



2018-19 Program Review – Career Education

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Merritt College Medical Assisting program provides a balanced clinical and administrative curriculum, delivered through comprehensive lectures and laboratory courses, as well as clinical experiences in local community health care facilities to students with the goal of providing the education and skills to increase their social and financial mobility.

List your Faculty and/or Staff

1. Olufunmilayo O Idowu
2. Muwafaqu Al-Asad
3. Silvana Javier
4. Amanda Bryner
5. Emily Frank

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

The program uses a main lecture/lab classroom (S303) in the Science building. Faculty maintain office space in the adjunct office area on the third floor of the Science building. Faculty also use the storage area at S304 which is a shared space with the EMT program. The Classroom/LAB provide adequate teaching space for 32 students. However the program has to request computer lab space in other various classrooms around campus in order to teach the medical office administration courses because the program does not have a computer lab in the S building.

Career Education

Using the [LaunchBoard](#) what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2014-15 Job Placement %	% Employed in the field within 3 months	2015-16 Job Placement %	% Employed in the field within 3 months	2016-17 Job Placement %	% Employed in the field within 3 months
		76	74	%	%

Using the [LaunchBoard](#), what are the projected job openings in your discipline for the next three years?

874 annually

How is your discipline or program responding with regard to changes in labor market demand?

4371 over 5 years

Do you have an industry advisory board in place?

yes

Has your industry advisory board met regularly (at least once per quarter or semester)?

yes

Please list of your industry advisory board members.

[MEDAS ADVISORY BOARD August 18 minutes.docx](#)

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

The board asked to expand course sections numbers, develop more clinical sites for externship, purchase updated equipment including but not limited to the purchase of an autoclave and new vital sign stations as well as software instruction for medical billing.

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license? If yes, what is the name of the exam or License? State the set standard pass rate.

NO

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified). If yes, what is the third party certification? State the set standard pass rate

NO

Is your program working with a Deputy Sector Navigator?

NO

If yes, briefly describe your program's work with the Deputy Sector Navigator.

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in [LaunchBoard](#))

1. Contra Costa College
2. Chabot

In which ways is your program collaborating with other community colleges in the region?

1. Working on a SWF regional initiative to expand clinical sites.
2. We have collaborated on regional committees with them.

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program

Strong workforce, State of California, Expand programing and update equipment 2019

How is your program using Strong Workforce Funds?

Fund clinical coordination, develop new curriculum and online versions of our current courses, purchase consumable supplies and updated equipment.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

The medical assisting has increase substantially over the past two years both in student numbers, (from 297 to 443 students per year), and in productivity 16.4 to 21.9. The program is one of the most productive programs at Merritt College and provides students with the skills required that leads to employment. The center for excellence recently reported that there are over 2600 yearly opening for medical assistant in the Bay Area while the local community college only graduate 600 student per year.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

We only currently offer day courses

Are courses scheduled in a manner that meets student needs and demands? How do you know?

The data reports that the majority of MEDAS student attend class during the day, however we have not offered an adequate number of evening classes and have never offered online courses so we have limited data on those types of courses. In 2015-16, only the administrative course (201D) was offered. We intend to take the 201A intro course online in the next six months and follow by adding the lecture portion of the lab class (201b) online shortly afterwards. We are also experimenting with one section of 201A at night in spring of 2019.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Faculty who are using online testing and homework elements are having more success with record keeping and managing large numbers of students. We are hoping leverage that technology as a standard for all our courses.

How is technology used by the discipline, department?

Faculty are equipment similar to what is used at the workplace. Faculty combines, media with lecture and use appropriate lab equipment to prepare the student for employment.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

The faculty is working together to common online elements for all MEDAS courses on CANVAS LMS. These include common testing, homework, critical thinking assignments and grading rubrics.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

- 1.MEDAS 201B - Medical Assisting: Clinical Application, to be updated on spring 5/15/ 2019, Spring 18-19
- 2.MEDAS 201A - Introduction to Medical Assisting to be updated on spring 5/15/ 2019, Spring
- 3.MEDAS 201D - Medical Assisting: Office Administration to be updated on spring 10/31/ 2019, Fall 18-19

- 1.Last update was May /11/2016 at 11:29:26
2. Last update was May /11/2016 at 11:28:45

