Wayne Community College
Program Review – 2021-2022

Name of Program: Medical Assisting

<div style="background-color: #cccccc">

Section 1: Program Overview

</div>

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The faculty of the Medical Assisting department is committed to the mission and goals of Wayne Community College and to promoting excellence within the profession by educating students at the associate degree level to competently perform as a multi-skilled medical assistant who may acquire certification and become a member of the AAMA/AMT, and commit to continuing education opportunities.

Purpose:

The Medical Assisting Curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

No changes at this time

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.
      Goal 1: Increase Student Access
      Goal 2: Ensure Program Excellence
      Goal 3: Improve Student Success
      Goal 4: Ensure Institutional Quality

The institutional goals that best aligns with the medical assisting programs mission is goal 2 Ensure program excellence and goal 3 improve student success. By educating the medical assisting students to competently perform as a multi-skilled medical assistant who may acquire certification and become employed soon after graduation we are improving student success and ensuring the programs excellence. The program is also ensuring the program excellence by meeting or exceeding the thresholds that are set forth by the programmatic accrediting body (CAAHEP).

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Certificate	Medical assisting certificate
Associate	Medical assisting

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
No changes	

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

The only changes that have been made to the medical assisting program over the past three years had to do with COVID and having to move classes into an online format. The program had to make that transition in March of 2020. The program made some changes in the number of students in a class due to social distancing for a few semesters. However, since the spring of 2021 the program has been slowly transitioning back to a stronger presence on campus. There will be some changes upcoming in the next year due to accreditation changes in content area but no course changes are anticipated at this time.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	11/19/2019, 06/30/2020	Look into evening cohort
2020-2021	11/18/2020, 04/13/2021	Increase number of students
2021-2022	10/12/2021, 4/11/2022	Increase number of students, Will be moving to a once a year meeting

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?*

The medical assisting program here at WCC is responding to the current needs of the community. The advisory members would love to see more students enrolled into the program. The Bureau of labor statistics states that "Employment of medical assistants is projected to grow 16 percent from 2021 to 2031, much faster than the average for all occupations." For the program to keep up with this trend we will need to produce more medical assistants. To meet this demand, we will need to recruit more students into the program and once we have more students enrolled into the program, we will need additional full-time faculty and more space and supplies.

2

Program Review, 2021-22

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

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**
2018-2019	34
2019-2020	31
2020-2021	36

Enrollment by Ethnicity, Gender, and Age

	2018-2019		2019-2020		2020-2021	
Ethnicity & Gender	N	%	N	%	N	%
African American, Female	11	32.4%	9	29.0%	12	33.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	2	5.9%	3	9.7%	2	5.6%
Caucasian, Female	11	32.4%	9	29.0%	19	52.8%
Hawaiian/Other Pacific Islander, Female	1	2.9%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	20.6%	9	29.0%	3	8.3%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	1	2.9%	0	0.0%	0	0.0%
Female Total	33	97.1%	30	96.8%	36	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%	1	3.2%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	2.9%	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	2.9%	1	3.2%	0	0.0%
Total	34	100.0%	31	100.0%	36	100.0%

Program Review, 2021-22

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	1	2.8%
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%	2	5.6%
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%	1	3.2%	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%	1	3.2%	3	8.3%
African American, 18-24	3	8.8%	4	12.9%	5	13.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	5.9%	2	6.5%	1	2.8%
Caucasian, 18-24	7	20.6%	7	22.6%	10	27.8%
Hawaiian/Other Pacific Islander, 18-24	1	2.9%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	20.6%	6	19.4%	2	5.6%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	1	2.9%	0	0.0%	0	0.0%
18-24 Total	21	61.8%	19	61.3%	18	50.0%
African American, 25-44	3	8.8%	3	9.7%	5	13.9%
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	4	11.8%	3	9.7%	6	16.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.9%	2	6.5%	1	2.8%
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	23.5%	8	25.8%	12	33.3%
African American, 45-64	5	14.7%	2	6.5%	1	2.8%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	1	3.2%	1	2.8%
Caucasian, 45-64	0	0.0%	0	0.0%	1	2.8%
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	5	14.7%	3	9.7%	3	8.3%
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	34	100.0%	31	100.0%	36	100.0%

4

Program Review, 2021-22

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 remained steady 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. The program director also actively participates in recruitment activities hosted by the college and division.

