

Peralta Community College District

**Berkeley City College
College of Alameda
Laney College
Merritt College**



Merritt College

2017-2018 Annual Program Update for Medical Assisting

Merritt College Data Profile: Fall 2016 and Spring 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

Headcount by Gender	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
Headcount by Race/Ethnicity				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
Headcount by Age				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%
<i>30-34</i>	766	11%	775	11%
<i>35-54</i>	1296	18%	1401	19%
<i>55-64</i>	327	5%	315	4%
<i>65 & Above</i>	192	3%	197	3%
Total Headcount	7043		7359	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
Gender	Retention %	Success %	Retention %	Success %
<i>Female</i>	78%	66%	79%	70%
<i>Male</i>	78%	65%	79%	68%
<i>Unknown/Unreported</i>	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
<i>American Indian</i>	83%	77%	74%	60%
<i>Asian</i>	83%	76%	84%	78%
<i>Black / African American</i>	73%	57%	74%	60%
<i>Hispanic / Latino</i>	76%	65%	80%	70%
<i>Pacific Islander</i>	79%	69%	80%	74%
<i>Two or More</i>	77%	65%	78%	66%
<i>Unknown / NR</i>	82%	69%	83%	72%
<i>White</i>	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
<i>Under 16</i>	82%	82%	94%	89%
<i>16-18</i>	78%	65%	82%	74%
<i>19-24</i>	75%	62%	76%	65%
<i>25-29</i>	77%	66%	79%	70%
<i>30-34</i>	82%	71%	81%	71%
<i>35-54</i>	81%	70%	82%	74%
<i>55-64</i>	83%	71%	85%	73%
<i>65 & Above</i>	84%	78%	85%	72%

**Distance
Education**

Retention and Success by Distance Ed	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
<i>100% online</i>	70%	62%	74%	59%
<i>Hybrid</i>	69%	53%	74%	61%
<i>Face to Face</i>	80%	69%	81%	72%

I. Program Information

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at:
<http://www.merritt.edu/wp/institutional-research/program-review/>

Program Name: Medical Assisting

Date: October 5, 2017

Program Type (circle or highlight one): **Instructional** Non-Instructional Student Services or Special Programs Administrative Unit

College Mission Statement: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission: The mission of the Medical Assisting Program at Merritt College is to foster an appreciation and understanding of the diversity of citizens and cultural beliefs and practices as it impacts health. These courses are taught using classical instruction, and laboratory and fieldwork that emphasizes critical thinking. Student mastery is demonstrated in their ability to think and write critically about the holistic care of the patient.

1. Students will be clinically competent
2. Students will demonstrate effective communication skills
3. Students will develop critical thinking and problem solving skills
4. Students will demonstrate professionalism

Date of Last Comprehensive Program Review: 10/5/15

Date of Comprehensive Program Review Validation: 5/4/2016

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed : How did you evaluate or determine the outcome ? If your goal is ongoing : What is your measure and target ? If your goal is new or revised : What is your measure and target ?)
<i>Assessment</i> Complete SLO and PLO assessment in Taskstream for the current cycle (assess every course SLO at least every three years, assess every PLO every year).	1. PCCD Goal: __D__ 2. Merritt Goal __D__	Completed: _____ (date) Revised/New: _____ (date) Ongoing: ___9/20/17_____ (date)	Program faculty have made significant progress in course SLO assessment over the past year, and are now caught up on assessment. The Division III SLO coordinator, Heather Casale, has been an invaluable resource in our achievement of this goal. We understand the importance of compliance for course improvement as well as for both programmatic and college accreditation. We will continue to work with the SLO coordinator each Spring and Fall Semester to assure that we are continuing on track with our course SLO assessment plan. We hope that SLO assessment activities will continue to be supported by the SLO coordinators.
<i>Curriculum (In the process of review and update)</i>	1. PCCD Goal: __C__ 2. Merritt Goal __C__	Completed: _____ (date) Revised/New: _____ (date) Ongoing: Date: 9/20/17_____	We are on track to receive approval for Curriculum Consultation to update MEDAS Curriculum and add D.E of newer MEDAS course in the works for Fall of 2018. MEDAS Program Director is also meeting with SLO coordinator to learn CurricunetMeta

