Program Outcomes Assessment Follow-Up
2022-2023 Program Outcome (PO) Year End Reporting Form

In response to SACSCOC 8.2, *"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results …"*

Name of Program: Medical Assisting

Outcome #1: Enrollment *(unduplicated)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Continue to be active in all college and division recruitment events (Assessed by: Keep a log of all recruitment events)	This is an ongoing process over the next few years. MA will continue to be active and keep a log of all recruitment events.

Baseline: **34** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **35** #
Target: **40** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2019-2020	31
2020-2021	36
2021-2022	28

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	9	29.0%	12	33.3%	10	35.7%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	3	9.7%	2	5.6%	0	0.0%
Caucasian, Female	9	29.0%	19	52.8%	13	46.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	9	29.0%	3	8.3%	5	17.9%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	30	96.8%	36	100.0%	28	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	3.2%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	3.2%	0	0.0%	0	0.0%
Total	31	100.0%	36	100.0%	28	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	1	2.8%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	2	5.6%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	1	3.2%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	1	3.2%	3	8.3%	0	0.0%
African American, 18-24	4	12.9%	5	13.9%	4	14.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	6.5%	1	2.8%	0	0.0%
Caucasian, 18-24	7	22.6%	10	27.8%	7	25.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	19.4%	2	5.6%	3	10.7%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	19	61.3%	18	50.0%	14	50.0%
African American, 25-44	3	9.7%	5	13.9%	5	17.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	3	9.7%	6	16.7%	6	21.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	6.5%	1	2.8%	2	7.1%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	25.8%	12	33.3%	13	46.4%
African American, 45-64	2	6.5%	1	2.8%	1	3.6%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	1	3.2%	1	2.8%	0	0.0%
Caucasian, 45-64	0	0.0%	1	2.8%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	3	9.7%	3	8.3%	1	3.6%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	31	100.0%	36	100.0%	28	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

The enrollment for the program has seen a small but steady decline over the past three years. The medical assisting program has been working with the marketing team to promote the program. A commercial was filmed in the spring of 2022 and was released in the summer via social media platforms. We have seen an increase in the enrollment for new academic year. The program director also actively participates in recruitment activities hosted by the college and division.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Continue to be active in all college and division recruitment events.	Keep a log of all recruitment events

Outcome #2: Retention

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Continue to maintain retention rates in accordance with MAERB standards (Assessed by: To internally track the number of admitted students to the program semester to semester. Use the annual report to MAERB to track the data)	This is an ongoing process over the next few years.
2	Refer students to services here on campus to help with school finances. (Assessed by: Keep a log of students that are sent for services.)	This is an ongoing process over the next few years.

Baseline: **73.2** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **74** %
Target: **75** %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	76.0%
Fall 2020 to Fall 2021	66.7%
Fall 2021 to Fall 2022	64.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Female	5	26.3%	10	41.7%	7	43.8%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	3	15.8%	2	8.3%	0	0.0%
Caucasian, Female	6	31.6%	9	37.5%	6	37.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	26.3%	3	12.5%	3	18.8%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	19	100.0%	24	100.0%	16	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	0	0.0%	0	0.0%
Total	19	100.0%	24	100.0%	16	100.0%

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	1	6.3%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	1	6.3%
African American, 18-24	2	10.5%	5	20.8%	3	18.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	10.5%	1	4.2%	0	0.0%
Caucasian, 18-24	4	21.1%	6	25.0%	4	25.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	15.8%	2	8.3%	1	6.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	11	57.9%	14	58.3%	8	50.0%
African American, 25-44	2	10.5%	4	16.7%	3	18.8%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	10.5%	3	12.5%	2	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	10.5%	1	4.2%	2	12.5%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	31.6%	8	33.3%	7	43.8%
African American, 45-64	1	5.3%	1	4.2%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	1	5.3%	1	4.2%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	10.5%	2	8.3%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	19	100.0%	24	100.0%	16	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The medical assisting program has a retention rate average of over 68.9% the past three years this is slightly below the standard of 74% however it well exceeds the threshold of 60% that is set by the Medical Assisting Education Review Board (MAERB). There were many reasons that the retention rate fell in the 2020-2021 was due to COVID and the students having to make personal choices to stay home to help children that were attending school virtually/ part-time. Another reason was students' finances and students not having the money to attend classes at that time. For the 2021-2022 most of the reasoning for dropping/stopping out had to do with financial reasons.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Continue to maintain retention rates in accordance with MAERB standards.	To internally track the number of admitted students to the program semester to semester. Use the annual report to MAERB to track the data
2	Refer students to services here on campus to help with school finances.	Keep a log of students that are sent for services.

Outcome #3: Completers *(unduplicated by highest level of attainment)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Continue to increase annual completion (Assessed by: To keep a log of the reasons why students do not complete.)	This is an ongoing process over the next few years.

Baseline: **11** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **14** #
Target: **16** #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2020-2021	11
2021-2022	12
2022-2023	6

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	4	36.4%	6	50.0%	1	16.7%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	2	18.2%	0	0.0%	0	0.0%
Caucasian, Female	3	27.3%	5	41.7%	3	50.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	18.2%	1	8.3%	1	16.7%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	1	16.7%
Female Total	11	100.0%	12	100.0%	6	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	0	0.0%	0	0.0%
Total	11	100.0%	12	100.0%	6	100.0%

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	9.1%	3	25.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	18.2%	3	25.0%	2	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	18.2%	0	0.0%	1	16.7%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	5	45.5%	6	50.0%	3	50.0%
African American, 25-44	3	27.3%	2	16.7%	1	16.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	9.1%	0	0.0%	0	0.0%
Caucasian, 25-44	1	9.1%	2	16.7%	1	16.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	8.3%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	16.7%
25-44 Total	5	45.5%	5	41.7%	3	50.0%
African American, 45-64	0	0.0%	1	8.3%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	1	9.1%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	9.1%	1	8.3%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	11	100.0%	12	100.0%	6	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The medical assisting program has a three-year average of 10 completers. After reviewing the reasons why students do not complete the medical assisting program, we have found that many do not complete it due to financial reasons. Another reason is several did not complete the degree had to do with personal obligations with having to help with their children's own schoolwork since during this time many k-12 students were on a limited face to face instruction due to COVID-19 and having to navigate the online learning platform. Other reasons included applying to other limited admissions programs during their 1st year in the MA program and being accepted and choosing to not complete the program that they were already admitted into. Two ways to increase completion numbers would be to encourage students to apply for financial aid and other scholarship opportunities and to encourage them to complete the program that they are currently admitted to.

2023-2025 Action Items:

Item	**Action Items** *(What actions can be taken to increase student completion in your program?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Continue to increase annual completion	To keep a log of the reasons why students do not complete

Approvals
1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: _Dorothy Moore_____ 11/2/2023

Department Chair, Dean, Director, and/or AVP / Date: _Janeil Marak_____ 11/2/2023