2022-2023 Comprehensive Instructional Program Review - MA Latest Version

2022-2023 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by **Natividad, Rachel** on **09/14/2022 16:58**

Explain how your program supports the College's Mission.

The Medical Assistant (MA) program prepares a multi-skilled health professional specifically educated to work in ambulatory care settings performing administrative and clinical duties. The duties vary with the location, specialty, and size of the practice. The practice of the medical assistant directly influences the public's health and wellbeing, and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession.

The MA program is a crucial component of Cerritos College and integrates the mission, vision, and values of the college.   It is committed to providing relevant and innovative education in a diverse, equitable, and inclusive student-centered environment. The faculty is committed to producing competent and qualified graduates who are prepared to serve the diverse communities. The program values life-long learning and promotes continued professional development in order to stay relevant, dynamic, adaptable and maintain the skills needed in today's ever-evolving healthcare environment.

Degrees and Certificates : Version by **Natividad, Rachel** on **11/21/2022 11:08**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

Degrees and Certificate

Two options are available to those interested in working in the Ambulatory Care environment as a Medical Assistant:

1. Medical Assistant Certificate of Achievement

This Medical Assistant program may be completed in two semesters. The focus is on both front office (administrative) and back office (clinical) responsibilities. A clinical lab experience is completed through an internship or occupational work experience.

MEDICAL ASSISTING CERTIFICATE OF ACHIEVEMENT

Course	Course Name	Units
HO 53	Electrocardiography	1.0
HO 54	Medical Laboratory Skills	1.0
HO 55	Phlebotomy Procedures	1.5
MA 60	Introduction to Medical Assisting	2.0
MA 63	Health Insurance Coding and Billing	3.0
MA 64	Medical Office Assisting	3.0
MA 66	Medications and Specialties	3.0
MA 67	Medical Office Administration	3.0
*MA 68	Medical Assisting Internship Experience	4.0
*MA 73	Medical Assisting Occupational Work Experience	(3.0)
*MA 74	Medical Assisting Occupational Work Experience	(4.0)
MA 161	Medical Terminology	3.0

PSYCHOLOGY

Course	Course Name	Units
PSYC 101	General Introductory Psychology	3.0
or PSYC 150	Personal and Social Adjustment	(3.0)

AND classes from the list below to complete a minimum of 29 units:

Course	Course Name	Units
BCOT 114	Introduction to Microsoft Office	3.5
CIS 101	Introduction to Computer Information Systems	3.0
HO 150	Professional/CPR and First Aid (Currently not offered)	1.5
HO 152	Nutrition	3.0
SPAN 223	Spanish for Health and Medical Careers (or equivalent)	3.0
	TOTAL CERTIFICATE REQUIREMENTS:	(29) 31

*Students may select one of these options to complete the medical assisting internship requirement. Only one option can be selected and the course may not be repeated more than one time. Students not currently employed in a medical office should enroll in MA 68. Students who are currently employed in a medical office up to 19 hours per week should enroll in MA 73. Students who are currently employed in a medical office more than 20 hours per week should enroll in MA 74.

2. Medical Assistant Associate in Arts Degree

The student must complete the requirements for a Certificate of Achievement in Medical Assisting. In addition, the student must take **A&P 120**, electives, and general education requirements to achieve a minimum of 60 units. The length of time to complete this depends on the student's curriculum load. Students must meet the Cerritos College Graduation Requirements.

Full time students can complete this program in two semesters. Discussion with the department chair regarding questions on course selection is encouraged.

Course selection for a full-time student is recommended as follows:
First Semester: MA 60, MA 63, MA 64, MA 161, HO 53, HO 54, HO 55 (elective from list).

Second Semester: MA 66, MA 67, MA 68 or MA 73 or MA 74, PSYC 101 or PSYC 150 or equivalent and additional electives if needed.

Upon completion of the program, employment is available as a medical assistant, in a variety of settings: office clinics, hospitals, insurance companies, government agencies, pharmaceutical companies, and educational institutions. Job duties can entail front office (administrative) duties such as receptionist and insurance clerk to back office (clinical) duties such as assisting the provider of care or lab duties.

Six-Year Program Goals : Version by **Natividad, Rachel** on **11/21/2022 11:08**