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/ revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
			<p>for MEDAS courses and in preparation for the addition newer courses</p>
<p><i>Instruction (if applicable)</i></p> <p>Hire a part time RN instructor for the additional open lab practice time critical for our student gaining competency outside initial skill observation.</p> <p>Schedule an open lab on Friday so students can practice and reinforce clinical skills</p>	<p>1. PCCD Goal: __C__</p> <p>2. Merritt Goal __C__</p>	<p>Completed: _____ 7/17 (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>An ADN adjunct faculty is assisting with the evening skill lab. Student expressed the benefit of the additional faculty that allows them to practice the skill demonstrated by the lead instructor.</p> <p>Create new course outline for open lab by Fall 2017.</p>
<p><i>Student Success and Student Equity</i></p> <p>MEDAS needs to hire two Instructional Aides from recent graduating class to assist with open lab and skill lab practice time.</p> <p>One on one peer mentoring will assist student to ask question of</p>	<p>1. PCCD Goal: __A__</p> <p>2. Merritt Goal __A__</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: __9/20/17_____ (date)</p>	<p>Pending hire for fall 2018 to assist in the open skills lab.</p> <p>Conduct student evaluation for the one on one mentoring supporting with a 80% student response.</p>

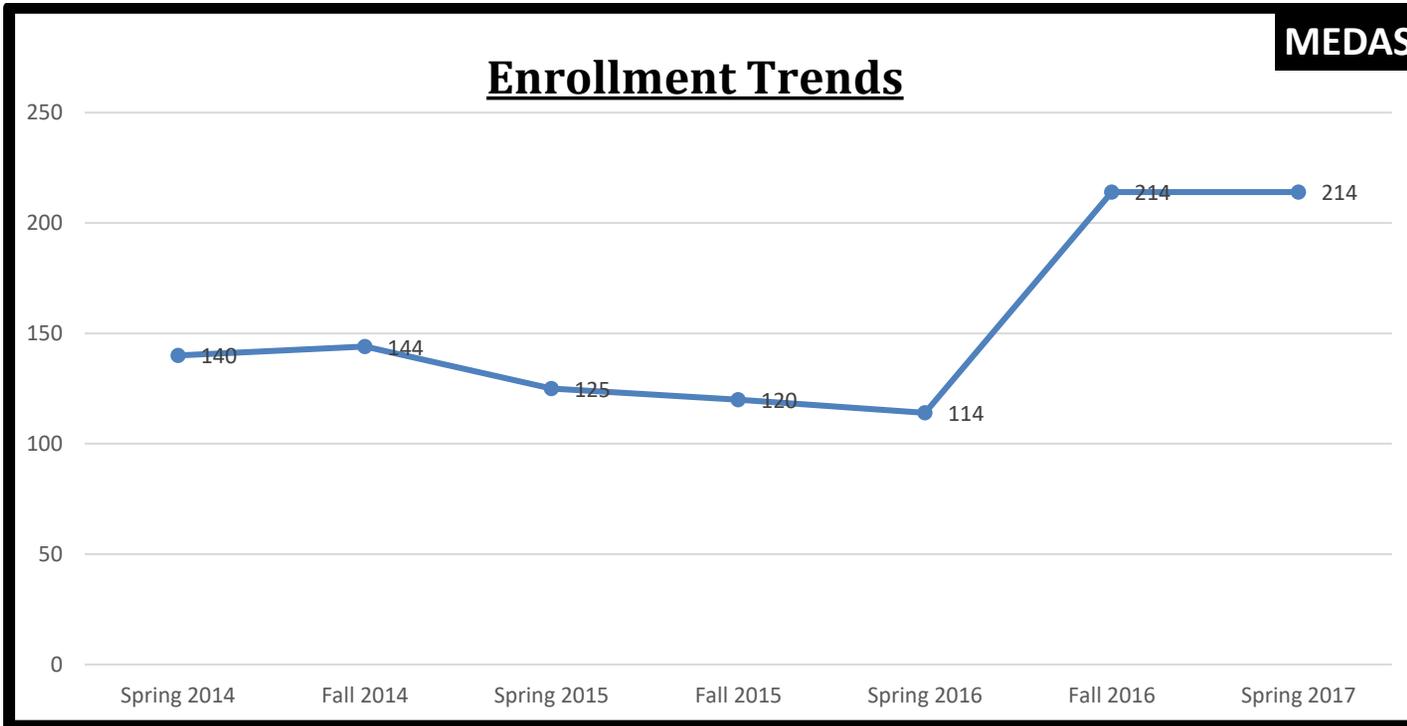
<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p>Invest in EHR software to improve student competency in information management in the health care industry</p>	<p>1. PCCD Goal: __C__ 2. Merritt Goal __C__</p>	<p>Revised/New: _____ (date) Ongoing: <u>9/20/17</u> (date)</p>	<p>Include software request in CTE Perkins and/or SWF funding for spring and fall 2018.</p>

III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. *If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: skessler@peralta.edu.

Student Enrollment.



