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Program Review - 2015-2016

AH -Medical Assisting

Module: Division Purpose

Question: Describe the purpose of the Discipline/Program/Service.

Answer: The purpose of the Allied Health Division is to provide quality education and skill sets to a variety of students who desire to pursue careers in the health care field. Allied health faculty educate all students to uphold high ethical standards that prepare them for future employment. The division leads student to success by providing them with program curriculum road maps, internships opportunities, program advisers, tutoring, referrals for supportive services, remediation opportunities and early identification of below standard progress. The division seeks continued growth in degree completion program offerings and student success outcomes.

Question: Describe how the stated purpose aligns with the college mission statement.

Answer: Through quality instruction, the Allied Health division supports students in obtaining skills and knowledge needed to earn a certificate and/or degree, and prepares students for employment. Through student learning assessments, advisory board, division and discipline meetings, the Medical Assistant Discipline focuses on hand-on administrative skill sets, soft skills, and clinical tasks.

Module: Enrollment Trends

Question: Describe the trends in Enrollment and FTES. Given the data, what are the implications for your division? If relevant, discuss each discipline separately.

Answer: Enrollment Trend in 2013 was 194 compared with 121 in 2014. There was 37 FTES Trend in 2013 compare with 21 in 2014. This reduction in enrollment is possibly due to the program being fully grant funded in 2013 and we worked with a work source center to recruit incumbent workers and other students for the program. It was successful and we have been able to sustain the program with over 30 students per cohort annually. However, many of the students today are not incumbent workers.

Question: Given the data, describe the trend in section counts and average class size.

Answer: Section Count Trend in 2013 was 5 compare with 4 in 2014. There was 38.8 Average Class Size Trend in 2013 compare with 30.3 in 2014.

In 2013, 78 certificates of achievement (Clinical and Administrative) were obtained by students in the Medical Assisting program compare with 67 in 2014. However, there appears to be a problem with admissions and records being able to capture students who have completed the program and deserve an award. We have met with the VP of student services and staff from admissions and records to try to resolve the issue but as of today, the number of awarded certificates and degree does not represent the number of students who have completed the program.

Module: Students and Student Success

Question: Based on the demographic trends in enrollment, what are the implications for your Discipline/Program/Service?

Answer: The demographic trends in Medical Assisting in 2014 indicates that it is still a predominantly female career path with an increase to 96% compare with 88% in 2013. 44% of females being in the 35 and over range compare with 51% in 2013. The gender demographics are consistent with the college distribution. However the age range in the college shows student in the 35 and over distribution being lower than that in the Medical Assisting program.

Question: Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Discipline/Program/Service?

Answer: The Allied Health Division has a retention rate of 87-100% in all of the programs. The Medical Assisting program has a 89% successful course completion rate. We attribute the success in retention to offering department tutoring hours and having remediation plans for students who are at risk of failing. Early intervention is taken place for students who are struggling; campus referrals are made for students who require assistance outside of the instructors scope (i.e. Counseling, DSPS, and Learning skills), and tracking of student requirements.

Question: Compare the successful course completion rates of the Discipline(s) in the Division over time and with the college average.
If the rate of any of the Discipline(s) is lower that the college average, what factors contribute to the low rate (s)? What strategies, current or planned, address this?
If the rate is higher than the college average, what factors contribute to the higher rates?

Answer: Though the Medical Assistant program successful completion rate has dropped slightly from the previous year, from 91 to 89%, It is higher than the overall college success rate. We attribute our success rate to having a coordinator for the allied health division who assists students with completing their program application and state exam paper work and a Full time faculty member who devotes time to student success by meeting regularly with students to inform them of their progress. We also work with the the learning center to provide students assistance with math, English and computer skills.

Question: Compare the equity gap in the successful course completion rate(s) in the Discipline(s) over time and with the equity gap of the college over-all.
If the equity gap is higher than the college average, what factors contribute to the large gap? What strategies, current or planned, will address this?
If the equity gap is lower, what factors contribute to the smaller gap?