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

The faculty met to review and revise MEDAS 201A and 201B on January 8, 2019. As a result the courses have updated objectives, SLOs and text books. Those courses will be submitted to the curriculum committee within 60 days. MEDAS 201D will be updated in Fall 2019.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

Course	Student Learning Outcomes (SLO)	Last date Assessed	Planned assessment Date
I. MEDAS 201A: Introduction to Medical Assisting			
	1. Communication Skills: Listen actively and respectfully to analyze the substance of others comments. Speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion. Utilize therapeutic communication when interacting with clients. Maintain confidentiality and privacy of clients in all communication. Write in an organized and grammatically correct fashion utilizing principles of health care documentation. Last Date Assessed	11/27/2017	
	2. Thinking and Reasoning: Demonstrate critical thinking by logically solving problems and explaining their rationale. . Last Date Assessed	11/27/2017	
	3. Information Competency: Use technology effectively and responsibly at a level that is necessary to achieve personal, professional and educational success, Maintain confidentiality and privacy of patient records, both hard copy and electronic. . Last Date Assessed	11/27/2017	
	4. Diversity: Demonstrate individual responsibility, personal integrity, and respect for diverse peoples and cultures including those with different cultural and linguistic backgrounds and different abilities. Last Date Assessed	11/27/2017	
	5. Civic Responsibility: Show accountability for making ethical and legal decisions as they relate to the delivery of care in the medical assistant role. Demonstrate personal integrity and professional accountability. Last Date Assessed	11/27/2017	
	6. Life Skills: Work effectively in a group. Demonstrate time management and organizational skills. Demonstrate work ethic and customer service skills. Last Date Assessed	11/27/2017	
	7. Career Development: Develop commitment to lifelong learning. Last Date Assessed	11/27/2017	
II. MEDAS 201D : Medical Assisting: Office Administration			
	1. Display refined communication skills with confidence and professionalism.		
	2. Identify specific situations that require problem solving and intervention, and critically analyze and solve five common challenging clinical scenarios.		
	3. Display an increased sensitivity for patients with special circumstances of health inequity; including the uninsured, by offering solutions for health disparities.		

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

Most of the courses have ILOs listed for SLO and it will take 6 months to update and correct them.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

See Above

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Assessment is done by faculty at least every other semester.

Collaboration

We have been having a high turn over but try to meet at least twice per semester.

Leadership Roles

NA

Planning Process

We meet with the dean during flex week to look at curriculum, course deployment, slos assessment and financial needs.

Dept meetings for Collaboration

We hold meetings.

Data Analysis

We review data together and try to use data to plan.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

We need to run night courses and we need to create a more robust guided pathway. We also need to launch new certificates of achievement.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

NO

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

Yes,
Currently the only thing assessed are ILOs. We just created and submitted SLOs. We are working on PLOS.

Course Completion

Name	2015 - 16 Completion Rate (%)	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)
MEDAS 201A INTRO TO MEDICAL ASSISTING	72	77	76
MEDAS 201B MEDICAL ASSIST/CLINICAL APPL	70	82	79
MEDAS 201C MEDICAL ASSIST/OFFICE ADMIN	72		
MEDAS 201D Medical Assisting Office Admin	71	78	82



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

The older student generally complete at a higher rate. the 19-24 age group is the largest and has the lowest completion rate which is 73%.

Ethnicity

African American students are having a lower completion rates (67%) then Latinos (75%), Asians (89%) or Whites (96%), however student who reported two ethnicities had the lowest rate at 30%.

Gender

2% difference

Foster Youth Status

in 2016-17 they were at 84% and dropped to 47% in 2017-18.

Disability Status

Low Income Status

Most student are low income.

Veteran Status

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

All Classes are face to face.

Hybrid

We will not have hybrids till Fall 2019.

100% Online

NA

Dual Enrollment

We have a dual enrollment course at Life Academy and student have similar success rates as our college students

Day time

We have mostly day classes.

Evening

NA

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

In the past two years the MEDAS program has equaled or surpassed the average completion rate of the college.

How do the department's Hybrid course completion rates compare to the college course completion standard?

We do not have any hybrid courses at this time.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Not applicable.

