



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

2020-2021

Annual Program Update

Medical Assisting / HLTOC Department

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322

Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

**Includes 'EW' grades*

II. Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

MISSION Statement from 2016/2017 Program Review and Student Handbook:
Medical Assisting Program is committed to provide all students with educational training that enables each student to attain knowledge and develop competent and safe skills at the entry level medical field in any ambulatory care setting serving a culturally diverse community. These programs and courses are designed to meet the need of employers. The faculty and staff provide quality education, allowing students to gain the knowledge and to develop and refine skills in the field of Medical Assisting (MA).

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
Olufunmilayo O Idowu	Faculty	Full-Time
Jon Murphy	Faculty	Full-Time
Muwafaqu Al-Asad	Faculty	Part-Time
Julie Shieh	Faculty	Part-Time
Cy Bracy	Faculty	Part-Time

III. Program Goals

In this section, indicate program goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

Peralta District Strategic Goals

- P1. Advance student access, equity, and success.
- P2. Engage and leverage partners.
- P3. Build programs of distinction.
- P4. Strengthen accountability, innovation, and collaboration.
- P5. Develop and manage resources to advance our mission.

Merritt College Strategic Goals

- M1. **Completion** - Increase number of degrees and certificates by 20% over the next 5 years.
- M2. **Transfer** - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
- M3. **Time to Completion** - Reduce the number of excess units earned by students.
- M4. **Employment** - Maintain at least 82% of students attaining employment in the field of study.
- M5. **Equity** - Reduce the achievement gaps for African American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
To Develop New Certificate of Achievement: Health Navigator	C	M1, M2, M3, M4, M5	P1, P3, P4	1 st cohort planned to begin Fall 2020 but not marketed nor budgeted so new start date proposed to begin in SPR 2021
Revise Clinical Certificate of Proficiency, into: Clinical Medical Assisting Certificates of Achievement	IP	M1, M2, M3, M5	P1, P3, P4	Status: Active Fall 2020 Currently in Review in Curricunet System for Updates
Revise Admin Certificates of Proficiency, into: Administrative Medical Assisting Certificates of Achievement	IP	M1, M2, M3, M5	P1, P3, P4	Status: Active Fall 2020 Currently in Review in Curricunet System for Updates
Plan to Add another 1.0 FTE Faculty to sustain the 33% program Expansion	New	M1, M2, M3, M5	P1, P2, P3, P5	Status: Proposed in 2020 APU (herein) and through Program Department Chairs and Directors Committee
Expanding Advisory Board to expand Community Partners to offer Externships	C but also IP-ongoing	M1, M2, M3, M4, M5	P1, P5	Status: Complete Fall 2020 Currently in Review in Curricunet System for Updates
Clinical Coordinator Assistant Needed to maintain and Build Community Partnerships &	New	M1, M2, M3, M4	P2, P5	
Student Lab Assistant Needed to set up	C (funding)	M2	P5	Assured this position was funded but ePAf not yet created to hire

and clean up and inventory lab	IP (ongoing request)			
Transitioning into Funding Certificate of Achievement-Health Navigator Program funded by MEDAS Budget, once approved for added Fulltime faculty member.	IP	M1, M2, M3, M5	P1, P3, P4, P5	

IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

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 (S-303) provides adequate teaching space for 32 students. We frequently have taught a class size of 40-44; space is tight. Additionally we need a second classroom (usually S-309 or S-305) for Skills lab day wherein we divide the 44 into two groups of 22 students.

Additionally, the program has to request computer lab space in other various classrooms around campus in order to teach the medical office administration courses (usually S-206) because the program does not have a computer lab in the S building. Also, on Midterm and Final exam time we need to use a computer Room (either P-107 or one in the Learning Center)

COVID-19 Shelter-In-Place Considerations: During COVID Restrictions this classroom can only accommodate 9 students practicing Skills. Thus, we have had to offer an extra Workshop in Summer to complete State required Skills Training for the Injections). Also, to compensate for the limited use of skills lab we adopted new Software for simulated Skills Training (SIMTICS). Additionally, we have converted to 100% online instruction for MEDAS 201A and MEDAS 201D, and all the upcoming Health Navigator Courses. However, we had to change the MEDAS 201B into a hybrid for teaching the essential skills Medical Assistants need to stay competitive for prospective job market and externship qualifications.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launch board](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any *significant changes* and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

Significant Changes:

- 33% Program Expansion with addition of health Navigator Program to our Department
- Expanded Advisory Board Committee in Spring/Summer 2020
- Increased need for tracking whether our students are attaining employment in the field after program completion
- Proposal Submitted to Curriculum for Program Revision Fall 2020 per support from Advisory Board Committee
- Proposal Submitted Fall 2020 to Curriculum Committee to update multiple Courses and
- Proposal under Review in Curriculum Committee for two Certificates of Achievement to replace the two Certificates of Proficiency with all current courses to be revised to accommodate updated needs of employers' post COVID Pandemic
- Proposal Formally being submitted to request additional 1.0 FTE Faculty Position to accommodate and sustain the program 33% program Expansion, currently taught by only 2 Fulltime faculty and balance parttime faculty.
- Increased Demand for Clinical Externship Sites by at least 30% as we lost over 55% of our externship sites during the past 6-7 months.
- Personnel needed to assist Clinical Coordinator
- Lab Assistant need to help maintain set up and take down and for inventory control of skills lab

The above changes are aligned with Merritt Goals and Peralta Goals (see above goal Alignments). These changes must occur for program sustainability as we have reduced our Completion rates by 12.6% in past 2 years and we have been faltering in providing externship sites to our students as we have lost Kaiser during the past 6 months of COVID-19 conditions. Due to this gap there is a need for more externship sites and thus an increased need for recruiting and rebuilding of Community partnerships. We need increased number of medical offices to offer externships and jobs to our students. This takes a lot of extra time to network with our Community Partners to develop closer bonds. If we can improve our externship number we can improve our completion rates because in the past two years we there has been a 6-month to 12 month delay or waiting period that many of our students encountered due to externship sites being unavailable.

The above changes are also needed to close the gap for multiple ethnicities thwarted by socioeconomic limitations due because students enrolling in Certificates of Proficiency Programs do not qualify for FAFSA Financial Aid. If we offer all Certificates of Achievement instead our enrollment is projected to significantly improve, which very likely will improve completion rates.

The above changes are also crucial to support transferability to 4-Year Colleges because all the courses are now being proposed to be transferrable to the California State University (CSU) System.

The new Program according to LMI Forecasts will also likely improve graduate job placement rate which have been reduced in recent years to 70-75% job placements whereas in our earlier years our rates were 81-88% consistently. This was when we had three additional staff members assisting with job placement. With the end of Grant funding and extra

support staff tracking has been reduced as well as the 12% decrease recently in completion rates. We need help with rebuilding connections to more Community partners willing to provide externship and employment to our students. This APU will outline the need and make request for resources to meet those needs. We anticipate with the new changes and if we are provided the Faculty needed that we could improve our job placement rates by 10%-back up to our 80-85% levels we had in prior years.

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

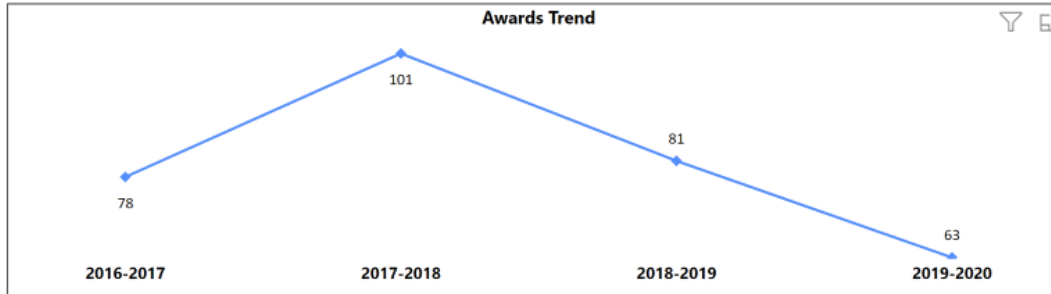
The Chart below shows in the year 2016-2017 MEDAS Department issued 78 certificates. During the next year (2017-2018) that increased by 77%. Then down to 81 Certificates in the year 2018-2020 and again another drop to 63 in 2019-2020. For the four-year period we conferred 323 Certificates. Only 76 of those Certificates were Administrative Medical Assistant Certificates. This means we issue four times more Clinical than we do Administrative Certificates. With the prerequisite Constraints lifted on MEDAS 201D it is strongly anticipated there will be an uptick in the Administrative Certificates Issued.