Answer: The equity gap in Medical Assistant is 53% with African American students being at 47%. The college equity gap is 66%, again with African American students being in the lower % of course completion. Medical Assistant program is consistent with the college equity gap. Students in the Medical Assisting program have to take pre-requisite courses to enter into the program. They are, for the most part, very serious about their goals. Most of the students are career minded and are focused on either moving forward with their education or finding employment after the program. However, the discipline has identified a weakness in math skills with the students. We are currently working with learning skills instructor to provide tutoring to students to enhance their math skills.

Question: Given the data, describe the trends in Degrees and Certificates awarded. What are the implications for your Discipline/Program/Service?
What does the Division do to encourage Certificate and Degree completion?

Answer: The Medical Assisting program gave 78 certificates of achievement in 2012-2013 compare with 2013-2014 where there is a hugh discrepancy in the number of students who completed the program and the number of certificate awards granted. We believe that the students might have filled out the incorrect online petition and therefore were not granted the award. We suggest that there be more communication between the matriculation office and the cohort program chairs to identify why students are not being granted awards they have earned. The discipline brings a representative from matriculation to the classroom to discuss the degree and certificate options, and they use to fill out the petition forms in the classroom with the students. We found that practicing to be more consistent in capturing the correct number if awards granted, a small price to pay for success. In my opinion, having the students in cohort programs fill out the paper work in hard copy with a representative from matriculation or train the faculty to do it themselves.

Module: Staffing Trends

Question: Describe the trends in FTEF. What are the implications for your program?

Answer:

In the Medical Assisting program, there is one full time faculty member who is now on B3 Tenure Track. There are four part time faculty members in the discipline. The Medical Assisting program require applications for admittance into the program which includes immunizations, background checks, and other information necessary to protect the students and patients from infectious disease. Answering to an external governing body, the programs are required to track skill assessment, and complete reports to be sent to the state licensing agency. Tracking of the requirements are necessary but can be cumbersome to the division chair and faculty. The Medical Assisting program needs a Full time instructor to teach Health Occupations courses and assist with clinical coordination. There has been a slight increase in FTEF but we need more regular faculty to meet the needs of the discipline.

Question: Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain.

Answer: No, staffing levels are not adequate (see last question). The program needs an office aide to assist faculty with administration of the program (collecting data, answering phones, filing, inventory...).

Question: Please/reassigned time. Describe the Reassigned and Release time assigned to faculty in the division. Include the faculty name, amount of release/reassigned time, length of time the assignment will last (one semester, one year, if it's renewable, etc.), and the purpose of the r

Answer: The division is currently working on a bachelor degree program the dental hygiene. Therefore, Carmen Dones, immediate past chair of allied health and director of dental hygiene has been reassigned 1.0 to implement the program. The assignment might last 5 years or more. Hence, we need more full time faculty to replace her.

Module: Functions and Services, Academic Divisions

Question: List the functions and services provided by the Office / Program / Service.

Answer: The faculty provide advisement to students for career pathways, tutoring, additional lab skill sessions. The students provide health services within their scope of practice in externship facilities. The students also work collaboratively with the other allied health programs to provide health screenings and smoking cessation.

Question: What are the emerging trends in technology that affect the program?

Answer: The emerging trends in technology include updated computer software and needles with safety clips. The biggest program within the program is that we lack a computer lab for the program. Most of the computer labs on campus are reserved and the program is having to work around many schedules to accommodate the students. On the upside, hospitals are now hiring more medical assistants to work in the ambulatory setting. This is a shift in that Medical Assistants were generally being hired by clinics. We will be seeking advisory board membership by at least one hospital member.

Question: Describe the technological advances that have been implemented to improve and streamline the Discipline/Program/Service.

Answer: Technology advancements include Medisoft Computer software, the Centrifuge system, Autoclave/ Sterilizer, EKG training and Infection Control skill sets. These skill sets are valuable for employment.

Module: Survey Results

Question: Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys).

Answer: In regards to the 2014 WLAC Student Survey, it is interesting to mention that 61% of students are interested in a Health Sciences Occupation. Also it appears that most students are working while attending College with the majority of them working more than 20 hours per week, and all of them are first generation college students.

Question: Discuss the implications of the survey results for the program.