Identify Enrollment 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

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

Year	Program Retention Rate
2018-2019	76.9%
2019-2020	76.0%
2020-2021	66.7%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	6	30.0%	5	26.3%	10	41.7%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	5.0%	3	15.8%	2	8.3%
Caucasian, Female	9	45.0%	6	31.6%	9	37.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	15.0%	5	26.3%	3	12.5%
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	95.0%	19	100.0%	24	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	1	5.0%	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	5.0%	0	0.0%	0	0.0%
Total	20	100.0%	19	100.0%	24	100.0%

Program Review, 2021-22

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	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	2	10.0%	2	10.5%	5	20.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	5.0%	2	10.5%	1	4.2%
Caucasian, 18-24	6	30.0%	4	21.1%	6	25.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	20.0%	3	15.8%	2	8.3%
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	13	65.0%	11	57.9%	14	58.3%
African American, 25-44	1	5.0%	2	10.5%	4	16.7%
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	15.0%	2	10.5%	3	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	10.5%	1	4.2%
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	4	20.0%	6	31.6%	8	33.3%
African American, 45-64	3	15.0%	1	5.3%	1	4.2%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	1	5.3%	1	4.2%
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	3	15.0%	2	10.5%	2	8.3%
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	20	100.0%	19	100.0%	24	100.0%

Program Review, 2021-22

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 73.2% 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.

Identify Retention 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) (Degree level, highest level of attainment)*

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**
2019-2020	9
2020-2021	11
2021-2022	12

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	1	11.1%	4	36.4%	6	50.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	11.1%	2	18.2%	0	0.0%
Caucasian, Female	4	44.4%	3	27.3%	5	41.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	22.2%	2	18.2%	1	8.3%
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	8	88.9%	11	100.0%	12	100.0%
African American, Male	1	11.1%	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	1	11.1%	0	0.0%	0	0.0%
Total	9	100.0%	11	100.0%	12	100.0%

Program Review, 2021-22

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	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	11.1%	1	9.1%	3	25.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	11.1%	0	0.0%	0	0.0%
Caucasian, 18-24	2	22.2%	2	18.2%	3	25.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	11.1%	2	18.2%	0	0.0%
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	55.6%	5	45.5%	6	50.0%
African American, 25-44	0	0.0%	3	27.3%	2	16.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	9.1%	0	0.0%
Caucasian, 25-44	2	22.2%	1	9.1%	2	16.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	11.1%	0	0.0%	1	8.3%
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	3	33.3%	5	45.5%	5	41.7%
African American, 45-64	1	11.1%	0	0.0%	1	8.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	1	9.1%	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	11.1%	1	9.1%	1	8.3%
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	9	100.0%	11	100.0%	12	100.0%

Program Review, 2021-22

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 11 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. One way to increase completion numbers would be to encourage students to apply for financial aid and other scholarship opportunities. 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.

Identify Completer 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.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, *to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)*

CAAHEP-the program is in good standing and the last site review was 2016. The next site visit will be around 2025. The medical assisting program completes an annual report form that is required by the accreditation body that oversees the medical assisting program. The program must meet thresholds that are given by the accrediting body and must meet the minimums or will have to create an action plan. The medical assisting program here at WCC has consistently met the thresholds set forth in this report. The different items that are evaluated in this report are retention, certification exam participation and passage rates, employer satisfaction and graduate satisfaction. The program also must turn in a resource assessment that evaluates every aspect of the program according to student, faculty, and advisory surveys.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	Medical Assisting - CAE Juno clinical skills manikin	Submitted for purchase by Purchasing Director. Approximately 29 medical assisting students have utilized Juno in MED 140 lab and in MED 264 overview to practice vital sign skills on. At this point the simulator has been a great asset to the medical assisting program and will be used throughout every semester. The Juno simulator will continued to be used in all labs for medical assisting.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

Will know more after MLT moves to its own space as to what equipment I will need to replace since we share many items.