Once we launch the Health Navigator Program, we anticipate approximately a 20% increase in Certificates being issued.

With the proposals in place for new courses and new Programs as well as the addition of the new Health Navigator we are on target with aligning our goals with P1 through P5 and M1 through M5 as described above. We anticipate significant improvements not only in Completion rates but job placements as well, provided we can secure the resources also proposed in this report. Without the necessary resources are improvements will likely stay flat. Despite the many challenges we remain hopeful and excited for significant improvements.

Degrees and Certificates Awards Trend and Conferred by Subject

To view degrees and certificates conferred by college or subject, start with the right filters. Data can be disaggregated by subgroups to the lower right.



Academic Year	Campus	Subject	Description	Degree Type	Award Counts
2016-2017	Merritt	MEDAS	MEDAS Administrative Medical A	Certificate of Proficiency	12
2016-2017	Merritt	MEDAS	MEDAS Clinical Medical Assisti	Certificate of Proficiency	66
2017-2018	Merritt	MEDAS	MEDAS Administrative Medical A	Certificate of Proficiency	22
2017-2018	Merritt	MEDAS	MEDAS Clinical Medical Assisti	Certificate of Proficiency	79
2018-2019	Merritt	MEDAS	MEDAS Administrative Medical A	Certificate of Proficiency	22
2018-2019	Merritt	MEDAS	MEDAS Clinical Medical Assisti	Certificate of Proficiency	59
2019-2020	Merritt	MEDAS	MEDAS Administrative Medical A	Certificate of Proficiency	20
2019-2020	Merritt	MEDAS	MEDAS Clinical Medical Assisti	Certificate of Proficiency	43
Total					323

Campus
 Merritt

Academic Year
 All

Subject
 MEDAS

Award Type
 All

CTE Status
 All

Age
 All

Gender
 All

Ethnicity
 All

Subgroups

Service Area
 All

Student Group
 All

Completion Rates Dropped: MEDAS dropped by 12.6% for Completion rates between academic years 2017/18 to 2019/2020 (from 77.9% to 65.3%), whereas the overall college completion rates decreased by only 2% (from 69.8% in 2017/18 to 67.7% in 2019/20).

See Chart above and below this text box to compare the College trends to program Trends in However, our retention improved 4.6% (from 86.7% in 2017-2018 to 91.3% in 2019-2020), whereas collegewide the retention rate also improved from 82.7% to 88.9% -an increase of 6.2% during the same two-year period. (From the data ([Course Completion and Retention Rates Dashboard – Instruction](#)) This reinforces the increased need for rebuilding externship Liaisons. To meet this goal MEDAS/HLTOC Department needs additional staff, and curriculum modification from the past and current COPED structure to MEDAS Department Course offerings. This is being proposed to regain Departmental Oversight, and to share responsibility of Clinical Coordinator. This role and responsibilities cannot be handled by only one faculty member. The new proposed Curriculum and this APU proposes the addition of a parttime Classified staff and a second instructor to teach one of the two externship courses-- MEDAS 104A (Externship I) and 104B (Externship II). This design will then be more Collaborative by the new

infrastructure of three instead of 1 person helping the students complete their externships and thus completing the programs and Certificates.

Describe the results of your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss changes/updates/resource requests made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

For the current Certificate of Proficiency Programs there has been much dialog in the past two Advisory Board Meetings about whether our Program was meeting the needs of Community Partners. From the 2018 Advisory Board meeting the Resultant Certificate of Achievement for health Navigator was created and is now state approved.

Plan for Better Program Outcomes and higher Student Success rates:

From our latest Advisory Board meeting of May 2020 our Department has proposed a complete overhaul to improve outcomes. From that meeting we worked hard to propose all new courses and a more logical numbering system and course sequencing with no more 5-7 Unit Course offerings. Those Courses and Proposed Certificates of Achievement to replace the currently active Courses and Certificates of Proficiency are now being reviewed this semester. They are expected to be state Approved in Spring 2021 and First Launched in Fall 2021. All SLO's are rewritten and many recently approved in the Curriculum Review Process with updated alignment with PLO's and ILO's.

The Dialog is occurring at the Curriculum Review Level as all Courses and programs have been in process of updating the SLO's along with overall course modifications.

Additionally, the entire two Programs and Courses are being revised as stated below in this report.

Additional Outcomes which propelled the revamp of our entire curricula was the 10% reduction in completion and the loss of over 50% of our externship sites over the past 5 years. To make matters worse: due to the pandemic, our chief externship partnership, Kaiser, has stopped all externships with our students. We have recently relied on Kaiser for over 70% of our student externship training in the past two years. We need more staff and our clinical Coordinator needs a Classified Staff member as well as the assistance from the Director to network and rebuild our Externship offerings. During this interim we are down by closer to 80% reduction in Clinical Sites. This is in light of already existing completion rates

for our Department. Externship opportunities and student job placement rates are at historically staggering lows. Additionally, our graduates attaining jobs was down 16% over the past 5 years from 88% down to 72% (2019/2020). These figures were before COVID impacted the MEDAS/HLTOC Department. However, we have a plan for Restitution in place. This APU is requesting significant resources that will return us to the highest levels for job placement, projected to be above 80%.

The Advisory Board added multiple COVID-19 Considerations to be added to the newly revised Program. All aspects of the newly proposed courses and programs are up to date to reflect the changing needs of Primary Care, the targeted job market we train our students for in the health care industry. See resource requests below this section to set the infrastructure for program sustainability and improved student success rates.

Due to the recent downward turns in student outcomes all the courses and programs below are currently under revision. Heather Casale has already recently reviewed and approved multiple courses submitted in the fall 2020 as they align with PLO's and ILO's. This feedback was provided via Curricunet. Professor Heather Casale is Merritt's SLO Committee Specialist as well as Curriculum Review Committee Member. She has provided helpful feedback in updating our SLO's and they are aligned with MEDAS and College Mission Statement. Through the Curriculum Review process Heather Cassale has reviewed, has asked for revisions, and has reviewed or is currently reviewing the following updated SLO's for the following program updates and/or proposals for all the new courses and two new program for MEDAS/HLTOC Department--projected to be fully approved in Fall 2020:

Course /Program Reviewed for SLO's and/or currently being updated	PLO's and/or number of Course SLO's (aligned with Merritt Mission Statement)	Aligned to these ILO's & aligned with Merritt's Mission Statement	Reviewed by Heather Cassale and/or Updated per her request &/or in Curriculum Review Que currently as proposal (fall 2020)
HLTOC: Health Navigator (Active) Certificate of Achievement	All PLO's approved SPR 2020	Approved & is aligned to ILO's SPR 2020	Yes
MEDAS: Administrative Medical Assistant (Active) Cert of Proficiency	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS: Clinical Medical Assistant (Active) Cert of Proficiency	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS: Administrative Medical Assistant (Proposed) Cert of Achievement	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes

MEDAS: Clinical Medical Assistant (Proposed) Cert of Achievement	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
HLTOC 101	All SLO's approved SPR 2020	Approved as aligned to ILO's SPR 2020	Yes
HLTOC150	All SLO's approved SPR 2020	Approved as aligned to ILO's SPR 2020	Yes
HLTOC263	All SLO's approved SPR 2020	Approved as aligned to ILO's SPR 2020	Yes
HLTOC260	All SLO's approved SPR 2020	Approved as aligned to ILO's SPR 2020	Yes
HLTOC 261	All SLO's approved SPR 2020	Approved as aligned to ILO's SPR 2020	Yes
HLTOC 262	All SLO's approved SPR 2020	Approved as aligned to ILO's SPR 2020	Yes
HLTOC 264	All SLO's approved SPR 2020	Approved as aligned to ILO's SPR 2020	Yes
HLTOC 201	All SLO's approved SPR 2020	Approved as aligned to ILO's SPR 2020	Yes
HLTOC 011B	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
HLTOC 201	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 101A	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 101B	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 102A	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 102B	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 102C	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 103A	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 103B	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 103C	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 104A	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes
MEDAS 104B	In Review by Curriculum Committee	Awaiting Approval for	Yes

	Committee	Fall 2020	
MEDAS 201D	In Review by Curriculum Committee	Awaiting Approval for Fall 2020	Yes

The following item is for instructional programs only Discuss how your PLOs align with the [ILOs](#).

