2013-2014 ANNUAL PROGRAM PLAN AND REVIEW

Department/Program Title: Medical Assisting Department
Date Submitted: 3/26/14

0. Key Findings:

1. Planning Group:
Adjunct Faculty
    Victoria Clinton
    Dior Hartford
    Kate Charlton
    Trudy Ferree
    Ann-Tina Barisone

Advisory Committee
    Julie Bonafede
    Paulette Bundy
    Karen Palladino
    Michael Taradash, MD
    Karen Toman
    Lori Uhlig
    Teri Woodworth

2. Writing Team and Contact Person:
    Victoria Clinton
    Dior Hartford
    Kate Charlton
    Trudy Ferree
    Ann-Tina Barisone

    Contact Person: Victoria Clinton

3. Program Information

    A. Program Personnel
    Adjunct Faculty
        Victoria Clinton
        Dior Hartford
        Kate Charlton
        Trudy Ferree
        Ann-Tina Barisone

        ~~Student Worker~~ Short Term Temp Assistants
        Jesus Walker-Salas
        Heather Nava

Student Assistants for Program:
        Debbie Szeto
        Loubna Chraibi

B. Program Mission and vision
The mission of the Medical Assisting Program at Cañada College is to provide education and training directed towards career development in cooperation with the medical community in order that students may achieve gainful employment in healthcare, to advance in current employment positions, and to update skills in order to maintain current employment.

The Medical Assisting Department goals for each academic year include expanding the advisory board when necessary experts are needed, review and update curriculum, certificates, and degree offered with assistance from advisory board in order to meet the needs of the medical community. The Medical Assisting courses are all taught by dedicated, experienced adjunct faculty members. There is one non-tenured full-time faculty member teaching in the Career Advancement Academy (accelerated one-year program for the Medical Administrative Assistant) who is paid out of a grant. There are no full time faculty members teaching the traditional courses in the department at this time due to the expertise that each faculty member brings to the team.   Each professor participates in promoting the program throughout San Mateo County.   An ongoing goal for the Medical Assisting Department is to provide a steady stream of medical administrative assistants, medical coding specialists, medical assistants, and medical billing specialists to the workforce. While statistics show an increasing need for allied health care professionals there is a difference between need and what health facilities can afford.

The entire faculty works closely in securing guest speakers, externship sites, and employer outreach. It is imperative to have close contact with the medical community to assure that the program stays up-to-date with changes in the field and to keep the program in the public eye. The Medical Assisting Advisory Committee continues to strengthen and there are more partnerships with potential employers.

The Medical Assisting Program contributes to the mission of the College and District by:

a) Providing up-to-date quality instruction for student learning and success.

b) Offering course work leading to the four Medical Assisting certificates and or an Associate of Science Degree, as well as elective courses to enable students to transfer to the California State University system or four year private institutions.

c) Providing health career education and training to meet medical community needs for first time students, continuing students, returning students, as well as individuals who need to update their skills for a promotion and or career change.

d) Recruiting students from all ethnic, age, gender, and economic groups.

C. Expected Program Student Learning Outcomes

1. Students will receive education and training directed towards career development in cooperation with the medical community in order that students may achieve gainful employment in healthcare.

2. Students will achieve education and training to update skills in order to maintain current employment.
3. Students will receive education and training to advance in current employment.

Assessment Tools:

Student successful completion of certificate program
Advisory Committee feedback and program recommendations
Feedback from externship sites and medical community at large
Graduates passing certification exams

4. Response to Previous Annual Program Plan and Review

5. Curricular Offerings

A. Attach the following TracDat and Curriculum data in the appendix:
SLOAC completed through Fall 2013. See attached TracDat Report.
Criteria meet for all courses.

B. Identify Patterns of Curriculum Offerings
Medical Assistant (Degree program): MEDA 100, 110, 115, BIOL 130, MEDA 111, 140, 120, 160, 190, 121, 150, 672.

Medical Administrative Assistant: MEDA 100, 110, 115, 111, 140, 160, 150, 190.

Medical Billing Specialist: MEDA 100, 110, 160, ACTG 100, MEDA 150, 111, 161/162/163 (Spring only), 164/165/166 (Fall only).

Medical Coding Specialist: MEDA 110, BIOL 130, MEDA 111, 161/162/163 (Spring only), 164/165/166 (Fall only).