Microscopes-MLT will be leaving the oldest 3 microscopes and moving the rest to their new space. MA could benefit from having more than just 3 for 20-25 students to share.

Micro-hematocrit centrifuge- MLT will be taking the 1 that we share to their new space.

Program Review, 2021-22

Connex vital signs monitor- accreditation guidelines now include automatic blood pressures and with only having 1 with 20-25 students an additional one would be helpful in making lab run smoothly

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

If the numbers continue to increase the medical assisting program will need the addition of a faculty member. The current program director/instructor will need help not only in the laboratory but also with the advising and teaching load and additional responsibilities that comes with additional students.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

Since the MLT program will be gaining its own dedicated space in December of 2022, this will help the medical assisting program with having adequate space. The medical assisting program will still be sharing lab and storage space with the pharmacy tech program. However, the medical assisting program will be able to hold class and lab in the same space that was strongly encouraged by the accreditation site visitors at the last site survey.

Provide narrative for academic / student support services needs over the next three years. *(Are services adequate for your program/service?)*

Services in this area are adequate for the medical assisting program.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Strengths
There are many strengths of the medical assisting program. This medical assisting program is one of a few that the program director has obtained their master's degree. The program director was recognized by the site survey team as one of the program's biggest strengths. As well as the student reviews of the faculty members are outstanding. The students have also rated the technology that is available in the department is good. The workforce connections that the program director has made have been very useful for the graduates to obtain jobs after graduation. The Medical assisting program has also met all of the thresholds that are set forth by CAAHEP that are reviewed annually. As well as the reaccreditation visit that was held in June of 2016 the site survey team found no deficiencies and no formal recommendations were made. Another strength of the program is the retention rate. Once a student starts in the core medical assisting classes (spring semester) the majority of them finish the program and go on to become employed. Several of the students that do not become employed in the field of medical assisting are returning to school to obtain higher degrees.

Weaknesses
The main weaknesses identified during the program review of the medical assisting program was space - designated classroom and lab space for MA program the committee recommended the following: 1. Designated classroom/Lab space for the Medical Assisting Program. 2. Storage space for the supplies and equipment needed for the MA program. The program is still in need of this space. During the last medical assisting accreditation, the site visitors said the space was adequate. However, it would be nice if class and lab could be held in the same room so equipment can be readily available during lectures. This issue will be partially resolved in December of 2022 when MLT moves to its own dedicated space. However, the medical assisting program will still be sharing all space with the pharmacy tech program. Another weakness of the program is enrollment. However, the program has seen an increase in this area in the fall of 2022. The program is working with counseling and the college

13

Program Review, 2021-22

transfer advising center to help increase the knowledge of the program thus leading some students to enroll in this allied health program when they know they want to work in a physician office. The program is also working with marketing to help increase the visibility of the medical assisting program on many different media outlets. This will help with the number of students that become enrolled in the program.

Opportunities
The main opportunity for improvement would be to increase enrollment. If the program could steadily increase enrollment, then the addition of a faculty member would be needed. In addition, this would help to meet the employer demands in the community for highly trained medical professionals in the physician offices. Another opportunity for improvement for the medical assisting program would be the addition of the program to have its own dedicated space. This would allow the instructors to utilize equipment not only during lab but also during lecture. It would also allow the medical assisting students a place to come and practice skills outside of lab and class time. The addition of the programs dedicated space would help in student success when it comes to skills checkoffs and aiding in the students comfort level in the skills prior to clinical practicum.

Review prepared and submitted by: *(Please list name(s) and titles)*

Heather M Odom Medical Assisting Program director and Instructor

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

IE Acceptance / Date: _Dorothy Moore_____ 11/14/2022

Dean, Director, or AVP / Date: _Janeil Marak_____ 11/15/2022

Administrator Approval / Date: _Dr. Brandon M. Jenkins_____ 11/22/2022