Below is the comprehensive list of five Program Learning Outcome Groupings and how they align with the ILO's. This explanation shows the alignment of our three Active Programs for the MEDAS/HLLTOC Department followed by our two new Programs Proposed to replace the Certificates of Proficiency. The first example is the Health Navigator Program with all new SLO's which show how they align with MEDAS PLO's and Merritt's ILO's.

From Curricunet:

1st of 5 Program Learning Outcomes- New Health Navigator Program Certificate of Achievement

Last updated by Julie Shieh on 2/12/2020 at 12:05 PM & State Approved May 2020

The new instructor would primarily teach the courses for the new Program but will also be qualified to teach any of the courses in the other two MEDAS Program

Below reflects the interconnection between the two main Program Learning Outcomes (PLO's) as they are aligned with Courses' SLO's and also with Peralta/Merritt's ILO's.

1. Demonstrate job readiness by conducting a client-centered interview and applying health navigator core competencies, emotional intelligence, and effective communication skills to clients with diverse backgrounds and barriers to care.

Assessment: Correct embedded questions and /or analyze student reflective responses on quizzes and exams using a rubric. Analyze skill demonstration practices using a rubric.

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.



Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self-respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

HLTOC 260 - Emotional Intelligence



Demonstrate emotional intelligence by applying a six-step process for achieving a positive resolution to at least two emotionally charged events, issues, or situations.

HLTOC 261 - Health Navigator I



Describe and demonstrate an effective initial client-centered interview as a health navigator.

HLTOC 263 - Communication Skills for the Health Care Professional



Demonstrate clinical communication skills using effective interviewing techniques for culturally diverse clients who have unique needs, barriers to healthcare, and/or are experiencing emotional distress.

2. Demonstrate job readiness by conducting a client-centered interview using metrics/data for validating value-added services and providing community resources and social service referrals to support formerly incarcerated clients, survivors of trauma, and/or clients with chronic conditions.

Assessment: Correct embedded questions, analyze student reflective responses, and/or analyze value-added services spreadsheets on quizzes, assignments, or exams using rubrics. Analyze skill demonstration using a rubric.

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written

language, expressing an awareness of audience, situation, and purpose.



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.



Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self-respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

HLTOC 262 - Health Navigator II



Demonstrate client-centered practices when working with formerly incarcerated people or survivors of trauma

HLTOC 263 - Communication Skills for the Health Care Professional



Demonstrate clinical communication skills using effective interviewing techniques for culturally diverse clients who have unique needs, barriers to healthcare, and/or are experiencing emotional distress.

HLTOC 264 - Chronic Condition Management



Demonstrate the ability to provide health coaching to elicit collaboration and compliance of self-management practices for chronic conditions and symptoms.

The 2nd Active program was last Updated in 2019 (See the alignment of Course SLO's to PLO's and ILO's Below - from Curricunet):

2nd of 5 Program Learning Outcomes-Clinical Medical Assistant (Cert. of proficiency-Active)

Last updated by Lashaune Fitch on 1/14/2019 at 6:09 PM

Here you can map your course SLOs to the Program Learning Outcomes (PLOs) as well as map your PLOs to the ILOs of your college. Be sure you finish your Course Block Definitions before finalizing this section.

1. Clearly communicate through writing, speaking, listening, and reading in the Medical Assistant Program

Assessment: Students are assessed for social interaction in the classroom and for demonstration of interpersonal communicative skills in skills lab as well as their professionalism in establishing caregiver/patient rapport in their externships, in the community clinics. These skills are demonstrated and assessed in the following modalities: Group discussion. Classroom observation of professional behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.



Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self-respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

2. Reasoning Skills-Acquire, evaluate and interpret information during in the Medical Assistant Program. As a result, student will be able to solve problems relevant to the Medical Assistant Job Duties as outlined by community employers.

Assessment: Students are assessed in class and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

Institutional Learning Outcomes

Merritt College



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

3. Professional Behavior- Demonstrate appropriate professional behavior such as timeliness and interpersonal skills such as teamwork and cultural diversity during the medical assistant program.

Assessment: Students are assessed in class and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will

appear.

4. Technical Skills- Demonstrate technical skills appropriate to the medical assistant program with introduction to electronic health record charting and weekly online instruction.

Assessment: Students are assessed in class and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations, weekly in computer lab sessions. Role playing. Student professional daily interactions with Patients and staff (externships)

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

5. Achievement: work-related- Achieve goals relative to CTE such as employment, work advancement, skill attainment as a competent medical assistant

Assessment: Bi-Weekly meetings with Job Placement specialists and Career Building Counseling Course included in Program. Students are assessed in class and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Skill Demonstration Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

Institutional Learning Outcomes

Merritt College



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and

respond constructively to issues that arise out of human diversity on both the local and the global level.



Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self-respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

3rd of 5 Program Learning Outcomes-Administrative MA-Cert. of Proficiency)

Last updated by Lashaune Fitch on 1/14/2019 at 5:41 PM

Here you can map your course SLOs to the Program Learning Outcomes (PLOs) as well as map your PLOs to the ILOs of your college. Be sure you finish your Course Block Definitions before finalizing this section.

Demonstrate technical skills appropriate to the medical assistant program with introduction to electronic health
ting and weekly online instruction.

Assessment related activities Skills demonstration Group activities

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

2. Clearly communicate through writing, speaking, listening, and reading in the Medical Assistant Program

Assessment: Essays In class discussions Case Studies Online assignments

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear

3. Demonstrate appropriate professional behavior such as timeliness and interpersonal skills such as teamwork and cultural diversity during the medical assistant program.

Assessment: Telephone etiquette Informational interviews participate in collaborative assignments role play

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.



Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self-respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

4th of 5 Program Learning Outcomes-New Program Administrative MA (Cert of Achievement-in Review)

Last updated by Nghiem Thai on 10/22/2020 at 5:41 PM

Here you can map your course SLOs to the Program Learning Outcomes (PLOs) as well as map your PLOs to the ILOs of your college. Be sure you wish your Course Block Definitions before finalizing this section.

1. Clearly communicate through writing, speaking, listening, and reading in the Medical Assistant Program.

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.



Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self-respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

Assessment: Graded Discussions assess for social interaction in the classroom, interpersonal communicative skills Case studies including Cultural and Ethical Dilemmas to assess written communication. Chat Room to assess interactive skills; Study Guide Activities Assess Written Communication Skills. Classroom observation of professional behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

2. Reasoning Skills-Acquire, evaluate and interpret information during in the Medical Assistant Program. As a result, student will be able to solve problems relevant to the Medical Assistant Job Duties as outlined by community employers.

Assessment: Students are assessed in online classes and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Quantitative Reasoning - Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

MEDAS 101A - Introduction to Medical Assisting Profession



Students will demonstrate competency in understanding the scope of practice and the role of the Medical Assistant whilst working under the licensure of the MD.



