.

a. Add Medical Terminology (NRAD 222) as a required course prerequisite to MAST courses.

   - Comprehension of medical terminology is essential in all MAST courses, students are essentially required to learn a new language. Patient care and safety, working effectively with the healthcare team, student success, and student retention are the considerations for this recommendation.

   - Unprepared students who enroll are unable to successfully complete the courses. Adding prerequisites will help insure greater success, retention, and improve state and / or national examination scores required for certification and employment.

b. Consider adding an English and Medical Terminology prerequisites to the MAST courses.

   - Much of the attrition in the MAST courses can be attributed to students being academically underprepared. The majority of MAST students are first time, reentry, or English as Second Language learners. All MAST courses are fast-tracked requiring above average reading comprehension, critical thinking, and effective test-taking skills.

c. Consider adding college success course(s) as an advised pre-requisite(s) to improve student outcomes and increase retention.

   - All MAST courses are fast-tracked requiring above average reading comprehension, critical thinking, and effective test-taking skills.

INSTITUTIONAL GOAL 2:
Increase student access to higher education.
Institutional Objective 2.1:
Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

a. Offer a section of Medical Assisting (MAST 110/111/111L) on the north county campus.

- The demand for certified medical assistants is predicted to grow because of the changes in healthcare and baby boomers reaching retirement age in addition to the Affordable Healthcare Act.
- Medical Assisting has been one of Cuesta's top ten waitlisted courses since the electronic waitlist system went into effect .

New or modified action steps for achieving Institutional Learning Outcomes

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

- *Demonstrate the professional skills necessary for successful employment*

a. Review Medical Assistant Model Curriculum:
The Medical Assistant Model Curriculum was revised in order to prepare the Medical Assistant to fulfill the traditional, as well as the emerging and enhanced roles of the position as related to the Patient Protection and Affordable Care Act (PPACA).

Facilities Changes
No immediate facilities changes are expected but if a north county campus medical assisting section were added, classroom and lab availability would need to be evaluated to accommodate the additional course offerings.

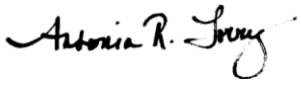
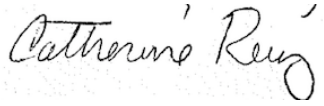
VII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.

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.

Student Services and Administrative Services 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.)

Antonia Torrey		**3/8/18**
Division Chair/Director Name	Signature	Date
Marcia Scott		**3/8/2018**
Name	Signature	Date
Catherine Ruiz		3/8/18
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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 here: https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**
Division Chair/Director/Designee	**Date**
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.

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/J79W8GW