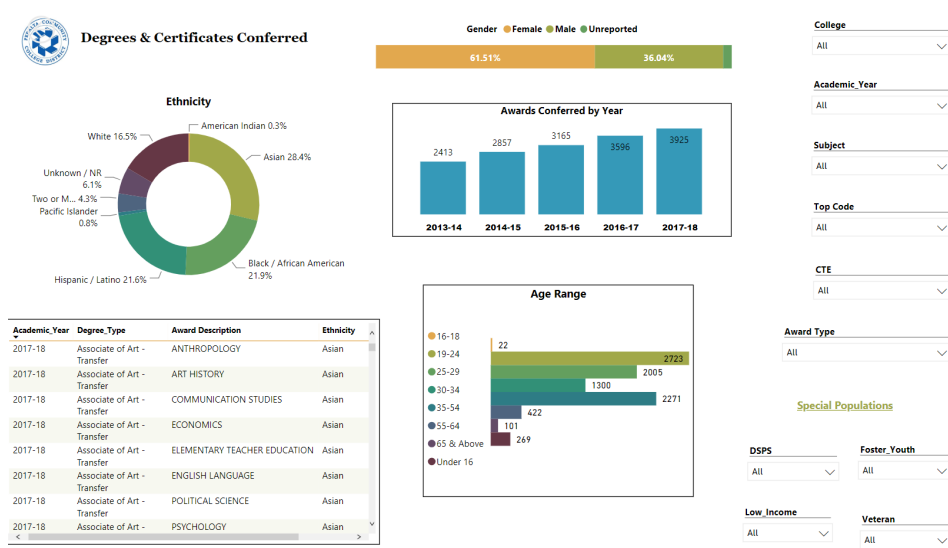
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The MEDAS program meets or exceeds the average college retention rates for the last two years.

What has the discipline, department, or program done to improve course completion and retention rates?

We have provided student centered learning activities and contextualized writing courses linked to our introduction course.

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The department met on January 8, 2019 to develop new certificates of achievement. This will provide students with the ability to get financial aid for our program. We currently only offer certificates of proficiency. In the past three years we have increases then number of certificates from 70 (2015-16), 78 (2016-17) and 100 (2017-18).

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Development of stackable state chancellor approved certificates of Achievement and an option for a Health Science AS degree with the emphasis in Medical Assisting.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

There is only one full time faculty member in this unit and she has participated on the following committee: Basic Skills, CE committee, council of chairs.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The faculty has developed an advisory board to keep the program current with industry standards. Furthermore, the department works closely with Oakland unified school district to develop dual enrollment opportunities for high school students.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty participates in various committees including curriculum, distance education and SLO committee.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	.05 Skill lab technician, set up labs organize equipment.	25,000	30,000	50,000
Personnel: Student Worker	Tutors	8000		8000
Personnel: Part Time Faculty	.20 The clinical coordinator processes the student application for their externship, assigned them to a clinical site, supervises them, tracks them through the externship and collects data regarding their progress and ultimately the number of hours they complete.	10000	1000	11000
Personnel: Full Time Faculty	.20 The program requires a director to maintain state requirements for CE programing. The director may be a full or part time faculty member assigned by the president.	10000	1000	11000
Sub-Total				22000

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Online teaching training for all faculty	5000
Sub-Total		5000
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	1. Online test preparation software by national accreditation board	12000
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies:	1. Both consumable and non-consumable supplies and equipment to teach the skills required for program lab course. The cost is \$12,000 per lab section. We want to offer four lab courses per year.	48000 /year
	2. Various testing strips for all the testing machines 1000 strips per machine	6000
	3. Urine test strip x20	500
Sub-Total		78500

Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
1. New	hemoglobin-meter x 5	2500
2. New	Compound microscope x 4	10000
3. New	Blood and typing machine x 5	2500
4. New	Hematocrit centrifuge	
5.New	Life/form R Adult Venipuncture and Injection Training Arm - Dark	600
6.New	Unico Micro-Hematocrit Centrifuge	800
Sub-Total		16400
Technology & Equipment: Replacement		
1.Replacement	Vital signs stations- four stations	30000
2. Replacement	Scales- four	2500
3. Replacement	Glucometer x 30	300
Sub-Total		32800

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER	Pay faculty to develop online course shells with common exams, assignments, SLO assessments and link to star fish for early warning. Per course \$3000	3000
Sub-Total		3000