Students will demonstrate understanding of required vaccinations for healthcare workers, safe practices and being aware of First Aid for commonly encountered conditions in primary care.



Students will be able to create own portfolios which include cover letters, resume, interviewing skills and how to seek employment in the health care field.



Students will be able to describe how the provisions of the Health Insurance Portability and Accountability Act (HIPAA) affect the medical office, and applications of Telehealth Systems being developed.



Students will demonstrate understanding of important medical law and ethics in daily patient care

MEDAS 103A - Administrative Medical Assisting I



Demonstrate understanding and proficiency in navigating in the electronic health record (EHR) system.



Demonstrates competency in utilizing different types of informational materials for new and prospective patients.



Demonstrates proficiency in scheduling appointments whilst meeting the needs of both physicians and patients and can compare and contrast manual and computer scheduling systems.



Display refined communication skills with confidence and professionalism.



Display an increased sensitivity for patients with special circumstances of health inequity; including the uninsured, by offering solutions for health disparities.

HLTOC 263 - Communication Skills for the Health Care Professional



Demonstrate clinical communication skills using effective interviewing techniques for culturally diverse patients who have unique needs, barriers to healthcare, and/or are experiencing emotional distress.



Demonstrate appropriate and proper administrative communication skills.

3. Professional Behavior- Demonstrate appropriate professional behavior such as timeliness and interpersonal skills such as teamwork and cultural diversity during the medical assistant program.

Assessment: Students are assessed in class and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear

MEDAS 101A - Introduction to Medical Assisting Profession



Students will demonstrate competency in understanding the scope of practice and the role of the medical Assistant whilst working under the licensure of the MD.



Students will be able to create own portfolios which include cover letters, resume, interviewing skills and how to seek employment in the health care field.



Students will be able to describe how the provisions of the Health Insurance Portability and Accountability Act (HIPAA) affect the medical office, and applications of Telehealth Systems being developed.



Students will demonstrate understanding of important medical law and ethics in daily patient care

MEDAS 103A - Administrative Medical Assisting I



Demonstrate understanding and proficiency in navigating in the electronic health record (EHR) system.



Demonstrates competency in utilizing different types of informational materials for new and prospective patients.



Display refined communication skills with confidence and professionalism.



Display an increased sensitivity for patients with special circumstances of health inequity; including the uninsured, by offering solutions for health disparities.

HLTOC 263 - Communication Skills for the Health Care Professional



Demonstrate clinical communication skills using effective interviewing techniques for culturally diverse patients who have unique needs, barriers to healthcare, and/or are experiencing emotional distress.



Demonstrate appropriate and proper administrative communication skills.

4. Technical Skills- Demonstrate technical skills appropriate to the medical assistant program with introduction to electronic health record charting and weekly online instruction.

Assessment: Students are assessed in class and in demonstration of skills in skills lab and in their externship in the following

modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations, weekly in computer lab sessions. Role playing. Student professional daily interactions with Patients and staff (externships)

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

MEDAS 101A - Introduction to Medical Assisting Profession



Students will demonstrate competency in understanding the scope of practice and the role of the Medical Assistant whilst working under the licensure of the MD.



Students will demonstrate understanding of required vaccinations for healthcare workers, safe practices and being aware of First Aid for commonly encountered conditions in primary care.



Students will be able to create own portfolios which include cover letters, resume, interviewing skills and how to seek employment in the health care field.



Students will be able to describe how the provisions of the Health Insurance Portability and Accountability Act (HIPAA) affect the medical office, and applications of Telehealth Systems being developed.

MEDAS 103A - Administrative Medical Assisting I



Demonstrate understanding and proficiency in navigating in the electronic health record (EHR) system.



Demonstrates competency in utilizing different types of informational materials for new and prospective patients.



Demonstrates proficiency in scheduling appointments whilst meeting the needs of both physicians and patients and can compare and contrast manual and computer scheduling systems.



Display refined communication skills with confidence and professionalism.



Display an increased sensitivity for patients with special circumstances of health inequity; including the

insured, by offering solutions for health disparities.

HLTOC 263 - Communication Skills for the Health Care Professional



Demonstrate clinical communication skills using effective interviewing techniques for culturally diverse clients who have unique needs, barriers to healthcare, and/or are experiencing emotional distress.



Demonstrate appropriate and proper administrative communication skills.

5th of 5 Program Learning Outcomes-Clinical MA Certif. of Achievement to replace Cert of Proficiency

Last updated by Nghiem Thai on 10/26/2020 at 1:09 PM

Here you can map your course SLOs to the Program Learning Outcomes (PLOs) as well as map your PLOs to the ILOs of your college. Be sure you finish your Course Block Definitions before finalizing this section.

1. Clearly communicate through writing, speaking, listening, and reading in the Medical Assistant Program.

Assessment: Graded Discussions assess for social interaction in the classroom, interpersonal communicative skills Case studies including Cultural and Ethical Dilemmas to assess written communication. Chat Room to assess interactive skills; Study Guide Activities Assess Written Communication Skills. Classroom observation of professional behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

2. Reasoning Skills-Acquire, evaluate and interpret information during in the Medical Assistant Program. As a result, student will be able to solve problems relevant to the Medical Assistant Job Duties as outlined by community employers.

Assessment: Students are assessed in online classes and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

3. Professional Behavior- Demonstrate appropriate professional behavior such as timeliness and interpersonal skills such as teamwork and cultural diversity during the medical assistant program.

Assessment: Students are assessed in class and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations. Role playing. Student professional daily interactions with Patients and staff (externships)

Technical Skills- Demonstrate technical skills appropriate to the medical assistant program with introduction to electronic health record charting and weekly online instruction. Assessment: Students are assessed in class and in demonstration of skills in skills lab and in their externship in the following modalities: Group discussion. Classroom observation of profession behavior. Essay exam and written projects. Participation in class discussions and response to questions. Response to interactive computer situational simulations, weekly in computer lab sessions. Role playing. Student professional daily interactions with Patients and staff (externships)

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.



Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self-respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Quantitative Reasoning - Apply college-level mathematical reasoning to analyze and explain real world uses and to interpret and construct graphs, charts, and tables.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

MEDAS 101A - Introduction to Medical Assisting Profession



Students will demonstrate competency in understanding the scope of practice and the role of the Medical Assistant whilst working under the licensure of the MD.



Students will demonstrate understanding of required vaccinations for healthcare workers, safe practices and being aware of First Aid for commonly encountered conditions in primary care.



Students will be able to create own portfolios which include cover letters, resume, interviewing skills and how to seek employment in the health care field.

MEDAS 103A - Administrative Medical Assisting I



Demonstrate understanding and proficiency in navigating in the electronic health record (EHR) system.



Demonstrates competency in utilizing different types of informational materials for new and prospective patients.



Display refined communication skills with confidence and professionalism.



Display an increased sensitivity for patients with special circumstances of health inequity; including the uninsured, by offering solutions for health disparities.

HLTOC 263 - Communication Skills for the Health Care Professional



Demonstrate clinical communication skills using effective interviewing techniques for culturally diverse patients who have unique needs, barriers to healthcare, and/or are experiencing emotional distress.



Demonstrate appropriate and proper administrative communication skills.

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

Institutional Learning Outcomes

Merritt College



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Quantitative Reasoning - Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.



Information & Computer Literacy - Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Institutional Learning Outcomes

Merritt College



Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.



Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value

perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

Institutional Learning Outcomes

Merritt College



Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.



Quantitative Reasoning - Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

HLTOC 101 - Medical Terminology



Students will demonstrate knowledge they have learned to define, analyze and comprehend a full vocabulary of medical terms and common medical abbreviations with at least 70% accuracy on weekly assessments of learning.



Students will answer Questions about medical records and reports, clinical procedures, and diagnostic tests to demonstrate applied understanding of multiple Topics Presented (with at least 70% accuracy).



Students will demonstrate they can identify location of each body system (anatomy) and the organs contained therein (with at least 70% accuracy).