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Open classes to have both evening and morning program	Goal A	completed	In Spring 2017, the program began offering evening courses in the fall and day courses in the spring in order to accommodate both traditional and working student.
Mid-range Goals			
Increase student enrollment by 50%	Goal D	continued	This goal should be completed within a 3 year timeframe. Recruitment efforts: Increase marketing at Cerritos College, surrounding high schools and communities through traditional and social media advertisements Attend career fairs, high school college days, community health fairs Host an open house, develop flyers and handouts, provide high school tours Use Strong Work force funds to pay for google ads so our webpage receives more visibility in online searches. Offer distance education courses (must apply for permanent Distance Education approval) Create an informational video for the MA website. Collaborate with The Welcome center and Veteran's center with outreach efforts to promote the MA program. Collaborate with Educational Pathways Program to consider Dual enrollment program.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Increase use of student success support resources	Goal A and B	continued	Establish and administer student surveys at the beginning and end of the program to identify student support needs Increase utilization of student success center and identify resources that are beneficial to MA students (i.e. explore tutors for Medical Terminology, etc.) Invite staff from various college student services (Veterans, etc) to present during class. THE PROGRAM PLANS TO SECURE AN EMBEDDED TUTOR THROUGH THE SUCCESS CENTER, AND OBTAIN AN ACADEMIC SUPPORT GRADE 4 WHO IS VERSED IN MEDICAL TERMINOLOGY AND PROCEDURES TO TUTOR STUDENTS WHO ARE AT RISK OF FAILING THE MA COURSES. SUCCESS WIL BE MEASURED BY DETERMINING THE FALL TO SPRING AND SPRING TO FALL RETENTION AND SUCCESS RATES THROUGH THE INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING AND GRANTS. ANALYZING THIS DATA WILL BE HELPFUL IN DETERMINING SUCCESSFUL ATTAINMENT OF OUTCOMES.
Improvement plans developed as needed with a minimum of once every three years	Goal A and B	continued	Develop student evaluations of Lecture and Lab courses each semester. Faculty Meetings to review SLO findings, discuss evaluation findings each semester. Data is collected, reviewed and improvement plans developed as needed.
Improve Program Outcomes: Increase Completion rates by 5% within two semesters	Goal A and F	in progress	This goal should be completed within a 3 year timeframe. Determine certificate program completion rates and identify goals for improvement. Provide student support services (instructional lab assistants) through available grant funds to assist students in acquisition of knowledge and skills in order to increase retention and completion.
Improve retention rates by 5%	Goal A	continued	Determine the fall to spring and spring to fall retention rates through the Institutional Effectiveness, Research, Planning and Grants (IERPG) data. Identify efforts to increase retention, look at college wide retention efforts, collaborate with Learning Career Pathways program. Reach out to students who finished first semester courses to ensure they come back the next semester (bridging- stay connected). Keep students connected: Connect with falcon so they have resources over break), connect with volunteer opportunities to increase connectedness to increase retention. Explore how the MA club (2nd semester students) can contribute to retention efforts.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Establish a peer mentoring program	Goal A	not started	This goal should be completed by year 3. Establish peer mentor program to connect 2nd semester students with first semester students.
Transition Medical Assisting courses to be Distance Education(DE) Approved. This will allow faculty more options of content delivery. The convenience of having a combination of remote courses and labs on-ground will help improve student enrollment, program completion, and student success.	Goal A and E	not started	This goal should be achieved by year 2. Apply for permanent distance education approval of all MA courses.
Maintain Advisory Committee Meetings biannually	Goal B and D	continued	Hold advisory committee meetings with practice partners from neighboring communities via zoom for increased attendance.
Maintain professional development in order to stay relevant in providing effective teaching practices	Goal B and C	continued	Faculty will identify and attend faculty development opportunities: OnCourse seminars; workshop on obtaining AAMA (American Association of Medical Assistants) certification.
Update lab/practice materials and software programs annually	Goal A and B	continued	Perform a comprehensive annual review of lab practice materials and update according to industry standards. Faculty to provide input on latest/ up to date equipment for the lab.
Update software programs as needed	Goal A and B	continued	Perform a comprehensive annual review of software program and update according to industry standards. Faculty to provide input on latest/ up to software for lecture and lab
Long Range Goals			
Establish a medical billing/coding certificate program	Goal A	cancelled. THE PROGRAM WILL PURSUE THIS CERTIFICATE AT A LATER STAGE AFTER THE PROGRAM WORKS ON ITS INITIAL STEPS OF ESTABLISHING CERTIFICATE PROGRAMS THAT INCLUDE COURSES THAT CURRENTLY EXIST IN THE MEDICAL ASSISTING PROGRAM (I.E. OUR MEDICAL TERMINOLOGY COURSE CAN BE INCLUDED IN BOTH THE MEDICAL SCRIBE CERTIFICATE AND THE ENGISH -SPANISH MEDICAL INTERPRETER CERTIFICATE).	Research revealed that the need is for credentialed and certified medical coders rather than a certificate of completion for medical billing and coding. This would necessitate establishing an entirely different program on its own that would not be a part of Medical Assisting.
Establish a phlebotomy certificate program	Goal A	cancelled	Shifting priorities and irregular leadership or lack of stable leadership were factors that led to putting this goal on hold. Recent research revealed that there are currently several phlebotomy certificate programs offered at other institutions in the neighboring communities (e.g. Long Beach Community College, Downey Adult School, and several private colleges) thus decreasing the need of the community for the phlebotomy certificate program.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Establish a Medical Scribe Program	Goal A	not started	This goal should be attained by year 5. Consult with dean and administration on the development of a Medical Scribe program. Identify the need of the community for the Medical Scribe program. Identify steps needed to establish the program.
Establish a Spanish-English Medical Interpreter certificate program	Goal A	not started	Consult with dean and administration on the development of a Spanish-English Medical Interpreter certificate program.Identify the need of the community for the program. Identify steps needed to establish the program.

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by **Natividad, Rachel** on **09/14/2022 16:58**

Course by SLO	Expected Performance	Performance
MA66 - Medications and Specialties		
Students demonstrate techniques of preparation and administration for an intramuscular(IM) injections. (Active from 2013 FA)	100.00%	97.18%
Students demonstrate techniques of preparation and administration for an intradermal(ID) injection. (Active from 2013 FA)	100.00%	96.48%
Students demonstrate techniques of preparation and administration for a subcutaneous(SC) injection. (Active from 2013 FA)	100.00%	96.48%
Students demonstrate techniques of preparation and administration for a Z-track intramuscular injection. (Active from 2013 FA)	100.00%	94.37%
Students comprehend proper storage, safety, inventory, and legal aspects of narcotic medications. (Active from 2013 FA)	100.00%	74.65%
Students demonstrate and complete medication calculation procedures. (Active from 2013 FA)	100.00%	58.45%
Students comprehend the fundamentals of vision examinations. (Active from 2013 FA)	100.00%	97.16%
MA68 - Medical Assisting Internship Experience		
Obtain experience in clinical and/or administrative duties at an externship site (Active from 2017 SP)	100.00%	100.00%
Identify and utilize clinical skills in the management of patients at an externship site (Active from 2017 SP)	100.00%	100.00%
Demonstrate ability to transition from student role to effective member of the healthcare team (Active from 2017 SP)	100.00%	100.00%
Identify and utilize administrative skills in the management of patients and medical office administrative duties in an externship site (Active from 2017 SP)	100.00%	100.00%
Employ clinical communication skills in the performance of their externship as evaluated by site preceptor (Active from 2017 SP)	100.00%	100.00%
Follow and comply with appropriate Health Insurance Portability and Accountability Act (HIPAA) privacy and security regulations in the use and maintenance of patient medical records in the performance of their externship as evaluated by site preceptor (Active from 2017 SP)	100.00%	100.00%

