



San Joaquin Valley College Program Review Report

Program: Medical Assisting

Date: February 27, 2015

PR ID#: M30981

Summary of Findings and Actions:

Constituents examined program data for time periods that included previous longitudinal program achievement data (03/21/2011 to 04/16/2012) and recent program data (05/21/2012 to 06/17/2013).

PLACEMENT:

A primary focus of the data analysis was on placement. Aggregate recent placement data shows a 60% placement rate from the previous placement rate of 65%. Recent data for degree students shows a 64% placement rate from the previous placement rate of 69%. Recent data for certificate students shows a 55% placement rate from the previous placement rate of 59%.

Anthony Romo, Director of Career Services addressed the group and emphasized the significance of placement in regard to the overall health of the program. He pointed out that there are two measures on the strategy map that signify success: graduation and placement.

Anthony also covered the regulations for placement in accordance with the BPPE (Bureau of Private Postsecondary Education). In order to consider a graduate as placed, it must be accomplished within six months from the date of graduation. Anthony stressed the importance of instructor involvement and some of the trends being seen in the medical field including the Meaningful Use Act, Electronic Health Records, a 45 wpm typing requirement, and an increased demand for credentialed medical assistants.

In conclusion, it was agreed upon by the group that instructors should work towards increasing professionalism, certifications, extern and employment opportunities, student confidence, familiarity with CSS100 and extern requirements, and communication with Career Services on trends and advancements in the field. The group also agreed upon a collaborative effort to increase placement percentages through such initiatives as the development of lesson plans and mastery assessment questions aligned with certification (see **Action Items #1 and #2**, and **Appendix A**).

RETENTION and GRADUATION:

Five week and fifteen week retention along with graduation rates remain relatively unchanged when comparing previous and recent data sets. Each of these measures is below its targeted goal. Specific program actions identified to increase these measures are the development of lesson plans and aligning mastery assessment questions with certification requirements (see **Action Items #1 and #2**). In addition, institutional initiatives to be implemented throughout 2015-2016 emphasize instructional strategies, classroom observations and instructional coaching with the goal of improved retention and graduation rates.

CERTIFICATION (see section II):

Aggregate certification data for 2014 reveals that 27% (275 out of 1,012 students) took a certification exam and of those 72% (197 students) passed the exam. Certification of SJVC MA students suggests that this will offer a competitive advantage for placement of SJVC graduates over other applicants. The group agreed that it would be beneficial to not only strengthen the current certification protocol at the campus level but to develop common mastery assessment questions specifically aligned with the certification exams as well (see **Task #1** and **Action Item #2**).

ATTENDANCE and COURSE COMPLETION (see section II):

Current program data shows attendance in all nine courses examined is below the institutional target of 85% of students attending 85% of the time (or missing more than 3 of the 20 days). Average attendance is 74%, with HCP202 and MAP205 having the lowest attendance at 70%. Despite the overall low attendance, average completion rate for the nine courses is 90%, with six courses exceeding the institutional target of 90%. The group acknowledged that there is a disproportionate relationship between attendance and course completion. Along with the initiative to develop lesson plans, faculty acknowledged the need to develop engaging activities and in-class projects encouraging students to attend class on a regular basis (see **Action Item #1** and **Task #3**). In addition, institutional initiatives to be implemented throughout 2015-2016 emphasize instructional strategies, classroom observations and instructional coaching with the goal of improved attendance and course completion rates.

STUDENT LEARNING OUTCOMES (see section III):

PLO achievement results were evaluated and all six PLOs were measured at 89% which exceeds the institutional target of $\geq 80\%$.

Current aggregate course level Student Learning Outcome achievement data (11/13/2012 to 10/27/2014) displays 49% of CLOs met the goal of $\geq 80\%$. On ground showed that 58% of CLOs met the goal of $\geq 80\%$ and online showed that 44% of CLOs met the goal of $\geq 80\%$. The above data does not include archived courses.



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CLO achievement results were evaluated. For the nine select courses, 46 of 46 CLOs (100%) were assessed, with 26 (57%) meeting the institutional target of 80%. Constituents agreed that more usage of common assessment is needed from all instructors, including in the online environment (see **Task #2**).

ACTIONS and TASKS FOR IMPROVEMENT:

	<u>Improvement</u>	<u>Expected Impact on Program</u>
Action Item #1	Development and implementation of lesson plans for each course and uploaded to eCourses by the end of 2015 and fully implemented for 2016.	Improvement of graduation rates, placement, retention, certification, thereby increasing the overall success for students, instructors, and the institution as a whole.
Action Item #2	Develop common mastery assessment questions and/or rubrics specifically aligned with MA certification exams.	Increased student attainment of a recognized certification thereby meeting the Meaningful Use Act requirements and consequently increasing placement.
Task #1	Strengthening the current certification protocol at the campus level. Each campus will re-evaluate its certification protocol and develop initiatives that will promote a more effective response to MA certification.	Increased student attainment of a recognized certification thereby meeting the Meaningful Use Act requirements and consequently increasing placement.
Task #2	Constituents agreed that more usage of common assessment is needed from all campuses and instructors, including the online environment.	Increased student attainment of learning outcomes.
Task #3	Faculty will develop and implement engaging activities and in-class projects encouraging student attendance on a regular basis. Constituents will also share teaching and grading strategies to implement in the classroom to help increase attendance.	Increased student engagement, participation, and attendance.

I. Developing Strategic Competencies:

Governance

Program Review Overview: Todd Gervais reminded instructors of their role in effecting change in courses and the overall program. He pointed out where to find the program review handbook and specific documents including improvement proposals and how to submit a ticket through the Curriculum Improvements queue.

Anthony Romo, Director of Career Services, spoke to the group explaining the role of career services, emphasizing the significance of placement in regards to the overall health of the program. He pointed out that there are two measures on the SJVC strategy map that signify success: graduation and placement. It was also pointed out that the instructor accounts for the largest amount of influence on our students at 50% and Career Services accounts for 30%. He explained that by working together improvement in program placement could be achieved.

Anthony also covered the regulations for placement in accordance with the BPPE (Bureau of Private Postsecondary Education). In order to consider a graduate as placed, it must be accomplished within six months from the date of graduation. Anthony stressed the importance of instructor involvement and some of the trends being seen in the medical field including the Meaningful Use Act, Electronic Health Records, a 45 wpm typing requirement, and an increased demand for credentialed medical assistants.

Anthony covered what is working well in program placement and what areas are more challenging. Academic involvement was also discussed and the impact it has on placement including classroom expectations for professional skills that the student will be evaluated on during externship. Anthony encouraged MA instructors to connect with CS representatives on their campuses to review placement strategies and improved communication for student success (see **Appendices A and B**).