Answer: Allied Health Division will have to consider that most students are working adults. Therefore mapping of programs is required to expedite the number of years the students spends in a 2 years college. Also, more articulation needs to be made between the Allied Health Division and 4 years colleges since students reported goals of achieving and A.S. degree and transferring to 4 years colleges.

Module: Curriculum

- Question:** I assistance that may be needed to resolve the problem. Missing course outlines of record: Refer to the report of courses with missing CORs, which is posted at the link in the Instructions section. Please describe the steps the division has taken or plans to take to correct the problem. Describe the additiona
- Answer:** There are not any missing COR's in Health Occupations or Allied Health that affect the Medical Assisting program.
- Question:** Out-of-date course outlines of record: Refer to the report of courses with CORs that are out-of-date. Please describe the steps the division has taken or plans to take to correct the problem.
- Answer:** All of the Allied Health and Health Occupation Courses that pertain to Medical Assisting are updated and current.
- Question:** How does the department determine that classes are taught consistently with the official course outline of record?
- Answer:** At the division meeting, the importance of following the COR when developing and/or changing the syllabi is discussed. A quick review how to access the COR is given if any faculty are present who are unaware of how to access it. The syllabi are collected by the division chair every semester and quickly reviewed prior to sending to the office of instruction/ Academic Affairs.
- Question:** Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length?
If yes, describe the rationale upon which the sequence is based.
If no, what is the plan for alleviating these problems? Explain.
- Answer:** Yes, the sequence of courses and a roadmap is available on the WLAC/Allied Health website for the Medical Assisting Program. The Medical Assisting program is sequenced for the administrative and clinical certificates. Orientations are held regularly and students are informed of the sequence of classes. We are seeing the number of degrees in Medical Assisting increase.
- Question:** How does your division assure the relevance, appropriateness and currency of each of its programs? Cite each program (degree/certificate program or meaningful grouping of courses) and the student data and environmental scan data that support the assertions.
- Answer:** The Medical Assisting A.S. Degree and 3 certificates of achievement : one in Medical Assisting Administrative and one in Medical Assisting Clinical and the third certificate in Administrative and Clinical. The t program shares an advisory board with the Certified Nursing Program. We have regular meeting to discuss new trends in the medical field. Since all of the faculty in the allied health division hold a professional license in either nursing, medical assisting or dental hygiene, they are required by the state to attend professional development courses and complete a certain amount of hours of continuing education units. They have also participated in FTLA. Additionally, a grouping of courses that are currently being offered through a TAAACT/ DOL grant is the Healthcare Core Curriculum: 4 courses (7.5 Units) that provide foundational skills in health care. The courses were developed in collaboration with the 9 district colleges, with participation from industry leaders and Los Angeles Chamber of Commerce. These courses offer badges for competency that are industry recognized.
- Question:** ybrid classes?
How can the outreach, online and hybrid classes be improved? What outreach, online and hybrid classes has your department offered?
How many courses are offered via Distance Education, and for how many has a COR addendum for DE been prepared?
What are the benefits and problems associated with outreach, online and h
- Answer:** The Medical Assisting program offers 3 online courses and 1 hybrid class; Medical Terminology (open to all WLAC students), Medical Insurance and Computers for the Medical Assistant. All of the courses we offer have a COR addendum for Distance Education. We have not experienced any problems with online education. Rather, it has been a great experience for the faculty since they are fully supported by the Distance Ed Department on campus.

Question: Describe any long term changes or additions to the curriculum that you are exploring, planning or developing.
Changes that you plan to initiate in the coming year should be reflected in the Planning Section.

Answer: The department will be looking into getting a Phlebotomy and EKG state certification for students. This has been a long term goal but will be looked into next year.

Question: List new or changed degrees and certificates that have been approved by the Curriculum Committee during the previous year, or are in the planning stages.

Program Name	Award Type	Curr Comm Action	Date of CC of Action	Type of CC Action
EKG Technician Program	Certificate	NA-New program under development		New Program
Phlebotomy Technician Program	Certificate	NA-New program under development		New Program

Module: Student Learning Outcomes

Question: Describe how course SLOs were assessed and how faculty were involved in the process in the prior year.