Course by SLO	Expected Performance	Performance
Prepare patients for examination, procedures, and treatments within the Medical Assistant Scope of Practice as evaluated by site preceptor (Active from 2017 SP)	100.00%	100.00%
MA73 - MA OCCUPATIONAL WORK EXP		
Obtain experience in clinical and/or administrative duties not in current job description (Active from 2017 SP)	100.00%	0.00%
Utilize clinical skills and/or administrative skills in the management of patients not in current job description (Active from 2017 SP)	100.00%	0.00%
Demonstrates ability to transition from student role to effective member of the healthcare team (Active from 2017 SP)	100.00%	0.00%
Identify and utilize administrative skills in the management of patients and medical office administrative duties in an externship site (Active from 2017 SP)	100.00%	0.00%
Employ clinical communication skills in the performance of their externship as evaluated by site preceptor (Active from 2017 SP)	100.00%	0.00%
Follow and comply with appropriate Health Insurance Portability and Accountability Act (HIPAA) privacy and security regulations in the use and maintenance of patient medical records in the performance of their externship as evaluated by site preceptor (Active from 2017 SP)	100.00%	0.00%
Prepare patients for examination, procedures, and treatments within the Medical Assistant Scope of Practice as evaluated by site preceptor (Active from 2017 SP)	100.00%	0.00%
MA74 - MA Occupational Work Exp		
Obtain experience in clinical and/or administrative duties not in current job description (Active from 2017 SP)	100.00%	0.00%
Utilize clinical skills and/or administrative skills in the management of patients not in current job description (Active from 2017 SP)	100.00%	0.00%
Demonstrates ability to transition from student role to effective member of the healthcare team (Active from 2017 SP)	100.00%	0.00%
Identify and utilize administrative skills in the management of patients and medical office administrative duties in an externship site (Active from 2017 SP)	100.00%	0.00%
Employ clinical communication skills in the performance of their externship as evaluated by site preceptor (Active from 2017 SP)	100.00%	0.00%
Follow and comply with appropriate Health Insurance Portability and Accountability Act (HIPAA) privacy and security regulations in the use and maintenance of patient medical records in the performance of their externship as evaluated by site preceptor (Active from 2017 SP)	100.00%	0.00%
Prepare patients for examination, procedures, and treatments within the Medical Assistant Scope of Practice as evaluated by site preceptor (Active from 2017 SP)	100.00%	0.00%
MA - 60 - Introduction to Medical Assisting		
Students differentiate characteristics of good personal and professional responsibilities used in a medical office setting. (Active from 2013 FA)	100.00%	61.67%
Students identify characteristics of customer service philosophy used in a medical office setting. (Active from 2013 FA)	100.00%	61.67%
Students understand basic communication skills used in a medical office setting. (Active from 2013 FA)	100.00%	61.67%
Students identify medical and legal issues in a medical office setting. (Active from 2013 FA)	100.00%	55.00%

Course by SLO	Expected Performance	Performance
Students comprehend the basics of medical records implementation, organization, and storage. (Active from 2013 FA)	100.00%	55.00%
Students prepare a medical office schedule of appointments from provided information. (Active from 2013 FA)	100.00%	47.46%
MA - 63 - Health Insurance Coding and Billing		
Student will understand the concept of CPT code selection of patient office visit or procedure (Active from 2016 FA)	100.00%	73.47%
Student will understand and successfully select the appropriate ICD-9-CM and ICD-10-CM codes. (Active from 2016 FA)	100.00%	73.47%
Student will be able to recognize and complete a Centers for Medicaid and Medicare (CMS) 1500 form utilized for billing a medial encounter (Active from 2016 FA)	100.00%	42.22%
MA - 64 - Medical Office Assisting		
Students learn to obtain temperature and accurately documents reading by either the disposable, tympanic, or temporal method. (Active from 2013 FA)	100.00%	93.75%
Students learn to obtain a radial and apical pulse and accurately documents readings. (Active from 2013 FA)	100.00%	94.94%
Students learn to obtain respiration rate and accurately documents the rate. (Active from 2013 FA)	100.00%	93.67%
Student learners will operate an aneroid blood pressure cuff within approved guidelines and accurately document reading. (Active from 2013 FA)	100.00%	72.15%
Student will understand and correctly position patients for special examinations. (Active from 2013 FA)	100.00%	97.47%
Student will understand and the process of sterilization and correctly produce packs for sterilization. (Active from 2013 FA)	100.00%	96.20%
Student will correctly identify instruments utilized in minor surgical procedures. (Active from 2013 FA)	100.00%	71.25%
MA - 161 - Medical Terminology		
Students correctly write the definition of a medical term. (Active from 2013 FA)	100.00%	75.33%
Students correctly write the medical term as spoken from a provider or staff member. (Active from 2013 FA)	100.00%	74.19%

Assessment Report (Part 2: Assessment Responses) : Version by **Natividad, Rachel** on **10/19/2023 15:02**

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Curriculum content is delivered in both the lecture and laboratory setting. Content delivery is reinforced with the use of video and live skills demonstrations, textbook reading assignments, and technology information resources. The Student Learning Outcomes (SLO) assessment process is threaded throughout the curriculum. Assessment of outcomes includes a combination of laboratory performance, lecture, quizzes, and final exams, as well as clinical evaluation and completion of externship course. The SLO assessment process occurs at the end of each semester. Data analysis occurs during our faculty meetings at the beginning of each semester. Strategies and approaches for areas needing improvement are discussed as well as the areas that are successful. SLO improvement plans are developed by the faculty as a result of this discussion. SLOs are also shared with practice partners during the advisory board meetings held biannually. Feedback from the advisory board are communicated with the faculty and included in improvement plans. SLO's for all courses will be reviewed and revised as needed during scheduled curriculum course reviews every 3-4 years.
Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

The process for the SLO improvement plan is ongoing. At the beginning of each semester, faculty meet to identify areas needing improvement and areas of strength. A thorough analysis and discussion of the data allows the faculty to develop an SLO improvement plan.

Note: Courses MA 73 and 74 are Medical Assisting Occupational Work Experience courses in which students need to be currently employed in a medical office in order to be eligible for the course. Students who are currently employed in a medical office up to 19 hours per week would enroll in MA 73. Students who are currently employed in a medical office more than 20 hours per week would enroll in MA 74. In the past few years, we have not had any students that met this criteria, therefore, no students have been enrolled in these courses, reflecting the 0% outcomes in the SLO data.

Based on the course SLO data, student performance is acceptable. The data reflects that 53% (17 out of 32) of the areas surveyed reported students performing at above 90%, and 22% of the areas surveyed reported students performing above 70%, and 25% of the areas surveyed reported the students' performance ranged from 42-70%. Areas needing improvement and correlating improvement plans are reflected in the table below:

Course	SLO	Score	Improvement Plan
MA 60	SLO 1-SLO 6	<62%	Assess content delivery as well as item analysis of course exams. Identify additional and alternative teaching methodologies to reinforce and deliver content more effectively. Include classroom assessment tools and practice exams to identify gaps in knowledge and intervene appropriately.
MA 66	SLO 3	58.45%	Provide medication calculations practice modules and medication calculations workshop.
MA 63	SLO 1&2	73.47%	Provide more exercises and practice exams for coding.
MA 63	SLO 3	42.22%	Utilize scenarios and provide more opportunities to utilize and practice completing the CMS 1500 form.
MA 64	SLO 7	71.25%	Include vignettes to allow students to practice identifying instruments utilized in minor surgical procedures.
MA 64	SLO 4	72.15%	Allow more practice time and one on one instructor feedback during practice of manual blood pressure monitoring. Use instructional lab assistants to assist students in practice to obtain mastery of the skill.
MA 161	SLO 2	74.19%	Provide more scenarios that include a healthcare provider or staff member communicating with the MA student using medical terminology.

