



Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Increasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

The job market for Medical Assistants is continuing to grow. Medical assistants and medical secretaries are essential to the efficient operation of medical offices, clinics, and hospitals. Certification is now required by many employers and students need to have a Certificate of Achievement or AS Degree in order to take a certification exam. The Medical Assisting Program revised its degrees and certificates two years ago and marketing efforts were increased. These have been instrumental to the increase in the program enrollment.

3. Are the demographics of students in your program similar to those of the College, as a whole?

No

4. If no, please describe why they differ (600 characters max).

Although the demographics are similar, there has been an increase in Hispanic students resulting in a higher percentage of Hispanic students than the college as a whole. There is also a significantly lower percentage of male students in this program as compared to the college as a whole.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

The medical assisting field is predominantly female. This has been the trend for many years. Although there is a slight increase in males in the field now than there was in the past, this has not been true for this program. The number of males has been low but stable. We have a new CTE Outreach Specialist and we will be asking her to promote the program in the community, especially to special populations. However, this remains a field that is primarily of interest to females.

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
No
3. Is your program's course success rate increasing, decreasing, or remaining constant?
Remaining Constant
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

The program success rate has gone up and down over the past 5 years but has been leveling off. It has remained higher than the college standard and essentially equal to the overall college success rate. This program has high standards and students who succeed tend to be very invested in the courses because they are working towards a specific career goal. There are no significant success gaps, other than a small gap between success for male vs female students. Since there are very few males in the program, this gap varies by the male students enrolled at the reported time.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

We have tried to increase success by encouraging students to use tutoring services, especially on-line tutoring. However, feedback from students is that they do not have any additional time to seek help from tutors because of other demands. The use of student aides seems to be the best approach for providing additional support to students in the classroom so we will request that. HealthCenter 21 training modules also offer extra help to students. There is also discussion about adding a pre-requisite of Medical Terminology (BUS V27A) to the Multi-Skilled Medical Assisting Course (BUS V97).

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
Remaining Constant
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
Decreasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

Due to the nature of the hands-on training required in this program, class sizes for most courses must be limited. The WSCH for this program needs to be adjusted to adapt for this fact. The fill rate has decreased over the past year. This is likely due to the fact that BUS V27A is being offered at the Santa Paula campus, where enrollment is traditionally lower and there has been changes to other offerings of this course. The changes are hoped to result in an increase of fill rates.

5. Are you able to increase your productivity and/or course fill rate?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

The productivity rate is not realistic for this type of program and needs to be adjusted. Initiative 1302 will be carried forward.

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

The number of degrees and certificates for Multi-Skilled Medical Assisting has greatly increased since it was created in 2013. The Medical Assistant Front Office degrees and certificates have slightly increased over the past five years, due to the fact that it was revised to make it more relevant. The Multi-Skilled certificate is the most popular award. Certificates greatly outnumber degrees awarded as most employers do not require AS degrees. However, a degree or certificate is required in order for students to take certification exams. Certification is now required by most employers.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

No



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

N/A

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
Yes
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

The gaps between the awards by demographic groups is directly related to the enrollment data of these groups. Since there are very few male students in the program, there are very few awards earned by males. As the number of Hispanic students in the program has increased, so has the number of awards to Hispanic students.

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
No
- If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



8. If no, why not? (600 characters max)

The program continues to increase the number of degrees & certificates awarded due to efforts to help students apply for these awards. A degree & certificate checklist was created and is given to all students in the program to help them track their road to success. In addition, a counselor comes to the capstone course each semester and provides the students with their transcripts and graduation application, if they are finishing that semester. Student awareness of the process for obtaining their awards is growing due to these processes. This may also help close some of the demographic gaps.

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?

No

2. If yes, why haven't they been assessed? (600 characters max)

N/A

3. What percentage of your program's courses have assessed at least half of their SLO's?

100%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

Since laptops, software, and access to on-line supplemental materials were received, BUS V97 and BUS V28A were able to improve training for students in the required skills. In addition, students are able to use supplemental materials from HealthCenter 21 training modules. Early intervention for students without adequate reading and writing skills has been added to help with success in BUS V97 by using a pre-test for reading, writing, and math to determine which students might need additional support to be successful in the class.



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

5 Courses

7. How closely have you adhered to your SLO rotational plan?

Completely

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

N/A

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

The Medical Assisting program contributes significantly to skills in communication through all of the required courses. Most of the courses also contribute to development of critical thinking and problem solving skills. These are all skills that are required to work in the medical field so they are integrated into the program. Students completing this program have had significant opportunity to improve their skills in these areas.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

7

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

The program is already regularly assessing SLOs, discussing changes that may be made to improve outcomes, and re-evaluating. We are fully engaged in the SLO process.

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?

Yes

2. How have these changes impacted student learning? (600 characters max)

The VC Innovates Grant has provided additional funding that has allowed us to purchase training materials, equipment, books, and on-line resources. The Perkins grant has decreased funding to this program but VC Innovates is helping fill the gaps at the present time. Thanks to these grants, students are receiving improved training that will help with their success in their careers.

There has been no change to the regular funding for this program.



Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Medical Assisting	Equipment	MA1501	Locks on supply cabinets in Santa Paula Medical Assisting classroom	Purchase and install cabinet lock on all of the supply cabinets in the Medical Assisting classroom at the Santa Paula campus. This is a safety and theft issue - needles, syringes, and expensive equipment are currently stored in unlocked cabinets students have access to. Safety and compliance	500		500	H	H	H	H	Yes	Completed	The classroom and supplies are now safe and secured.
Medical Assisting	General Fund	MA1502	Supplemental Instructors for BUS V97	Supplemental Instructors could help increase retention and	2,000		2,000	M	L	L	L	Yes	Ongoing	A student instructional aide is being used in one section of



2015-2016 Program Review
Medical Assisting

				success rates in this accelerated course										BUS V97 but one is needed for the SP section.
Medical Assisting	None	MA1302	Alternative WSCH for the Medical Assisting Program	Due to the nature of medical assisting training, which necessitates smaller class sizes for some courses, the program cannot reach the WSCH goal of 545 set by the college.	-	-	M	H			N/A	Pending		A lower WSCH is needed for this medical training program.
											- Select -	- Select -		



Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Medical Assistant	MA1601	Course fill rate	Increase fill rate in BUS V27A by using strategic scheduling	None	None	Other	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Medical Assistant	MA1602	Tutoring Services	Increase referrals for tutoring - ensure that tutors are available for medical assisting concepts, such as medical terminology and software skills	500	College Funds	General Fun	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review
Medical Assisting

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					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
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2015-2016 Program Review
Medical Assisting

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					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
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Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section I – Program Review Process Assessment and Submission Verification

1. Program Name Medical Assisting
2. Please assess the changes made to this year's program review process. (600 characters max)

The new form is a great improvement. The data charts are MUCH easier to use.

3. How would you improve the program review process? (600 characters max)

Increase size of text boxes to 1000 characters.

Submission Verification

1. Preparer: Debbie Newcomb
2. Dates met (include email discussions): 10-08-15
3. List of Faculty who participated in the program Review Process:

Debbie Newcomb
Lucy Barron-Donnelly
Kathy Dunlop
Nicole Falco



Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean Verification:

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional): (600 characters max)*

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (available on VC Program Review 2015-2016 website) that explains and supports your position.

The appeal will be handled at the next higher level of the program review process.