Answer: All of the faculty teaching the course is responsible for the corresponding SLO Assessment. Joy Ogami, the SLO Facilitator, created a google doc that houses all of our division SLO Addendum and Assessments. She meets with faculty to review their assessments, provides feedback and then uploads it to google doc for review/feedback of other faculty. The faculty are encouraged to bring to the division meeting to discuss or get suggestions for improvement. The problem we have been seeing with SLO's is that the division has been receiving memo's for SLO's that have been turned in several times. We are looking forward to the new tracking system that has been purchased for the college.

Question: Based on course SLO assessments in the prior year, what changes to the course were implemented? List the changes to each course that were made based on SLO assessments.

Answer: Some of the changes to to the program/courses from the SLO discussion is to add community service to the MA Curriculum, and add the poster session project to the program.

Question: Based on any of the following assessment methods:
 a. course SLO assessment;
 b. analysis of course sequencing;
 c. indirect assessment indicators such as state exams or employer surveys;
 d. student success data such as retention, successrates, degrees/certificates awarded
 what changes to the program are planned or being implemented?

Answer: Our program has been road mapped and it appears to fit the needs of the college community. One change to the program that is being discussed at this time is adding a enhanced Non-credit course to prepare students for the workforce by providing them soft skills. The MA program is also working more closely with the Learning Skills department to provide enhanced English, Math and tutoring sessions. In regards to the Health Occupation-Healthcare Core Classes, will are adding more classes to accommodate the students. There has been quite a bit of interest. Th course are currently scheduled as 2 classes every 8 weeks. This seems to work well so far for the students and faculty. Since these courses are new, no SLO assessments have been completed yet.

Question: Will these planned changes based on Program SLO assessment necessitate a resource request?

Answer: At this time, we will be asking for a FT faculty for Health Occupations courses who will be able to teach in the Medical assisting program as well as other allied health courses and programs on campus.

Question: How has faculty dialogue regarding assessment results and improvement plans been conducted and documented?

Answer: SLO is discussed at every division meeting. Faculty are encouraged to ask for feedback/suggestions for course improvement. The dialogue is documented in the division meeting minutes.

Module: Departmental Engagement

Question: What interdepartmental collaboration has your Discipline/Program/Service been involved in during the past six years?

Answer: The Medical Assisting students participate in the poster session and providing educational and Preventive Information to the students on campus.

MA students are collaborating with the Dental Hygiene Students by taking patient Vital Signs before dental screening and during the Health Fair which was held on the campus.

Students go to science classes to discuss the allied health program and will participate in the Great Smoke Out on campus again this year to provide smoking cessation assistance to the student body.

Question: What has your Division/ Department/ Program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

Answer: Relationships with several private clinics in the community have been established and job fairs are held each semester for the students in an effort to assist them with employment. We hope to make more connections with hospitals this year and gain more advisory board members for input on program enhancements.

Module: Professional Development

Question: In order to keep current with new developments in your field, are there areas of unmet professional development needs among faculty in this program? If yes, please describe.

Answer: Since all the faculty in Allied Health Division hold a professional license in either, Nursing, Medical Assisting, or Dental Hygiene, they are required by the State to attend professional development courses and complete certain amount of hours of continuing education units. We hope to be able to attend more professional conferences in the medical arena to fulfill the professional developments hours needed.

Question: For each regular full-time faculty member in your program, provide the committees in which each person is active, and list the 2 most significant professional development activities engaged in over the last 2 years. Activities may include workshop and conference attendance, courses taken, FTLA, Leadership Institute, etc. Committee roles may include chair, secretary, member, etc.

1 Faculty Name	4 First Prof Dev Activity	5 Year First PD Activity	6 Second Prof Dev Activity	7 Year Second PD Activity
Yervant Boghos	Student Success	CTE Representative	ETUDES	2013

Module: Facilities

Question: List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your division/ department's ability to achieve its goals and meet instructional needs.

Answer: One the biggest challenge is sharing the Clinical Skill Lab with CNA Students.

Medical Assisting Program needs a designated lab for the students to perform the clinical skills. SC 105 is actually a lab class with a sink already in place. This information was taken to the facilities meeting and was said to be investigated by Iris Ingram who then informed Bill Smith. We have not heard any feedback on this request since the proposal was made.