Special Populations Enrollments By Term**MEDAS**

# Enrollments	Low Income						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Low Income	18	23	17	6	2	7	7
Undetermined	12	12	14	13	43	45	59
Low Income	71	56	64	44	27	39	26

# Enrollments	DSPS Status						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
DSPS Students	14	7	10	8	2	5	6
Non DSPS Students	87	84	85	55	70	86	86

# Enrollments	Foster Youth Status						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Foster Youth	99	88	94	61	70	89	88
Foster Youth	2	3	1	2	2	2	4

# Enrollments	Veteran Students						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Non Veterans	99	90	95	63	72	91	92
Veterans	2	1					

Course Sections and Productivity:

1. What changes have occurred in enrollment since 2015-2016 program review?

Subject	MEDAS							
Enrollment Total								
Term	# Enrollments							
Spring 2014	140							
Fall 2014	144							
Spring 2015	125							
Fall 2015	120							
Spring 2016	114							
Fall 2016	214							
Spring 2017	214							
# Enrollments	Ethnicity							
Term	American Indian	Asian	Black / African American	Hispanic / Latino	Pacific Islander	Two or More	Unknown / NR	White
Spring 2014	1	38	37	40	2	12	3	7
Fall 2014	2	52	39	34	1	3	7	6
Spring 2015		42	23	34		3	3	20
Fall 2015		17	32	68		1	2	
Spring 2016		19	34	45		1	11	4
Fall 2016		47	43	92		5	7	20
Spring 2017		46	38	107		4	10	9

5	13.85	5	15.44	5	12.32	3	23.41	5	23.78	6	21.20
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1. Please comment on changes that have occurred in productivity since the 2015-2016 program review. (e.g. increase, decrease or no change)

MEDAS continue to grow, but needs to support the program for a better success of our students.

2.. Describe the retention and successful course completion rates and any changes since the 2015-2016 program review

Subject	MEDAS
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Row Labels	Total Retention %
Spring 2014	81%
Fall 2014	89%
Spring 2015	89%
Fall 2015	92%
Spring 2016	72%
Fall 2016	90%
Spring 2017	88%
Grand Total	87%
Subject	MEDAS

Row Labels	Total Success %
<i>Spring 2014</i>	81%
Fall 2014	79%
Spring 2015	84%
Fall 2015	73%
Spring 2016	63%

Fall 2016	79%
Spring 2017	79%
Grand Total	78%

3.. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)

The number of non-native speakers of English enrolled in the program averages ??%. The majority of these students successfully complete the program. Non-native speakers of English who are not proficient in English, however, are generally not successful. Students must be able to follow instructions explicitly, and to communicate to patients, peers, and staff effectively. This is essential for the safety of patients in the clinical setting, where potentially hazardous treatment and medication administration is applied. We will be working with Diversity in Health to provide support to students who lack proficiency in English, in some cases before they enter the program. Students were also introduced to on campus ESL coaching support and online software to continue personal progress in English proficiency.

2.a. These are the demographics of students currently enrolled in the program:

Student Success in Distance Education/Hybrid classes versus face-to-face classes:

NA

1. Describe any difference in the Retention and Success of face-to-face and distance education courses.

NA

IV. Aligning Program Goals, Activities and Planning

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.

5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

<u>Program/ department or unit Goal</u>	<u>Foundations</u>	<u>Transfer</u>	<u>CTE</u>	<u>How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?</u>	<u>Measurable Outcomes: Institution Set Standards and IE Goals</u>					
					<u>Successful Course Completion Rate</u>	<u>Retention Rate (F to F Persistence)</u>	<u>Degree or Cert. Completion</u>	<u>Transfer</u>	<u>Remedial Rate Math (Basic Skill Success)</u>	<u>Remedial Rate English (Basic Skills Success)</u>
Assessment Complete SLO and PLO assessment in Taskstream for the current cycle (assess every course SLO at least every three years, assess every PLO every year).	1	NA	Goal 1	In our assessment process, we are continually assessing and making changes based on student performance and feedback to ensure CTE students engagement in experiences that enhance learning and student success.	x	x	NA	NA	Reactivate Math 250 and Basic English for incoming MEDAS students	Pending reinstatement of courses
Curriculum Develop a new online fee-based course in EHR (for current	2		Goal 1	Provide students and community partners with an opportunity to become certified/registered EHR specialist.	NOT MET		NA	NA		X