Data Analysis of Program Data : Version by **Natividad, Rachel** on **11/01/2022 21:22**

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:
- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

The age group enrollment numbers for the College as a whole shows that the most populous age group enrolled is the 20-24 age group (32.03 %), followed by the 25-34 age group (22.84%). This is consistent with the age group enrollment numbers for the Medical Assisting program with the most number of enrolled students from the 20-24 age group at 43.38% and age group 25-34 at 27.79%.

In the past six years, Cerritos College has seen a decline in the following age groups: 19 and under, 20-24, 25-34, and 50 and over. This may be due to the recent pandemic where students may have left to other colleges, workforce placement, students moved to other areas, or a change of career focus. The 35-49 year olds in Cerritos College had consistent enrollment in the past six years. This may be due to an overall need for education for their career stability and their commitment to a more steady living situation in the local area or region regardless of economic, political, or pandemic influences.

When comparing the overall Cerritos College demographic enrollment trends for the past six years with the Medical Assisting Program demographic data by age, we have seen similar declines with the 20-24, and 25-34 age groups. The declining trend was especially noticed during the 2020-2021 school year when the pandemic started, thus causing many to reevaluate their career choices. However, in the MA program, there was a slight (3.31%) increase in enrollment of the19 and under age group in the year 2021-2022, indicating an increase in interest of this age group in the healthcare field. It is interesting to see that for the past six years, there was consistency with the 35-49 and 50 and over age groups. The consistent trend for these two groups may be attributed to the need for job placement predictability and a marketing push for these two groups to show them that they can still be productive in their later years of work life.

The College's student enrollment data by racial/ethnicity reveals that 68% of its students are Hispanic or Latino. This trend is evident in the MA student body, which enrolls more than 64.68% of this demographic. The racial and ethnic demographics for Cerritos College and the Medical Assisting program are similar with a small variation. The enrollment of Hispanic/Latino subgroups decreased in both from the 2018–2019 to the 2020–2021 academic year. While there was a slight increase of 2.58% in the number of Hispanic/Latino students enrolled in the MA program, the college's Hispanic/Latino enrollment rates continued to drop in 2021–2022.
The COVID-19 outbreak presented disproportionate dangers to the Hispanic/Latino community, and the nationwide shutdowns resulted in larger household income loss. All college-bound students have seen a reduction in enrollment due to families' reluctance to take on debt during the pandemic, but Latino/a households have been hit particularly hard by the economic crisis. Due to the pandemic, this community may end up sending fewer students to college or they may not be enrolling at the same rates.

Cerritos College demographics and the Medical Assisting Program by gender are similar in terms of having more female students (74.66%) enrolled than male students (23.80%). The enrollment trends by gender are also similar regarding a decline in female and unknown applicants. This may be attributed to different career and education options and openings for females to have more open access to areas that were traditionally focused on males such as construction, law enforcement, and STEM related careers. Cerritos College enrolled an average of 44% males in the last six years, while the Medical Assisting Program enrolled only 23.80% of the male students. Male applicants to the MA program and the college as a whole have decreased since the 2019-2020 school year. The Medical Assisting Program has tried to promote gender parity and highlight the rising trend of male students enrolling in the program in order to improve the number of applications from male students.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:
- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

The Enrollment Counts trend for Cerritos College and the Medical Assisting Program were similar in terms of the overall decline. Both saw an increase in count starting in 2017-2018 to 2018-2019 academic year, with a steady overall net total decline beginning 2019-2020 to 2021-2022 school year. The department lacked a full-time chairperson in 2018. The chairs of other departments, who are fully responsible for their own departments, were given the role of chairperson. This possibly resulted in a decrease in recruitment efforts for the program. The steep decline beginning the 2020-2021 year can be attributed to the COVID-19 pandemic and negative economic factors associated with it.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:
- How have the success and retention rates changed over time?

- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

The Success Rates differences between Cerritos College and the Medical Assisting Program are inverted. From 2018-2019 to 2020-2021, Cerritos College saw a 3.3% decline whereas the Medical Assisting Program saw a 13.4% increase in their success rate from 2019-2020 to 2021-2022. The increase may have been motivation to solve the need (in healthcare) to assist in the COVID-19 pandemic. A call to duty may have been a motivating factor for students in the Medical Assisting Program to succeed. Another factor that may have increased the success rate is the delivery method. Beginning in Fall 2020, courses were delivered remotely/online.

The retention rate for the Medical Assisting Program has seen much strength from 2016-2017 to 2020-2021. Within this timeframe, there was a net positive change of 11.87%. These positive retention rates were due to meaningful teacher instruction, accessibility of the learning for every student, and the pandemic that fueled a sense of duty for students to succeed. Retention decreased by 1.76% between 2020–2021 and 2021–2022, most likely as a result of COVID–19 fatigue or a decline in economic potential in the area, which may have sparked a move to other states or areas.

Cerritos College, on the other hand, had a decrease of retention from 2018-2019 to 2019-2020. The decrease may have been due to closures of certain courses, especially during the beginning of the COVID-19 pandemic in March 2020. From 2019-2020 to 2021-2022, there has been an increase in retention of 2.7% due to more students seeing a need to be in school to either start their careers or to matriculate to a UC or CSU; and a pandemic that started in early 2020, that may have decreased other opportunities, thus keeping them at bay at Cerritos College.

The MA60 course shows an average success rate of 58.48% over the past six years. This is an introductory course where students are seeking to find out if they are interested in this career path. This trend shows that a good number of students entering the program end up changing career paths and not continuing with the program. In addition, a full-time MA student usually starts in the Fall for a Spring completion. Spring enrollees on the other hand, are not as motivated for completion because they have two more semesters to complete.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:
- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

Success rates in the Medical Assisting program for the past six years steadily increased, with a more dramatic increase from 2019-2020 to 2020-2021 by 13.4%.
Although the online courses saw a slight decrease in success rates by 4.13%, a factor that may have increased the success rate between 2019-2020 and 2020-2021 is the implementation of social distancing protocols in the laboratory settings. Beginning in Fall 2020, COVID-19 social distancing protocols were implemented for on ground laboratory courses. As a result, smaller lab classes were put in place, providing more opportunities for one-on-one instructions to students.

MA 60 is a course where we consistently see a lower success rate. To increase the success rates for MA 60, the program is considering establishing a mentor program that connects 2nd semester students with the MA 60 (introductory course) students. We are hoping that this effort will keep the MA 60 students engaged, connected and motivated to continue with the program. We also plan on inviting recent graduates who are now employed to guest speak to the MA 60 students to show students the advantages of completing the program.