The ideal course sequence is determined by input from the medical community.

6. Program Level Data

A. Data Packets and Analysis

Enrollment Patterns & Course Offerings & Department Efficiency
The average enrollment per section has remained consistent throughout the semesters. The enrollment is identified as College average. Department

efficiency is lower than average this is in part due to limited seating in classes held in computer labs and law governing RN (teacher)/student ratio in clinical classes.

Student Retention Rate
The student retention rate is 89.8% which is very good considering the high standards dictated by the medical community and the fact many of our students work and are parents. Down slightly from 2012 due to improving economy.

Student Success Rate
The student success rate in SP13 was 86.3% up 1.1% from SP12 and an excellent rate considering the high standard.

Student Enrollment Status Profile
The data shows a high percentage (87%) of continuing students. This percentage has increased over the semesters. It is up 2% from Spring 2012. First time student percentage is always higher in Fall than Spring.

Student Goal Orientation
Percentage of students receiving certificates 57% is very good since our four certificate programs are of varying length.

The faculty is making a concerted effort to get students completing the "administrative" certificates to apply for the certificate. The Medical Assistants always apply and is easier to monitor.

We have also noted from our class list that quite a few of our students do not have one of the medical assisting certificates listed as their major or never change their major even though they graduates from one of our programs. An effort will be made to try to make this more accurate.

Student Demographics

Student ethnicity has remained consistent over the year and reflect the demographics of the city and county. Gender (female 86% male 13%) reflects the demographics of Allied Health, and is the same as in 2012.

Student Education Attainment

Percentage of Post-Secondary degrees has remained consistent.

B. **Analyze evidence of Program performance. Explain how other information may impact Program.**

The Medical Assisting courses offered at Cañada College are available for all age groups, demographics, and ethnicities in order for the students to meet the requirements of the specific Medical Assisting Department certificates and Associate of Science degree to gain employment. The curriculum is reviewed on a yearly basis by the departmental members and members of the Advisory Board to ensure the students will have the necessary skills required for the job market.

The Medical Assisting Program has remained current by faculty and staff continually reviewing their individual course outlines and course material. Also, the faculty keeps abreast of the latest medical technology and medical information to keep the curriculum current. In particular the changes in medical insurance, medical coding, and electronic medical records has resulted in recent updating.

7. Action Plan

Several Course title changes and curriculum changes are being made to bring course in line with current industry terminology and have been submitted in Curricunet. Curriculum development is underway to provide ICD-10 Coding as a full course by Federal deadline date of October 1, 2014 and is being offered in SP14. Medisoft software meets the request of electronic medical (health) records training for EPIC and other electronic programs.

The Medical Assisting Advisory Board meets twice per year in fall and spring to discuss and gather input on changes in industry, internship possibilities, curriculum review and update. The advisory board provides valuable recommendations and assistance in the assessment, development, and implementation of educational curricula for the department.

8. Resource Identification

A. Faculty and Staff hiring requests
No full-time or part-time faculty requests at this time. The Medical Assisting Department has a continuing need for a clinical assistant to assist within the two clinical procedure courses and to assist students outside of the classroom, student aide in terminology, and a tutor for the Learning Center.

B. Professional Development needs
All adjunct faculty participate in department meetings, Advisory Committee meetings, keeping current in their areas of expertise, updating of curriculum, and developing new courses as needed. Kate Charlton and her clinical students participate in the Health Fair on campus.

It is essential that this participating and updating continues as well as the development of the ICD-10 curriculum.

C. Classroom & Instructional Equipment requests

The quality and accessibility of the facilities is good as the Medical Assisting Department uses Smart classrooms throughout the campus.

In order to give experience in electronic charting in the Clinical Lab the following equipment is essential: Four laptops and four adjustable (to standing height) rolling stands to hold laptop and room for 8 1/2 by 11 papers. Known as COWs (Computer on Wheels) – Now approved.

It is difficult to project what technologies might occur in the future, but the Medical Assisting Department will make any future needs know in the Annual Program Review.

D. Office of Planning, Research & Student Success requests
None

E. Facilities requests

A Workforce building needs to be built wherein all CTE programs are housed and not scattered around the campus; at present time, the Medical Assisting clinical courses are out at the portables and we need to bring the entire program closer together and having the new building would be a benefit to all CTE programs.