<p>Instruction</p> <p>Hire a part-time instructor to replace the adjunct who left in August 2017.</p>			<p>Goal 4</p> <p>First-year students are benefitting greatly by the hire of an experienced and competent instructor for the Positioning I course. This has also enabled the program director to carry a reasonable load to ensure that she has time to complete tasks such as the annual program update.</p>	X	X	X			
<p>Student Success and Student Equity</p> <p>Hire two Instructional Aides from recent graduating class to assist as Peer Mentors in the skill labs</p> <p>Implement additional preparation programs to ready students for the MEDAS certification exam.</p>			<p>Goal 4</p> <p>Improve retention rate of program students.</p> <p>Better prepare students for passing the California State certification examination</p>	X	X	X			
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p>			<p>Two MEDAS faculties attended 'On Course' in looking for ways to assist students with soft skills which derail student success.</p>	x					
<p>Other Goals</p> <p>Purchase equipment /software to improve students competency in the lab.. Purchase test tools to improve certification exam preparation.</p>			<p>Goal 4</p> <p>Supports hands-on mastery of industry EHR skills with an emphasis on accuracy of data collection.</p>	X	X	X			

1. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
 - a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary

The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fail to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

***S = SSSP, E=EQUITY, B=BASIC SKILLS**

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

<u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u>				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
Non-English Proficient students who are unable to pass basic clinical communications practicals cannot advance to the clinical phase of the program.	<p>Schedule a representative from Diversity in Health to make a presentation in all MEDAS201A courses. Recommend ESL classes to non-English proficient students in the orientation success class.</p> <p>We are considering adding basic communications practical to the College orientation class so that we can make recommendations for early intervention in preparation for applying to the program.</p>	Non-English proficient students	Improve success in the program for foreign born students	SSSP and Equity Plan

- a. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

Yes.

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

Of these sources, the only one we received funding from was Strong Workforce

Please report on the outcomes from 2016-2017 funding.

<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>	<u>none</u>	Outreach to African and Latino Spanish speaking male students		
<u>SSSP Plan</u>	Not funded	Outreach to African and Latino Spanish speaking male students.		
<u>Basic Skills Plan</u>	<i>Not funded</i>			
<u>Strong Workforce</u>	Not funded. Electronic Health Record (EHR) data management course (new course).	No	Brings program to industry standard technology.	PLO #1: Train competent MA who is versatile in both front and back office for all

				<p>basic running of a busy medical office.</p> <ul style="list-style-type: none">a. Students will competently use EHR to retrieve, and store patient data and information.b. Students will use appropriate technical terms to describe patient information according to the industry standard.c. Students will practice good patient care. <p>Electronic Information System to retrieve patient demographics; SLO #3.</p>
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V. Curriculum and Assessment Status

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
MEDAS 201A	Introduction to Medical Assisting	X		
MEDAS 201B lecture	Clinical Medical Assisting -Lecture		X	
MEDAS 201B lab	Clinical application of Medical Assisting			X
MEDAS 201D	Medical Assisting Administrative Lecture	X		
MEDAS 201D	Medical Assisting Administrative		X	
NEW COURSE				
MEDAS 201E	Certificate of Proficiency in Billing and Coding	Fall 2018		X
MEDAS 201F	12 Lead EKG Technician Certification	X		
MEDAS 201 S	EKG Specialist Certification	x	X	
MEDAS 201Lab	Clinical Experience (4 weeks hands on training at community based EKG – Cardiology clinic	x		X

Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
MEDAS 201 A	Communicate with Patients	Tool: Clinical Performance Evaluation (2 per semester, per student) Average score on this item was 95% (28 students) benchmark met	Continue to commit to high standards of communication between students and patients. Support with tutoring, partnering with Diversity in Health as needed to address individual student needs.	Ongoing
MEDAS 201 B	Accuracy and Efficacy in patient Data collection with four point allowable variance from normal readings.	Tool: Clinical Vital Signs tools and documentation forms Average score on this item was 86% benchmark met	Continue to support students through one on one work with hospital clinical instructors and visiting college clinical instructors. Provide extra clinical visits to assist students as needed.	Ongoing
MEDAS 201 B Lab	Radiation Protection	Tool: Clinical Vital Signs tools and documentation forms Average score on this item was 86% benchmark met	Students currently rotate through all skill station in the Laboratory, but many students need additional hands-on and extended practice hour outside of scheduled lab. Students will be provided with after-hours opportunities to practice with a peer tutor or instructor	Ongoing

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

Program Advisory Committee meeting minutes, Faculty meeting minutes.

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

We are on track to receive approval for Curriculum Consultation to update MEDAS Curriculum and add D.E of newer MEDAS course in the works for Fall of 2018.