MA 68 drives the success rates of the program. A certificate of degree is awarded to MA students who successfully complete a set of courses. The students' completion of the program's last course (MA 68) demonstrates their successful program completion.
Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

The success and retention rates for the medical assisting program have seen a positive trend, therefore, programmatic changes will be due to efforts for growth and advancements. Our program strives to provide the students with the latest and best healthcare and information technology. This leads us to seek out and adopt new equipment and technology in response to the ever evolving healthcare environment.

Curricular Course Review : Version by **Natividad, Rachel** on **10/27/2022 22:16**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Curriculum review is completed by all faculty every 3-4 years. An in depth review of each Medical Assisting course is performed and assessed for rigor and relevance. Feedback from Advisory committee, graduates in the field, externship partners, practice partners, as well as information gained by faculty as members of professional organizations in the field of Medical Assisting are used to assess the program. Information from these sources inform faculty decisions on curricular changes.
Explain any course additions to current course offerings.

There have been no course additions to the current course offerings in the last six years.
Explain any course deletions and inactivations from current course offerings.

There have been no course deletions or inactivation to course offerings in the last six years.
Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:
- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

All courses that are required for the program's degrees and certificates have been offered during the last two years. There have been no changes to the degree or certificate of completion over time. Compared to the size of the program (80 new enrollments/year), the program has approximately 40 graduates per year. The completion rate depends on the students ability to follow the set pathway of the program. Many students do not complete within the 2 semester path, and follow their own pace of completion. Many students complete the program within 3-4 semesters instead.
Are any licensure/certification exams required for program completion or career entry?
- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

There are no licensure or certification exams required for program completion or career entry. However, there are recommended certifications that graduates can pursue in order to become more marketable and to be competitive. Some employers prefer certified medical assistants. Medical Assisting faculty provide resources and recommendations for certifying organizations.

Program Reflection

Six-Year Program Reflection : Version by **Natividad, Rachel** on **11/21/2022 11:08**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The Medical Assisting program has been successful in a number of areas. Goals are to continue the increase in male students within the program that we have seen over the past six years, as well as increase in overall enrollment in the next six years. Faculty discussions center around digital recruitment and retention strategies to increase enrollment, success, and completion numbers. Growth that may facilitate greater enrollment will be the approval of several of our MA courses for Online Distance Education; increasing advertising on digital platforms for both our on ground and online learning options; and collaborating with the Learning Career Pathways and Dual Enrollment programs to explore strategies for increasing student enrollment and retention; and establishing a Medical Scribe program aimed at high school students wishing to receive a short amount of training and begin employment, while continuing their education and advancement in the healthcare field.

To recruit more male students, the MA program has added a male student in brochures and the medical assisting website. We plan to highlight male students in a variety of methods both in printed and social media. We would also like to invite male alumni to discuss their professional success with MA 60 (introductory course) students. Another goal is to establish a mentor program in hopes that students can stay connected and thus increase retention rates within the program.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

In the past six years, there have been more certificates awarded than degrees. There is an average of 2 degrees awarded in a graduating class of students. In 2020, there were 4 degrees awarded and 32 certificates of achievement awarded. We promote the achievement of both the certificate and the degree, however, in the Medical Assisting field, obtaining a degree does not guarantee more pay than obtaining a certificate.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

COVID 19 affected the program in the following ways:
Negative: Courses were halted during Spring 2020 due to COVID-19 so completion rates were delayed.
Positive: Remote courses offered, which allowed for more students to be enrolled in the courses and an increase in success rates.
Laboratory courses were expanded (2 sections of lab courses were offered instead of one due to the social distancing protocols, which allowed only 10 people per room), allowed for more one on one instruction and an increase in success rates for these courses.

Leadership:
The administrative duties were divided among the faculty prior to this term because the program did not have a designated program director (an interim dean for the previous year and a half) and a stable department chair (for the prior three and a half years). As a result, many chair duties were not carried out.
There was a designated interim department chair, but in addition to the Medical Assisting department, the designated interim chair was also fully in charge of their own department. As a result, long-term goals for the previous six years were not given priority, advertising, recruitment efforts, and program assessment were put off.
The position of Dean of Health Occupations has been filled as of Fall 2022, and the Medical Assisting program now has a full-time chair. The program anticipates attaining its six-year objectives under this new, more reliable leadership.

DESPITE THE CHALLENGES PRESENTED BY THE COVID-19 PANDEMIC AND THE LACK OF FULL-TIME FACULTY AND STABLE LEADERSHIP SINCE 2018, THE PROGRAM IS VERY PROUD OF GETTING THROUGH THESE DIFFICULT TIMES. THE FACULTY'S PERSEVERANCE AND HARD WORK WERE EVIDENT AS ADMINISTRATIVE RESPONSIBILITIES WERE DISTRIBUTED AMONG THEM, AND THEY CONTINUED TO PROVIDE THE STUDENTS WITH RIGOROUS INSTRUCTION AND A STRONG SUPPORT SYSTEM.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Recently, one adjunct faculty was hired as a full-time tenure track faculty and is on track to earn her Bachelor of Science Degree. Another adjunct faculty recently obtained her career technical education teaching credential through the California Commission on Teacher Credentialing. In addition, we have one adjunct faculty who is working on a second Masters Degree.

Provide a status update on goals from the last program review cycle.

Goal: Add a day program- completed
In Spring 2017, The program added daytime course offerings to accommodate both traditional and working students. Due to the pandemic, the assessment of the impact of offering a day program has been difficult. We continue to offer both day and evening courses and will monitor the graduation rate for each program.

Goal: Establish a Medical Billing/Coding Certificate Program- not completed/canceled
Research revealed that the need is for credentialed and certified medical coders rather than a certificate of completion for medical billing and coding. This would necessitate establishing an entirely different program on its own that would not be a part of Medical Assisting.
THE PROGRAM WILL CONSIDER PURSUING THIS CERTIFICATE AT A LATER STAGE.

Goal: Establish a Phlebotomy Certificate Program- cancelled
This goal was on hold due to the lack of leadership to spearhead the project. Recent research revealed that there are currently several phlebotomy certificate programs offered at other institutions in the neighboring communities (e.g. Long Beach Community College, Downey Adult School, and several private colleges) thus decreasing the need of the community for the phlebotomy certificate program.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

The program received new EKG machines funded through the **STRONG WORKFORCE** grant. The program also obtained 40 IPads to simulate the Electronic Health Record (EHR) and allow students to practice. This has allowed our students to become more familiar with navigating the patients' EHR, accessing pertinent patient information and practicing documentation of patient findings.