Medical Assisting Program needs a computer Lab for the students to practice the administrative tasks and computer skills. The program has classes in which a computer lab is required and we are always having difficulty reserving the room. We also need the computer lab for information sessions and as a testing site for all of the allied health programs.

Medical Assisting Faculty Members need to have updated desktops and new laptops. The computers they have are outdated and have issues.

Question: Specify the division/ department's short term goals (1 year) for facilities improvement and functionality.

Answer: We have no choice but to continue to share the lab with the Certified Nursing program. Our short term goal will be to attend the facilities meetings to continue to voice our concern for laboratory space needs.

Question: Specify the division/ department's long term goals (2-6 years) for facilities improvement and functionality.

Answer: Long term goals will be that the plan to have Allied Health and a Lab and Classroom for Medical Assisting on the First floor of the MSA building because we are lacking a lab at this time.

Module: CTE Programs

Question: Does this Division offer any CTE programs? IF THE ANSWER IS 'NO' SKIP THE SECTION ABOUT CTE PROGRAMS, AND GO ON TO THE PLANNING SECTIONS.

Answer: Yes

Question: Review labor market demand. How does your program meet labor market demand? Cite specific examples and sources.

Answer: Medical Assistants are one of the fastest growing occupations in California. Employment growth is expected because of the increase in the number of group practices, clinics, and other healthcare facilities that need greater numbers of support personnel, particularly the Medical Assistant who can handle both administrative and clinical duties.

In California, jobs for Medical Assistants are expected to increase by 23.2% , or 18,900 jobs by 2022.

In California, an average of 1,890 new job openings per year is expected for Medical Assistants, plus and additional 1,560 job openings due to net replacement needs, resulting in a total of 3,450 job openings.

Sources: EDD/LMID Projections of Employment by Occupation.

Question: Advisory Board Membership. List the member name, company name, title and CTE program for each member.

Answer: Carlos Sermeño WLAC Chair of Allied Health
 Todd Legassick UCLA Instructor
 Maria Warner WECK Associate Director of Education Program
 Yervant Boghos WLAC FT Instructor Medical Assisting
 Juan Carlos Castillo WLAC Instructor
 Lisa Mitchell WERCK Implementation Coordinator
 Esther B. Dueñas Director, Volunteer Services Good Samaritan Hospital

Dr. Vachick Shahnazarian MD Private Practice
 Sabrina Sarkisian Manager in a Private MD Practice.

Question: Advisory Board Meetings. List the following information for each meeting held in the last year:

AB Name	Dates	Number Attendees	Minutes
Medical Assisting Advisory Board Meeting	April 26, 2015	Yes	12

Question: What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?

Answer: The major outcome of the advisory board meetings is the collaboration with the community and industry, and the feedback they have given us for enhancing the program. They informed us of the need for soft skills and we have in turn added this to our curriculum.

Question: Describe and assess the evidence of students' attainment of intended learning outcomes, as measured by the employment and completion success of its students. [Ed Code 78016(a)(3)]

Answer: It is unfortunate that we lack the resources to be able to reach graduates and employers to gather the data needed to identify success of the program. We need an office assistant to help gather the data.

Question: Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?

Answer: No

Question: Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. The most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultation.

Answer: Medical Assisting Program will be accredited in the future.

Question: Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.

Answer: I have assessed the students improvements through hands on practice, competency skills, quizzes and tests results. As a division, we discuss how to improve the skills forms we use and share the forms across disciplines.

Question: Based on survey results, provide a brief analysis of employer satisfaction with program graduates.

Answer: We have been receiving positive feedback from the employers via telephone calls, and they refer their colleagues to the college for employment needs.

Question: Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division.

Answer: Of the Medical Assisting students who participated in the State Certification Exam, 100% have passed the test.

Module: Completion

Question: Division Chair/ Program Manager: Fill out your name and date of final approval, save, and submit the program review.

Answer: Carlos Sermeño 11/5/2015

Question: List the people who participated in this Program Review.

Name	Role
Yervant Boghos	Full Time Faculty