MEDAS 101A - Introduction to Medical Assisting Profession



Students will be able to describe how the provisions of the Health Insurance Portability and Accountability Act (HIPAA) affect the medical office, and applications of Telehealth Systems being developed.



Students will demonstrate understanding of important medical law and ethics in daily patient care

MEDAS 101B - Anatomy and Physiology for Medical Assistants



Students will demonstrate understanding of culturally sensitive behaviors by discussing therapeutic communication patterns which do and do not reflect social norms and mores of multiple cultures.



Students will demonstrate therapeutic communication while providing patient education to a client with a common health care condition.



Students will role model knowledge of anatomy and functions of each body system.

MEDAS 102A - Clinical Medical Assisting I Fundamentals



Students will be able to Perform duties expected of an entry level clinical medical assistant.

MEDAS 102B - Clinical Medical Assisting II Intermediate



Students will demonstrate importance good communication skills, cultural sensitivity, and empathy whilst performing many of the duties of Medical Assisting.

MEDAS 102C - Clinical Medical Assisting III Advanced Skills for Medical Assisting



Demonstration of utilizing accepted pharmacologic abbreviations, describing drug classifications and their side effects.

MEDAS 104A - Externship I Medical Assisting



Practice basic medical work behaviors including but not limited to punctuality, dress, hygiene, courtesy and patient safety and privacy standards.

HLTOC 011B - CPR and First Aid for Medical Professionals



Demonstrate competency at responding to a victim experiencing symptoms of respiratory failure and cardiac arrest, by employing the critical thinking skills of observation and analysis.



Clearly articulate those emergency action principles to be followed before, during, and after administration of CPR.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

HLTOC 101 - Medical Terminology



Students will answer Questions about medical records and reports, clinical procedures, and diagnostic tests to demonstrate applied understanding of multiple Topics Presented (with at least 70% accuracy).

MEDAS 101A - Introduction to Medical Assisting Profession



Students will demonstrate competency in understanding the scope of practice and the role of the Medical Assistant whilst working under the licensure of the MD.



Students will demonstrate understanding of required vaccinations for healthcare workers, safe practices and being aware of First Aid for commonly encountered conditions in primary care.



Students will be able to create own portfolios which include cover letters, resume, interviewing skills and how to seek employment in the health care field.



Students will demonstrate understanding of important medical law and ethics in daily patient care

MEDAS 101B - Anatomy and Physiology for Medical Assistants



Students will demonstrate understanding of culturally sensitive behaviors by discussing therapeutic communication patterns which do and do not reflect social norms and mores of multiple cultures.



Students will role model knowledge of anatomy and functions of each body system.

MEDAS 102A - Clinical Medical Assisting I Fundamentals



Students will be able to calculate and record the patient's parity code, estimated due date (EDD), and components of a prenatal laboratory work-up



Students will demonstrate competency in performing Vital Signs and recognizing normal from abnormal.

MEDAS 102B - Clinical Medical Assisting II Intermediate



Students will be able to demonstrate understanding and competency in performing specimen collection urine, sputum, wound and throat swabs for suspected infection.



Student will be able to understand and perform the duties of assisting a physician for performing minor office surgeries.

MEDAS 102C - Clinical Medical Assisting III Advanced Skills for Medical Assisting



Demonstrate Understanding and Skills of Accurately converting and calculating medication dosages: for infants, children, and adults utilizing standardized units of measure.



Demonstration of utilizing accepted pharmacologic abbreviations, describing drug classifications and their side effects.

MEDAS 104A - Externship I Medical Assisting



Practice basic medical work behaviors including but not limited to punctuality, dress, hygiene, courtesy and patient safety and privacy standards.



Demonstrate proper medical assisting procedures when they are assigned patients and tasks in the clinical setting.

HLTOC 011B - CPR and First Aid for Medical Professionals



Demonstrate competency at responding to a victim experiencing symptoms of respiratory failure and cardiac arrest, by employing the critical thinking skills of observation and analysis.



Clearly articulate those emergency action principles to be followed before, during, and after administration of CPR.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

HLTOC 101 - Medical Terminology



Students will demonstrate knowledge they have learned to define, analyze and comprehend a full vocabulary of medical terms and common medical abbreviations with at least 70% accuracy on weekly assessments of learning.

MEDAS 101A - Introduction to Medical Assisting Profession



Students will be able to describe how the provisions of the Health Insurance Portability and Accountability Act (HIPAA) affect the medical office, and applications of Telehealth Systems being developed.

MEDAS 101B - Anatomy and Physiology for Medical Assistants



Students will demonstrate understanding of culturally sensitive behaviors by discussing therapeutic communication patterns which do and do not reflect social norms and mores of multiple cultures.



Students will demonstrate therapeutic communication while providing patient education to a client with common health care condition.

MEDAS 102A - Clinical Medical Assisting I Fundamentals



Students will be able to Perform duties expected of an entry level clinical medical assistant.

MEDAS 102B - Clinical Medical Assisting II Intermediate



Students will demonstrate importance good communication skills, cultural sensitivity, and empathy whilst performing many of the duties of Medical Assisting.

MEDAS 102C - Clinical Medical Assisting III Advanced Skills for Medical Assisting



Demonstration of utilizing accepted pharmacologic abbreviations, describing drug classifications and main side effects.

MEDAS 104A - Externship I Medical Assisting



Practice basic medical work behaviors including but not limited to punctuality, dress, hygiene, courtesy and patient safety and privacy standards.

HLTOC 011B - CPR and First Aid for Medical Professionals



Demonstrate competency at responding to a victim experiencing symptoms of respiratory failure and cardiac arrest, by employing the critical thinking skills of observation and analysis.

Student Learning Outcome Map

Note: Courses must be entered on the Course Blocks tab, the Include Course in SLO Map box must be checked in Course selection, and the course must have outcomes entered before a checklist will appear.

HLTOC 101 - Medical Terminology



Students will demonstrate knowledge they have learned to define, analyze and comprehend a full vocabulary of medical terms and common medical abbreviations with at least 70% accuracy on weekly assessments of learning.



Students will answer Questions about medical records and reports, clinical procedures, and diagnostic tests to demonstrate applied understanding of multiple Topics Presented (with at least 70% accuracy).

MEDAS 101A - Introduction to Medical Assisting Profession



Students will demonstrate competency in understanding the scope of practice and the role of the Medical Assistant whilst working under the licensure of the MD.



Students will be able to describe how the provisions of the Health Insurance Portability and Accountability Act (HIPAA) affect the medical office, and applications of Telehealth Systems being developed.



Students will demonstrate understanding of important medical law and ethics in daily patient care

MEDAS 101B - Anatomy and Physiology for Medical Assistants



Students will role model knowledge of anatomy and functions of each body system.

MEDAS 102A - Clinical Medical Assisting I Fundamentals



Students will demonstrate competency in performing Vital Signs and recognizing normal from abnormal.

MEDAS 102B - Clinical Medical Assisting II Intermediate



Student can demonstrate competency in principles and performance of basic phlebotomy and skills.

MEDAS 102C - Clinical Medical Assisting III Advanced Skills for Medical Assisting



Demonstrate Understanding and Skills of Accurately converting and calculating medication dosages: for infants, children, and adults utilizing standardized units of measure.



Demonstration of utilizing accepted pharmacologic abbreviations, describing drug classifications and main side effects.

MEDAS 104A - Externship I Medical Assisting



Demonstrate proper medical assisting procedures when they are assigned patients and tasks in the clinical setting.

HLTOC 011B - CPR and First Aid for Medical Professionals



Demonstrate appropriate CPR procedures to be administered on an adult, child or infant exhibiting symptoms of cardio-respiratory arrest.