Resource Requests

Faculty Resource Request(s) : Version by **Natividad, Rachel** on **09/14/2022 16:58**

None

Program/Department/Division:

No Value
Title of instructor position:
No Value
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value
Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value
Cost estimate:
No Value
Occurrence:

- Recurring expense
- One-time augmentation

No Value
Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value
Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.
No Value
If this position is not filled, what is the potential impact to student success?
No Value

Classified Resource Request(s) : Version by **Natividad, Rachel** on **09/14/2022 16:58**

None

Program/Department/Division:
No Value
Position requested:
No Value
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value
Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value
Cost estimate:
No Value
Occurrence:

- Recurring expense
- One-time augmentation

No Value
Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value
Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value
If this position is not filled, what is the potential impact to student success?
No Value

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by **Natividad, Rachel** on **11/21/2022 11:08**

Program/Department/Division:

Medical Assisting Program/ Health Occupations Division
Position requested:

1. Instructional/Academic Support Grade 3
2. **SPECIALIZED SUPPORT II**
3. **INSTRUCTIONAL ACADEMIC SUPPORT GRADE 4**
Priority:
1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important
Is this position:
- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New (not in the current budget)
Cost estimate:

1. Instructional/Academic Support Grade 3 - **$17,812/YEAR**
2. **SPECIALIZED SUPPORT II- $46,000.00/YEAR**
3. **INSTRUCTIONAL ACADEMIC SUPPORT GRADE 4 - $21,000/YEAR**
Occurrence:
- Recurring expense
- One-time augmentation

Recurring expense
Funding source:
- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

1. Instructional/Academic Support Grade 3-General fund
2. **SPECIALIZED SUPPORT II- GRANTS/CONTRACTS**
3. **INSTRUCTIONAL ACADEMIC SUPPORT GRADE 4 - GRANTS/CONTRACTS**
Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.
1. Instructional/Academic Support Grade 3
The instructional lab assistant will assist the instructor with lab set up and clean up, assist faculty with answering student questions, reinforcing skills demonstrations, and assist with simulation scenarios. The lab assistant will also help set up for practicum examinations.

2. **SPECIALIZED SUPPORT II**
A SPECIALIZED SUPPORT II STAFF WILL IDENTIFY AND MEET WITH IDENTIFIED "AT-RISK STUDENTS" TO ASSIST THEM IN EVALUATING BARRIERS TO SUCCESS IN THE PROGRAM. THEY WILL IMPLEMENT EARLY INTERVENTION BY IDENTIFYING STRESSORS, COPING MECHANISMS, AND SOFT SKILLS ESSENTIAL TO SUCCEEDING IN THE PROGRAM. THEY WILL WORK TOGETHER TO SET GOALS AND DEVELOP A PLAN FOR SUCCESS. IN ADDITION, THEY WILL REFER STUDENTS TO AVAILABLE SERVICES/RESOURCES ACROSS THE CAMPUS OR IN THE COMMUNITY AS NEEDED. THIS SUPPORT STAFF WILL ALSO HOLD STUDY SKILLS, TIME MANAGEMENT, AND TEST STRATEGIES WORKSHOPS FOR MEDICAL ASSISTING STUDENTS. THIS WILL ASSIST IN THE PROGRAM'S RETENTION EFFORTS AND GOAL OF INCREASING RETENTION AND SUCCESS RATES.

3. **INSTRUCTIONAL ACADEMIC SUPPORT GRADE 4**
AN *INSTRUCTIONAL ACADEMIC SUPPORT STAFF GRADE 4* SPECIFICALLY GEARED FOR MEDICAL ASSISTING STUDENTS WILL DETERMINE THE STUDENTS' LEARNING STYLE, PREFERENCES AND GOALS, AND THE BEST RESOURCES THAT WILL ASSIST THEM IN REACHING THOSE GOALS. AT KEY TIMES DURING THE TERM, PARTICULARLY WHEN STUDENTS ARE GETTING READY FOR A MIDTERM OR A FINAL TEST, THE TUTOR WILL DO ONE-ON-ONE SESSIONS WITH EACH STUDENT. THE FACULTY WILL CHOOSE COMPETENT APPLICANTS FROM A POOL OF MEDICAL ASSISTING PROGRAM ALUMNI WHO ARE VERSED IN THE TERMINOLOGY AND PROCEDURES USED IN ALL MEDICAL ASSISTING COURSES. THIS WILL ASSIST IN THE PROGRAM'S RETENTION EFFORTS AND GOAL OF INCREASING RETENTION AND SUCCESS RATES.

If this position is not filled, what is the potential impact to student success?
Instructional/Academic Support Grade 3:
If this position is not filled, the potential impact for students are:
It will take longer for the faculty to get around to all students to address and clarify questions during lab sessions.
There will be less instruction time for the students because faculty will have to round with a greater number of students during lab sessions.
Students will not receive the one on one assistance that they would have received if the lab assistant was available to help with skills, scenarios, set up and clean up.

SPECIALIZED SUPPORT II AND INSTRUCTIONAL ACADEMIC SUPPORT GRADE 4
THE PROGRAM'S EFFORTS TO INCREASE RETENTION WON'T BE SUCCESSFUL IF THIS POSITION IS NOT FILLED. THE MA 60 COURSE'S STUDENT SUCCESS RATE WILL LIKELY REMAIN LOW, AND MORE STUDENTS MAY DECIDE TO DROP OUT OR CHANGE CAREERS AS TIME GOES ON.

Professional Development Resource Request(s) : Version by **Natividad, Rachel** on **11/21/2022 11:08**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.
No Value
Professional Development Resource Request(s):

OnCourse- workshop (2023)
American Association of Medical Assistants (AAMA) Medical Assisting Conference (April, 2023)
Priority:
    1. Critical (mission critical or must have)
    2. Important (creates value and efficiency for program)
    3. It can wait (would be nice if the money is available)

2. Important (creates value and efficiency for program)
Cost estimate:

$2250
Occurrence:
- Recurring expense
- One-time augmentation

Recurring annual expense
Funding source:
- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins/Strong Workforce

Facilities Resource Request(s) : Version by **Natividad, Rachel** on **09/14/2022 16:58**

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

Spirometer-2
Centrifuge machine- 2
Stethoscopes- 28
Visual Screener Titmus -1
Ishihara Color Books-1
Audiometer-1
Tympanometer-1
Ear Lavage Mannequin-1
Holter Monitor-5
Pulse Oximetry handheld devices-1
Suture material for suture removal practice-1
Fecal Occult Blood (Hemoccult)-1 for Students to take home collect and bring back for testing
Instruments to make at two surgical packs (minimum 5 instruments thumb forceps, hemostats, [curved and straight], allis clamp, [straight, curve], iris scissors, knife blade, needle holders), knife blade removers
Multiple Nebulizers -for set up practice
Sigmoidoscope -for visual demonstration
Vital Signs Monitors with rolling stands
Additional Advanced Four-Vein Venipuncture Training Aid

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Obtaining an updated version of equipment will allow the program to stay relevant, thus allowing students to be trained using the most up to date technology. Not getting this request fulfilled would keep the program from its goals of advancements in technology.