MEDAS Program Director is also meeting with SLO coordinator to learn CurricunetMeta for MEDAS courses and in preparation for the addition newer courses

- **What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?**

Stackable Certificate in other areas for career ladder in the medical industry are program offerings that are currently being explored. Stackable certificates can be accumulated to complete an AA degree in health science. This can also be aligned with four year college courses in office management track.

- **Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?**

Certificate of Proficiency in Clinical Medical Assisting
Certificate of Proficiency in Administrative Medical Assisting

PROPOSED:

Certificate of Proficiency in 12 Lead EKG
Certificate of Proficiency in Phlebotomy
Certificate of Proficiency in Billing and Coding

Certificate of Proficiency in Insurance claim and adjustments
Certificate of Proficiency in Medical Transcription
Certificate of Proficiency in Office Management
Certificate of Proficiency in Basic Office Accounting

1. These are the demographics of students currently enrolled in the program:

4. Assessment:

Pending meeting with Heather Cassale

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Pending pilot training with Heather Cassale (see above)

Questions:

• How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website,

This is a great area for growth for MEDAS. Currently, we

1. Arranged meeting of each MEDAS faculty with the Allied Health SLO coordinator for one on one training and ongoing assistance.

Growth areas:

Faculty training on writing SLOs

Program Night: where students, faculty and community partners meet and interact to share program offerings and aspirations.

Update and upgrade program offering on the website

• Briefly describe at least three of the most significant changes/improvements your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Pending

Briefly describe three of the most significant examples of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Pending

Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

Exploring Distance Education courses from other CTE Colleges.
Consultation with DE curriculum expert is pending time availability from the consultant.

- **Describe assessment results for courses with multiple sections. Are there similar results in each section?**

Pending meeting with Heather Cassale.

VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

Purpose: In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

For CTE:

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
Last year the PAC voted to keep students who failed the exit exam from completing the program until a repeat exit exam was passed. The goal was to increase the pass rate on the licensing exam. Results are pending.

2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?

No

3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.

No

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?

2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			

Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)	Working with OER committee to implement E-textbook in MEDAS.		
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

For Student Services and/or Administrative Units:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

2. Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will document new and repeat resource requests not covered by current budget, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
2 Instructional Aides	\$20,000.00 0 (@ \$10,000.00 per aide \$10,000.00 0	Yes, but not funded	1. PCCD Goal: __C__ 2. Merritt Goal __C__	SLO # 2 Provide program of distinction	Provide student with Peer mentor and tutor to assist student during skill lab and one on one for academic assistance and tutorial.
Administrative Assistant	\$10,000.00	Yes, but not funded	1. PCCD Goal: __E__ 2. Merritt Goal __E__	As above	Assist student in completing evaluation process at the completion of COPED 470 F, assist students in meeting timelines and deadline for state certification exam
Hire part time RN faculty to bring current practice to the program	\$48,000.00/year	Yes, but not funded	SSSP ESL, Under-represented male students and foreign born struggling students 1. PCCD Goal: __A__ 2. Merritt Goal __A__	SLO # 2 Provide program of distinction	

			1. PCCD Goal: __C__ 2. Merritt Goal __C__		RN part time faculty to run weekend open lab to allow for more practice time
Curriculum Consultant	\$120,000.00	Yes, but not funded	SSSP ESL, Under-represented male students and foreign born struggling students SSSP ESL, Under-represented male students and foreign born struggling students 1. PCCD Goal: __A__ 2. Merritt Goal __A__ 1. PCCD Goal: __C__ 2. Merritt Goal __C__	SLO # 2 Provide program of distinction SLO # 2 Provide program of distinction	Secure expert assistance in upgrading the curriculum for growth and expansion

*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Electronic Health Record software	\$164,000.00 \$240.00	Yes- Under equipment, but not funded	1. PCCD Goal: __C__ 2. Merritt Goal __C__	SSSP student success and job ready training.	Provide students with competent skills to assist in employment after training.

Safety Equipment Working Scale					
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Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Space for break-out lab station	\$26,000.00	No	Interactive Lab	Equity and Student Success	Allows student more time for reinforcement of skills learned.

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

Enroll MEDAS faculty in Consortium membership			SSSP ESL, Under-represented male students and foreign born struggling students	SLO # 2 Provide program of distinction	RN part time faculty to run weekend open lab to allow for more practice time
Hire part time RN faculty to bring current practice to the program	\$48,000.00/year	Yes, but not funded	1. PCCD Goal: <u> A </u> 2. Merritt Goal <u> A </u> 1. PCCD Goal: <u> C </u> 2. Merritt Goal <u> C </u>		

Signatures

Discipline, Department or Program Chair

Grace Idowu _____

Grace Idowu _____

11/12/2017 _____

Print name

Signature

Date

Dean

Print name

Signature

Date