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)

- Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
HLTOC 101	Medical Terminology (newly active)	Nghiem Thai & Curr Committee
HLTOC150	Introduction to Health Care Careers	Nghiem Thai & Curr Committee
HLTOC263	Communication Skills for the Healthcare Professional	Nghiem Thai & Curr Committee
HLTOC260	Emotional Intelligence	Nghiem Thai & Curr Committee
HLTOC 261	Health Navigator I	Nghiem Thai & Curr Committee
HLTOC 262	Health Navigator II	Nghiem Thai & Curr Committee
HLTOC 264	Chronic care Management	Nghiem Thai & Curr Committee
HLTOC 201	Medical Terminology I	Nghiem Thai & Curr Committee

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
HLTOC: Health Navigator (Active)	Certificate of Achievement	Nghiem Thai & Curr Committee (May 2020)
MEDAS: Administrative Medical Assistant (Active)	Certificate of Proficiency	Nghiem Thai & Curr Committee (Fall 2020)
MEDAS: Clinical Medical Assistant (Active)	Certificate of Proficiency	Nghiem Thai & Curr Committee (Fall 2020)

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
HLTOC 202	Medical Terminology II	Nghiem Thai
COPEd 470D	Occupational Work Experience in Vocational Nursing	Nghiem Thai
NURAD 201	Certified Nurse Assistant/Home Health Aide (CNA/HHA)	Nghiem Thai

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Clinical Medical Assisting to be deactivated upon approval of new Certificate of Achievement Program	Cert. of Proficiency	Nghiem Thai & Curr Committee
Administrative Medical Assistant to be deactivated upon approval of new Certificate of Achievement Program	Cert. of Proficiency	Nghiem Thai & Curr Committee
Chronic Care Assistant (Historical)	Cert. of Proficiency	Nghiem Thai & Curr Committee

Curriculum Improvement

Based on ongoing curriculum review, describe plans for program-level improvement in terms of any of the following considerations:

- **Advancing student equity and achievement for disproportionately impacted students.**
- **Fostering intersegmental alignment and guided pathways through articulation, course sequencing, and program mapping.**
- **Implementing innovation**

- Student Equity gaps will improve because the program will become eligible for FAFSA student Loans once they are approved as Certificates of Achievement
- Intersegmental alignment and guided pathways is improved with the new sequencing of courses and the proposed articulation. The number of students eligible to articulate to CSU's will increase with this new proposal if approved. All courses in the two new programs are set up to be transferable for credit into the CSU System. They may therefore also contribute to attainment of Associate degrees sooner (minimally as elective courses of study).
- All courses are proposed as Hybrids or Fully Online in the two newly proposed Programs. Additionally, four of the courses in each Certificate of Achievement can count as credit for attaining either or both Certificates of Achievement. If both Certificates are attained by a student it is likely the students can command a higher paid career trajectory leading to office management.

Three New Certificates to improve Completion Rates and retention: The MEDAS Program is in Process of Updating two Certificates of Proficiency (currently active and recently updated) to be replaced by these Certificates of Achievement:

Currently being Reviewed by Curriculum Committee These Certificates comprise approximately 66% of our Department:

- a. Certificate of Achievement (New Program) Administrative Medical Assisting
- b. Certificate of Achievement (New Program) Clinical Medical Assisting

The 3rd Certificate of Achievement (Health Navigator) has recently been State Approved and was slated to run in Fall of 2020 but due to Budget Cuts and no marketing efforts delayed, this plan was deferred to run in Spring 2021. This signifies expansion of our Department by approximately 33% as of Fall 2020.

- 1) Twelve New Courses tied to new Certificates to improve Completion rates and Retention Endorsed by Advisory Board 2020, 67% of this Department. (See Below).

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
HLTOC 011B CPR and First Aid for Medical Professionals	Integrates Return Demonstrations with the theory for Skills Mastery. This Course Meets American Heart Association Standards for Adult, Child and Infant CPR / BLS Certification for professional health care givers. Provides a combination of Cardiopulmonary Resuscitation (CPR)/ Basic Life Support (BLS) & AED and First Aid including EPI Pen Training. Certificate of Completion Cards are Optional.	Satisfies CPR Requirement for American Heart Association (AHA) and Medical Assistant Certificate of Achievement Replaces HLTED 11 to add option for First Aid Certificate as well. Taught by MEDAS Faculty who are also AHA Certified Instructors per Departmental and Advisory Board 2020 Voted approval.	Fall 2022
HLTOC 201 Medical Terminology I (modified)	Study of basic structure of medical words: Prefixes, suffixes, word roots and combining forms, plurals and abbreviations, pronunciation, spelling, and definition of medical terms.	This course is a prerequisite for HLTOC 202 and a major requirement for the Administrative Medical Assisting certificate of proficiency and Dietetic Technology AS degree.	Fall 2022
MEDAS 101A Introduction to Medical Assisting Profession	Introductory overview of the role of the Medical Assistant (MA). MA's must become: aware of own scope of practice; knowledgeable about ethics and laws; critical thinkers; HIPPA compliant; Professional and Therapeutic Communicators; aware of Safety and Basic First Aid in the workplace; proactive in finding own employment; and aware of new telehealth applications for health professionals.	Created as a shorter starting point for any student interested in Clinical or Administrative Medical Assisting Certificates of Achievement. MEDAS 101A (2 Units) along with MEDAS 101B (3 Units) are the transferable alternatives to replace MEDAS 201A (5 Unit Course). Additionally, the certificate requirement of COUNS 207 has also been merged into this course per most recent vote by Advisory Board of 2020. Past Advisory Board Meetings (2018 and 2020) and student	Fall 2022

		surveys have supported these moves to divide the 5 Unit Course.	
MEDAS 101B Anatomy and Physiology for Medical Assistants	Fundamentals of structure and function of the human body: Emphasis on becoming familiar with body systems and medical and health conditions seen in ambulatory care.	Created as a shorter starting point for Clinical or Administrative Medical Assisting Certificates of Achievement. MEDAS 101A (2 Units) along with MEDAS 101B (3 Units) are the transferable alternatives to replace MEDAS 201A (5 Unit Course). Past Advisory Board Meetings (2018 and 2020) and student surveys have supported this move to divide the 5 Unit Course. This is important to provide the overview of anatomy and physiology and the common ailments that Medical Assistants specifically need to know in Primary/Ambulatory Care.	Fall 2022
MEDAS 102A Clinical Medical Assisting I Fundamentals	Medical assisting skills and responsibilities for the clinical area of a medical office: medical and surgical aseptic procedures; vital signs determination; assisting with physical examinations, including positioning and draping; height, weight, vision, and hearing testing; obtaining patient history; disinfection and sterilization techniques; eye and ear assessments and procedures. First of three segments of Core Clinical Training as Medical Assistant.	Created to divide the 7 Unit Course, MEDAS 201B, into three Courses: MEDAS 102A, 102B, and 101C. Past Advisory Board Meetings (2018 and 2020) and student surveys have supported this move. This is important to divide the courses into levels of complexity as well for a more gradual exposure to improve retention and student success and levels of competency. This and all other MEDAS courses being proposed in Fall 2020 are designed to update and redesign the Program that needs to change with academic and occupational demands of the changing times of our Health Care Industry.	Fall 2022
MEDAS 102B	Medical assisting skills and	Created to divide the 7 Unit Course,	Fall 2022