The program is in need of high quality stethoscopes that will facilitate students' assessment of the patient's vital signs and other pertinent patient assessments.

All materials and machines mentioned above are either updates to our current machines or are materials needed to allow students to practice the application of the skills taught in the Medical Assisting courses.

Facilities Resource Request(s):

None
Priority:
1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

N/A
Cost estimate:

N/A
Occurrence:
- Recurring expense
- One-time augmentation

N/A
Funding source:
- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

N/A

Technology and Software Resource Request(s) : Version by **Natividad, Rachel** on **11/21/2022 11:08**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

New Electronic Health Record. Creates value and efficiency of the program. This software program is essential if we are to establish a Medical Scribe Program.
Disciplines who may share the latest EHR program could be nursing, physical therapy assistant, and pharmacy technician assistant.

GOREACT SOFTWARE ACCESS. THIS IS A CLOUD-BASED VIDEO SOFTWARE PACKAGE THAT ENABLES INSTRUCTORS TO GRADE, COMMENT ON, AND PROVIDE TIME-CODED FEEDBACK ON STUDENTS' PERFORMANCE IN LABORATORY SKILLS. THIS PROGRAM IS VALUABLE FOR STUDENTS' LEARNING AND DEVELOPMENT AND WILL RAISE THEIR SUCCESS AND RETENTION RATES IN THE COURSE.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?
New Electronic Health Record:
Healthcare is continuously evolving and has improved considerably due to technology. As such, the need for the latest electronic health record (EHR) program is crucial in providing efficient, high-quality care to patients and improving the workflow health care providers. Information technology is a huge industry in healthcare and it is ever-evolving. The program needs to stay up to date with the latest version a Electronic Health Record program. Obtaining an up-to-date Electronic Health Record will allow the students to keep up with current trends in accessing and obtaining patient information.

If this request is not fulfilled, the students will use an older version on the EHR. This could result in students not receiving training on the newest and latest updates on the EHR that are currently used in practice. This in turn may jeopardize the graduates' employability.

GOREACT SOFTWARE ACCESS:
AN AVERAGE OF 35 STUDENTS WILL ENROLL IN A LABORATORY COURSE NOW THAT CLASSES ARE FULLY BACK IN SESSION. IT BECOMES VERY DIFFICULT FOR ONE FACULTY TO TEACH AND EVALUATE 35 STUDENTS IN SKILLS. THE AMOUNT OF ONE-ON-ONE INSTRUCTION AND FEEDBACK DURING SKILL ACQUISITION AND PRACTICE HAS DECREASED. INSTRUCTORS CAN GRADE, COMMENT ON, AND GIVE TIME-CODED FEEDBACK ON STUDENT PERFORMANCE IN LABORATORY SKILLS USING THIS SOFTWARE PROGRAM. THIS PROGRAM WILL INCREASE STUDENTS' SUCCESS AND RETENTION RATES IN THE COURSE AND IS VALUEABLE FOR LEARNING AND DEVELOPMENT.

THE STUDENTS MIGHT NOT RECEIVE ADEQUATE FEEDBACK DURING SKILL PRACTICE IF THIS REQUEST IS NOT GRANTED, WHICH COULD LOWER THEIR SUCCESS AND RETENTION RATES IN THIS COURSE.

Technology and Software Resource Request(s):

New Electronic Health Record software program
GOREACT SOFTWARE ACCESS

Priority:
     1. Critical (mission critical or must have)
     2. Important (creates value and efficiency for program)
     3. It can wait (would be nice if the money is available)

1. Critical
Cost estimate:

1. Electronic health record-$2000/semester
2. GOREACT SOFTWARE ACCESS- $13,500/year
Occurrence:
- Recurring expense
- One-time augmentation

recurring expense- subscription
Funding source:
- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins/Strong Workforce

Other Resource Request(s) : Version by **Natividad, Rachel** on **09/14/2022 16:58**

Identify and justify any other needs. Explain how it will help the program better meet its goals.

None
What impact will this have on student success? What is the consequence of not getting this request fulfilled?
No Value
Other Resource Request(s):
No Value
Priority:
     1. Critical (mission critical or must have)
     2. Important (creates value and efficiency for program)
     3. It can wait (would be nice if the money is available)

No Value
Cost estimate:
No Value
Occurrence:
- Recurring expense
- One-time augmentation

No Value
Funding source:
- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Prioritized Resource Request Recommendations : Version by **Natividad, Rachel** on **09/14/2022 16:58**

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Spirometer-2	2	$800	Update lab/practice materials and software programs annually

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Centrifuge machine- 2	2	$800	Update lab/practice materials and software programs annually
Electronic Health Record	1	$2000/semester	Update lab/practice materials and software programs annually
Stethoscopes (Littman Classic III)	28	$2240	Update lab/practice materials and software programs annually
Visual Screener Titmus	1	$3000	Update lab/practice materials and software programs annually
Ishihara Color Books	1	$250	Update lab/practice materials and software programs annually
Audiometer	1	$1000	Update lab/practice materials and software programs annually
Tympanometer	1	$1500	Update lab/practice materials and software programs annually
Ear Lavage Mannequin	1	$200	Update lab/practice materials and software programs annually
Pulse Oximetry handheld device	1	$170	Update lab/practice materials and software programs annually
Suture material for suture removal practice	1	$250	Update lab/practice materials and software programs annually
Fecal Occult Blood (Hemoocult)	1	$100	Update lab/practice materials and software programs annually
Nebulizers	6	$200	Update lab/practice materials and software programs annually
Sigmoidoscope	1	$500	Update lab/practice materials and software programs annually
Vital Signs Monitors with rolling stands	6	$3000	Update lab/practice materials and software programs annually
Advance four-vein venipuncture training aid	6	$1915	Update lab/practice materials and software programs annually

Career Technical Education (CTE) Supplemental Questions : Version by **Natividad, Rachel** on **10/27/2022 22:16**

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

Currently the labor market demand for medical assistants continues to be strong, with a slight decline. There is a negative trajectory (-3.41%) of the market opportunity for medical assistants. Although there is a slight decrease in the number of positions offered, according to the US Bureau of Labor Statistics, employment of medical assistants is projected to grow 18 percent from 2020 to 2030, much faster than the average for all occupations. About 104,400 openings for medical assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

The growth of the aging baby-boom population will continue to increase demand for preventive medical services, which are often provided by physicians. As a result, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients.
An increasing number of group practices, clinics, and other healthcare facilities will also need support workers, particularly medical assistants, to complete both administrative and clinical duties. Medical assistants work mostly in primary care, a steadily growing sector of the healthcare industry.