Clinical Medical Assisting II Intermediate	responsibilities for the clinical area of the medical office: electrocardiography; radiologic, diagnostic, specialty examinations and Procedures: Colon Procedures, and Male Reproductive Health. Introduction to urine and blood testing and Specimen Collection, Medical Microbiology and phlebotomy. Second of three segments of Core Clinical Training as Medical Assistant.	MEDAS 201B, into three Courses: MEDAS 102A, 102B, and 102C. Past Advisory Board Meetings (2018 and 2020) and student surveys have supported this transition with the Certificate of Achievement. This is important to divide the courses into levels of complexity as well for a more gradual exposure to improve retention and student success and levels of competency. This and all other MEDAS program changes being proposed in Fall 2020 are designed to meet the academic and occupational demands of our changing Health Care Industry.	
MEDAS 102C Clinical Medical Assisting III Advanced Skills for Medical Assisting	Basic pharmacology, including principles of drug administration and preparation, administration of medications by oral, intradermal, subcutaneous, and intramuscular routes. Students review basic math calculations and conversions for administration of medication. Drugs are identified by their clinical use, mechanism of action, side effects, and adverse reactions. Risk factors for drug and alcohol abuse are presented, along with drug addiction and withdrawal symptoms.	Created to divide the 7 Unit Course, MEDAS 201B, into three Courses: MEDAS 102A, 102B, and 101C. Past Advisory Board Meetings (2018 and 2020) and student surveys have supported this move. This is important to divide the courses into levels of complexity as well for a more gradual exposure to improve retention and student success and levels of competency. This and all other MEDAS courses being proposed in Fall 2020 are designed to update and redesign the Program that needs to change with academic and occupational demands of the changing times of our Health Care Industry.	Fall 2022
MEDAS 103A Administrative Medical Assisting I	Multiple Fundamental functions performed by the Administrative Medical Assistant: appointment	This course, in addition to MEDAS 103B and 103C, together replace MEDAS 201D (4Units). This course is now fully	Fall 2022

	<p>scheduling; communication skills and record management, including confidentiality. Focus is on professionalism in the development of organizational, decision-making and computer skills. For lab students perform basic functions of practice management using simulated EHR facilitating everyday operations in a medical practice.</p>	<p>online and updates the instruction needed for students to be ready for hire or for Administrative externships MEDAS 104B (now a new option as well), This is being updated per recommendation from multiple Advisory Board Recommendations over past few years. The most recent Minutes from the May 2020 Advisory Board Meeting supports this transition to break the 4 Unit Class into 3 2-Unit offerings for student retention.</p>	
<p>MEDAS 103B Administrative Medical Assisting II</p>	<p>Student will develop basic knowledge and skills for understanding major health insurance plans as related to medical office billing and EHR Applications.</p>	<p>This course, in addition to MEDAS 103A and 103C, together replace MEDAS 201D (4Units). This course is now fully online and updates the instruction needed for students to be ready for hire or for Administrative externships MEDAS 104B (now a new option as well), This is being updated per recommendation from multiple Advisory Board Recommendations over past few years. The most recent Minutes from the May 2020 Advisory Board Meeting supports this transition to break the 4 Unit Class into 3 2-Unit offerings for student retention.</p>	<p>Fall 2022</p>
<p>MEDAS 103C Administrative Medical Assisting III--Procedural Coding Practice Management and HER</p>	<p>Introduction to the Current Procedural Terminology (CPT) medical coding system, and Practice Finance. Students will apply knowledge of human anatomy, physiology, and disease processes to help in correctly identifying medical coding. Students will assign codes to services and procedures according to coding guidelines to allow for accurate statistics, claims processing, and</p>	<p>This course, in addition to MEDAS 103A and 103B, together replace MEDAS 201D (4Units). This course is now fully online and updates the instruction needed for students to be ready for hire or for Administrative externships MEDAS 104B (now a new option as well). This is being updated per recommendation from multiple Advisory Board Recommendations over past few years. The most recent</p>	<p>Fall 2022</p>

	reimbursement. Students will also learn the role of Medical Assistant as an Office Manager.	Minutes from the May 2020 Advisory Board Meeting supports this transition to break the 4 Unit Class into 3 2-Unit offerings for student retention.	
MEDAS 104A Externship I Medical Assisting	Supervised employment in Medical Assisting or a related field: Extension of classroom learning to the job site. The employment must be related to the student's educational or occupational goals. This course is the first in a sequence of two courses offered to provide practical experience as a medical assisting student under supervision in hospitals, clinics, and doctor's offices. Departments in participating healthcare sites include areas such as: OB-GYN, Surgery, GI Special Procedures, Adult Medicine, and Pediatrics. This externship is supervised by the Clinical Placement Coordinator appointed to this course. Requires students to attend 16 to 40 hours per week until he/she/they has completed 80 hours of Clinical "back office" skills at a healthcare facility under the supervision of the clinical supervisor or appointed staff member, preferably another Medical Assistant. The prerequisites for this course, MEDAS 101A & B, MEDAS 102 A, B, & C provide the necessary preparation for qualifying for this course.	This course is designed to provide work/volunteer experience in the Medical Assisting field. It provides an avenue for students to have 80 hours of experience in the work setting as a clinical medical assistant, supervised by an experienced employee of the agency. It will allow the medical assistant to apply previous learning in the clinical area. While under the supervision of an experienced employee of the agency and oversight of the instructor, medical assisting students will receive on-the-job training and experience as a medical assistant. This course along with MEDAS 104B replaces or substitutes for COPED 450F and can be dynamically dated to accommodate students who meet criteria for Clinical Placement. The purpose of changing to a departmental course is for student retention. The MEDAS Department was having low percentages of completion rates at the externship level. This model is based on the cohort model to keep the group together as the students align with externship sites.	Fall 2022
MEDAS 104B Externship II Medical Assisting Administrative Option	Supervised employment in Medical Assisting or a related field: Extension of classroom learning to the job site. The employment must be related to the student's educational or occupational	Designed to provide work/volunteer experience in the Medical Assisting field, now with the option for Front Office Training as the focus for students who wish to achieve the	Fall 2022

	<p>goals. This course is the second in a sequence of two courses offered to provide administrative practical experience. Designed to provide the option to complete total requirement of 160 hours to be half (80 hours) with front office skills as the focus. Under supervision in hospitals, clinics, and doctor's offices. Departments in participating healthcare sites include areas such as: OB-GYN, Surgery, GI Special Procedures, Adult Medicine, and Pediatrics. This externship is supervised by the Clinical Placement Coordinator appointed to this course. Requires students to attend 16 to 40 hours per week until he/she/they has completed 80 hours of Clinical "back office" and/or Administrative Front Office if the clinic provides the option. The prerequisites for this course, MEDAS 101A & B, MEDAS 102 A, B, & C provide the necessary preparation for qualifying for this course.</p>	<p>Administrative Certificate of Achievement as well as the Clinical Certificate of Achievement. The objective of reaching 160 hours overall externship hours satisfies the required Board of Medical Assistants Externship requirement for both areas of focus. Along with MEDAS 104A it replaces or substitutes for COPED 450F and can be dynamically dated to accommodate students who meet criteria for front and back office career pathways. Additionally, the purpose of changing to a departmental course is for student retention. The MEDAS Department was having low percentages of completion rates at the externship level. This model is based on the cohort model to keep the group together as the students align with externship sites.</p>	
MEDAS 201D (to update)	<p>Introduction to medical office procedures: Receiving, registering and scheduling appointments, organizing and sustaining medical records, medical billing and coding, electronic medical records, business operations, and financial management.</p>	<p>This course is one of three courses that prepare students for entry-level positions as medical assistants. Students are taught to assist physicians caring for clients in clinics and offices.</p>	Spring 2021

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Administrative Medical Assisting	Certificate of Achievement to prepare students to perform "front office" duties via electronic health Records EHR Systems (at least 70 practicum hours). Students will demonstrate proficiency in the following skills and more: medical records documentation, patient intake, electronic medical records management, patient reception, scheduling appointments, medical insurance, and introduction to billing and coding and collections. This program can be completed within one year, culminating in a Certificate of Achievement upon satisfactory completion of all major requirements.	The Merritt College Medical Assisting Advisory Board, in their Fall 2018 meeting, and again in Summer 2020 directed the faculty and staff to transition from offering Certificates of Proficiency (CP) to Certificates of Achievement (CA) in order to qualify our students for financial aid. They also validated this certificate to contain the basic skill they will require to hire students who complete the requirements of the certificate. This Certificate presented here had been voted on and endorsed by the MEDAS Advisory Board Meeting of May 2020.	Fall 2022
Clinical Medical Assistant	The Clinical Medical Assisting Certificate of Achievement Program prepares students to perform "back office" duties such as: measuring and recording vital signs, taking height/weight measurements, conducting visual acuity tests, explaining treatment procedures to patients, preparing patients for examination, and assisting during diagnostic examinations. They are trained in administering injections (such as Intramuscular, Subcutaneous	The Merritt College Medical Assisting Advisory Board, in their Fall 2018 meeting, and again in Summer 2020 directed the faculty and staff to transition from offering Certificates of Proficiency (CP) to Certificates of Achievement (CA) in order to qualify our students for financial aid. They also validated this certificate to contain the basic skill they will require to hire students who complete the requirements of	Fall 2022

	<p>and Intradermal). Students receive training: to collect and prepare laboratory specimens, to perform basic laboratory tests on the premises, to dispose of contaminated supplies, and to sterilize medical instruments. They are taught: to instruct patients about some medications and special diets, to prepare and administer medications (lab simulation), to authorize drug refills (when directed by supervising Physician), to transport patients for testing, to take EKG's, remove sutures, and change dressings. They also are taught how to facilitate communication between the patient and other health care professionals. This program can be completed within one year, culminating in a Certificate of Achievement upon satisfactory completion of all major requirements.</p>	<p>the certificate. This Certificate presented here had been voted on and endorsed by the MEDAS Advisory Board Meeting of May 2020.</p>	
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The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU

VII. Funded Resources—Most Data Unavailable-Skip

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
TYPE: Personnel - Full-time Faculty AMOUNT: \$11,000 JUSTIFICATION: To improve students to qualify for FAFSA funding (11-month contract)	Denied			
TYPE: Personnel - Full-time Faculty AMOUNT: \$156,000 (Murphy) JUSTIFICATION: Program Director to move from Health Services back to full time status in MEDAS-including release time for Director Duties in the 1.0 FTE assignment)	Yes	General Funds This FT Faculty returned to his same role as Program Director as he had been in 5 years prior	Salary and Benefits of 1.0 FTE	
TYPE: Personnel - Full-time Faculty AMOUNT: \$156,000 (Idowu) JUSTIFICATION: Program Director to move from Health Services back to full time status in MEDAS-including release time for Director Duties in the 1.0 FTE assignment)	Yes	General Funds This FT Faculty returned to his same role as Program Director as he had been in 5 years prior	Salary and Benefits of 1.0 FTE	
TYPE: Personnel - Classified Staff AMOUNT: \$31,081 JUSTIFICATION: OEI Grant to expand DE	No, still needed for Building Community Externship Liaisons	Strong Work Force?		
TYPE: Personnel - Part-time Faculty AMOUNT: \$85,000 (Al Assad) JUSTIFICATION: Needed to teach new program Health Navigator	Yes, ongoing need	General	64,000	
TYPE: Personnel - Part-time Faculty AMOUNT: \$71,081 (Shieh) JUSTIFICATION: OEI Grant to expand DE Needed to	No, but still needed	General	18,000	

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
teach new program Health Navigator				
TYPE: Personnel - Part-time Faculty AMOUNT: \$31,081 (Bracy) JUSTIFICATION: Behind schedule for making Changes	For teaching additional HLTOC Courses	Denied in Summer-General	6000	
TYPE: Technology and Equipment - Replacement AMOUNT: \$10,000 JUSTIFICATION: three instructors need computer upgrades for online instruction with printers and applications	No But still needed		0	
TYPE: Professional Development - Department-wide PD needed AMOUNT: \$4,000 JUSTIFICATION: Online Training Professional development	No But still needed		0	
TYPE: Supplies – Software AMOUNT: \$6400 JUSTIFICATION: Software for Simulated Skills Lab Programs for 40 student cohorts per semester for 2 years at 40 per student	Yes, provided for 1 st semester and encumbered 2 nd semester		3200	
TYPE: Supplies - Instructional Supplies and Materials AMOUNT: \$24,000 JUSTIFICATION: Teaching resources: books and replacement supplies for skills lab	Yes, supplies ordered w/o PO—funded by following year's budget 1 year later		19,000	

VIII. Resource Requests

In the tables below, please add resource requests for your program for the 2021-22 fiscal year. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)
Fulltime Faculty New Hire Proposed Fall 2020 at Directors meeting	Due to 33% increase in courses we offer as of Fall 2020 (addition of health Navigator Program certify. Of Achievement (17 Units)	100	80,000	38,000	118,000	1	No
Classified Staff: Clinical Coordinator Assistant	Needed to maintain and Build Community Partnerships & Visit Office managers and work closely with Faculty Clinical Coordinator	80	35,000	10,000	45,000	2	Yes
Student Lab Assistant	Needed to set up and clean up and inventory lab	50	\$15,600	-	\$15,600	3	N
TYPE: Personnel - Part-time Faculty	Needed to teach new program Health Navigator in case 1.0 FTE not granted	66.6	\$70,787.41	\$18,272	\$89,058.65	4	N
TYPE: Personnel - Part-time Faculty	Needed to teach new program Courses beyond those offered by Two Full time Faculty	66.6	\$70,787.41	\$18,272	\$89,058.65	5	N
TYPE: Personnel - Part-time Faculty	HLTOC Med terminology Extra Courses offered based on demand	66.6	\$10,000		\$10,000	6	N
Workshop Pay to faculty	Stipend funds for workshop for evaluating student CPR skills and/or Need for Injections workshop when not able to accommodate entire cohort (\$800 per day for 8 Hour sessions times 4 sessions per year)	7% 16 hours per semester	\$3200		3200	7	Yes
Total Personnel Resource Request for 2021/2022	Not including Fulltime Faculty				\$ 251,917		
Amount saved to hire 1 Instructor to replace 0.66 FTE Instructor plus 2nd PT Instructor	*subtract 89,059(PT Instructor) & \$10,000 (PT Instructor) and add 1.0 FTE Instructor at 118,000 = only additional			** only requires an additional cost of \$18,941 to hire 1.0 FTE to replace the 2 PT Instructors above	\$270,858		

Resource Requests (Non-Personnel) Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Supplies: Instructional Supplies	Replenishment of used syringes and fingerstick supplies (comparable annual cost of supplies needed to maintain inventory is \$16,000 per year)	\$16,000	1	N
Supplies: Software	SIMTICS Software: \$40 per student for two cohorts per year for 1 year	3200	2	Yes
Office Supplies and	Upgraded Computers for 3 Faculty members at \$1,000 each plus year's supply of Ink at \$2,000	\$5,000	3	Yes
Technology & Equipment: Replacement	New EKG machine \$2300, new Automatic Vital Sign machine \$1800;	\$4100	4	N
Technology & Equipment: New	New Exam Table to replace broken exam Table: \$2500	\$2500	6	N
CPR Manikins (Mandatory upgrade by American Heart Association)	Diversity Adult & Infant W/ Feedback, Ultra Trainers & Carryall <u>Plus, tax</u>	K404M-MSDS-CA \$1,529.99	5	
Other	Advisory Board Meetings when we return to face-to-face: light lunch and refreshments for 3 meetings per year: (i.e. sandwich, healthy snack and beverage-\$15 per attendee x 10 attendees per 3 meetings=\$150 x 3 plus paper plates and napkins	500	7	N

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Professional Development (Department wide)	\$1,000 for Local Conferences for professional Development for 2 parttime and 2 fulltime faculty	\$4000	8	N
Total Request for year 2021-2022		\$36,990		

IX. Participants

Please provide the list of members who participated in completing this program review.

Jon Murphy, MEDAS Program Director in Collaboration with,
 Nghiem Thai, Curriculum Committee Chair and feedback regarding updating SLO's on
 Heather Cassele, Curriculum Committee member and SLO Consultant who provided feedback from submitted course and Program Proposals via the Curricunet Meta System in Fall 2020
 Nathan Pellegrin, Data Analyst and Campus Researcher
 Lilian Pires, Budget Consultant, provided assistance in understanding of MEDAS Budget

***Annual Program Update Respectfully Submitted by
 Jon Murphy, Ed.D.,
 Program Director of MEDAS/HLTOC Department***