The US Bureau of Labor Statistics' (BLS) previous percent change in employment, projected 2012-2022: Medical Assistants was 29%. Although decreased from the past years, BLS still projects an increase in employment for medical assistants over the next 7 years. Percent change in employment, projected 2020-2030: Medical Assistants 18%, Other healthcare support occupations 16%, Total, all occupations 8%. Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Medical Assistants, at https://www.bls.gov/ooh/healthcare/medical-assistants.htm (https://www.bls.gov/ooh/healthcare/medical-assistants.htm) (visited September 1, 2022).

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The program offers a Certificate of completion or an Associate Degree in Medical Assisting. The program teaches both front and back office assisting. We have the use of Electronic Health Record as part of the curriculum and we also teach health care billing, coding, phlebotomy, and health insurance. Students can finish the program in two semesters and they are provided with a 180 hours externship opportunity in many clinics, medical offices, and urgent care sites in the surrounding communities. One component that addresses the needs of our student population and are not met by similar programs is the offering of a day program and an evening program. This has led to more opportunities for the working student to enroll and complete the program.
What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.
Perkins Core Indicators
The U.S. Department of Education uses Core Indicators to evaluate program success and needs. Each key indicator has precise performance goals defined, and the program is responsible of achieving those targets. The analysis of the Medical Assistant program revealed that the Core Indicator for Postsecondary Retention and Placement is above the district negotiated

levels, however, the Core Indicators for Earning Postsecondary Credential, Non-Traditional Program Enrollment, and Employment are below the district-negotiated levels (for cohort year 2019–2020).

Source: https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Forms_All.aspx

The outcomes indicate that the Medical Assisting Program has fulfilled district target on the following core indicator:

1. Postsecondary Retention and Placement:
 Definition (https://cte.ed.gov/accountability/core-indicators): The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in
 advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
 District Target 74.53%
 Program Performance for Cohort 91.53%
 Program Performance for Individuals with Economically Disadvantaged Families 92.73%
 The program exceeded the district target by 17% for the cohort and by 18.2% for individuals with economically disadvantaged families.

The outcomes indicate that in order to fulfill district targets, the Medical Assistant Program needs to concentrate on improving the following levels:

1. Earned Post-Secondary Credentials:
 Definition: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
 **This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets "within 1 year of completion" to have the plain meaning of those words: "that the student would be counted if the student obtains the credential in the 1 year following that student's completion of the program.
 District target 81.32%
 Program Performance for Cohort 70%
 Program Performance for Individuals with Economically Disadvantaged Families 72.22%

 For the cohort, this important metric fell 11.3% short of the district target. This core indicator for individuals from economically disadvantaged families was 9.1% below the district target. One factor could be that students are failing to finish the coursework and other requirements necessary to receive the official certificate from Cerritos College. In this open enrollment program, students have the option of finishing the course of study in as few as two semesters. Due to social, family, economic, or other issues that the student may be facing, the program may take longer than two semesters to complete. Instead of the required path of 2 semesters, students frequently graduate in 3–4 semesters. Many students attend the program while working. Work obligations could make it difficult to finish the program in the recommended time frame. Because no general education classes are necessary to enroll in the program, many students who enroll there have weak foundational knowledge and are underprepared for college-level coursework.

 The Cerritos College Medical Assisting program awarded 4 Associates Degrees and 32 Certificates of Achievement in 2020 . This trend has been steady over time,   with an average of 35 students completing a certificate or an award each academic year (with the exception of COVID). In the region, there were 74% of certificates awarded compared to 3.4% of degrees awarded. Although the program encourages the achievement of both a certificate and an Associate degree, obtaining a degree is not a requirement for employment and does not guarantee more pay than obtaining a certificate of achievement in the Medical Assisting field.

 The MA program intends to work with the IERPG department to find out how many students are completing the certificate of completion and degree for Medical Assisting. This data will provide the information needed to rule out any possible causes for the cohort's non-completion. The students can also be given a survey on the financial and other support resources they require to continue attending and succeeding in the program.

2. Non-traditional Program Enrollment:
 Definition: Percentage of nontraditional CTE Concentrators in programs of study that are nontraditional for their gender.
 District Target 23.43%
 Program Performance for Cohort 8.70%
 Program Performance for Economically Disadvantaged Families 9.52%

 The non-traditional program enrollment core indicator for the cohort was -14.7% and -13.9 for individuals with economically disadvantaged families, indicating that the non-traditional population (male) is quite low in comparison to the district negotiated levels. The number of male candidates for the Medical Assisting Program increased slightly since the 2019–2020 academic year, but it was still below the district target. The male population continues to be underrepresented in the program, so this is an area that the program needs to address. Due to the field's historical female dominance, finding male participants has always been a challenge. Many believe that only women should pursue careers in medical assisting. Because most perceive that medical assisting is a pink-collar profession where men would be too intimidating to their clientele, particularly in OB/GYN and pediatrics, most health care institutions are accustomed to solely employing female candidates. Another prevalent misconception that makes it difficult for male medical assistants to advance in their chosen sector or land a good job is the assumption that women offer superior care to men. Male medical assistants face discrimination in a number of healthcare companies. It is important to take this matter seriously since it will have a significant effect on both the qualified male applicants and those who hope to become licensed medical assistants in the future.
 The program is investigating possible solutions to the low enrollment of male students. Increasing recruiting efforts at college major fairs, conducting program information sessions at which male alumni will speak, and soliciting input from current male students are a few suggestions.

3. Employment:
 District target 73%
 Program Performance for Cohort 68.18%
 Program Performance for Individuals with Economically Disadvantaged Families 70%
 According to the Employment Core Indicator, the program fell 4.8% short of the district target for the cohort and 3.0% short of the target for individuals from economically disadvantaged homes. Employer surveys that would track the employment rates of our graduates have not been conducted for the MA program. We are exploring the most efficient methods for gathering information about employment. To remedy this issue, we are looking at developing employer surveys.

Grant funds will continue to be used by the program for activities including marketing, teacher professional development, and updating outdated equipment to meet industry standards. This should help raise core indicators over time.

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

Although some employers prefer to hire certified medical assistants, there are no licensure or certification required for entry into the workforce for medical assistants.