

# **Instructional Program Review 2019/20 UPDATE**

**Medical Assisting**

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## **General Information (Instructional Program Review 2019/20 UPDATE)**

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## 2019/20 Instructional Program Review

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### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Danielle Lauria
- Name of Liaison: Manny Bautista
- Department Chair: Christine Balderas and Danielle Lauria
- Name of Manager/Service Area Supervisor: Tina Recalde
- Is this a CTE program? Yes

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Instructional Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### Closing the equity gap for medical assisting students

##### **Reduce educational barriers that hinder student success.**

The medical assisting faculty will be working with the EOPS office and Student Services to determine what resources are needed to reduce educational barriers that hinder student success.

##### **Mapping**

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.2, Strategic Goal 5.2,

**CTE 2018/19:** Perkins Permissive Use 10.6,

**Institutional Learning Outcomes 2016/17:** Global Consciousness

### ACTION PLANS FOR GOALS (REQUIRED)

#### **Actions**

#### **Closing the equity gap for medical assisting students**

Goal

**Goal: Reduce educational barriers that hinder student success.**

The medical assisting faculty will be working with the EOPS office and Student Services to determine what resources are needed to reduce educational barriers that hinder student success.

**Action:** Addressing Medical Assisting Program Equity Issues.

|   |  |
|---|--|
| <b>Describe the actions needed to achieve this objective:</b>   | The medical assisting faculty will need to work with the EOPS office and Student Services to determine what resources are needed to reduce educational barriers that hinder student success. |
| <b>Who will be responsible for overseeing the completion of this objective:</b>   | Full time medical assisting faculty.   |
| <b>Provide a timeline for the actions:</b>  | We will reassess at the end of the spring 2021 semester.   |
| <b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>   | We will evaluate data measuring student success in all race and ethnic groups (primarily African American students).   |
| <b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b> | Faculty<br>EOPS staff<br>Counseling<br>Tutoring services   |

**GOAL STATUS REPORT (REQUIRED)**

**Action Statuses**

**Closing the equity gap for medical assisting students**

Goal

**Goal: Reduce educational barriers that hinder student success.**

The medical assisting faculty will be working with the EOPS office and Student Services to determine what resources are needed to reduce educational barriers that hinder student success.

**Action:** Addressing Medical Assisting Program Equity Issues.

|   |  |
|---|--|
| <b>Describe the actions needed to achieve this objective:</b>                   | The medical assisting faculty will need to work with the EOPS office and Student Services to determine what resources are needed to reduce educational barriers that hinder student success. |
| <b>Who will be responsible for overseeing the completion of this objective:</b> | Full time medical assisting faculty.   |

|   |  |
|---|--|
| <b>Provide a timeline for the actions:</b>  | We will reassess at the end of the spring 2021 semester.   |
| <b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>   | We will evaluate data measuring student success in all race and ethnic groups (primarily African American students). |
| <b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b> | Faculty<br>EOPS staff<br>Counseling<br>Tutoring services   |

Status for Addressing Medical Assisting Program Equity Issues.

|  |  |
|--|--|
| <b>Current Status:</b>   | Not started  |
| <b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b> | N/A  |
| <b>If the Current Status was not marked Completed, what are the implications and next steps:</b>                   | We will start working on a plan during the spring 2020 semester. |

## Request Forms

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**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

## Reviewers

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### LIAISON'S REVIEW

**Form:** Instructional Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Instructional Program Manager's Review 2019/20 UPDATE



# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Medical Assisting

## (REQUIRED) Program name

Medical Assisting

## (REQUIRED) Are you on target with your assessment schedule?

Yes, the Medical Assisting program is on target with our assessment schedule. We have entered all data through Spring 2019 and have entered data for 8 week 1 classes for fall 2019.

## (REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

A majority of our assessments have revealed that students are meeting the expected success rate for the courses and program over the last 3 years. Two course have fallen below the expected success rate. MEDA 055 Human Anatomy and Physiology, and MEDA 110 Medical Terminology with 69% success rate and 78% percent success rate respectively.

2019-85% of students completed the program successfully.

2018-73% of students completed the program successfully.

2017-88% of students completed the program successfully.

2016- 79% of students completed the program successfully.


2015- 78% of students completed the program successfully.

Over the last 5 years student retention has been a problem due to student work schedules and family life. Students have continually faced financial hardships and lack of financial aid or assistance. There is also a need for more tutoring and academic resources.

## (REQUIRED) Based on your assessments, what resource needs have you identified?

In the last year we have increased tutoring opportunities in the allied health building to help meet the needs of our students. Instructors have been asked to identify struggling students and refer them to resources early in the semester. We have also identified that students were having financial aid issues when the semester started and many students did not have the required textbooks or supplies. We also have students with food insecurity and problems getting adequate child care for their children so that they can attend school.

## Please provide any other comments.

As a program and department, we have met with several campus resources and relayed our concerns about meeting the needs of our student so that they can be successful. In August of 2019 the Allied Helath department held an orientation for all students entering an allied health program that fall. Departments including the Child Development Center, Financial Aid, Tutoring/Writing Workshop/Plagiarism, Student Affairs, Student Health Services,  Disability Support

Programs and Services (DSPS), The Stand/Farmers Market, and Counseling all presented information to the students so that they would have knowledge of the resources in place to assist them on campus.

# Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Medical Assisting

## Program Name

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**(REQUIRED)** Type your program name.

Medical Assisting

**Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.**

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**(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?**

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

| MEDA             | 2014/2015 % | 2015/2016 % | 2016/2017 % | 2017/2018 % | 2018/2019 % | Overall % |
|------------------|-------------|-------------|-------------|-------------|-------------|-----------|
| Male             | 28          | 30          | 26          | 26          | 23          | 27.1      |
| Female           | 72          | 70          | 74          | 74          | 77          | 72.9      |
| African American | 8           | 7           | 6           | 8           | 7           | 7.2       |
| American Indian  | 0           | 0           | 0           | 0           | 0           | 0.2       |
| Asian            | 17          | 13          | 16          | 17          | 16          | 15.7      |
| Pacific Islander | 1           | 1           | 1           | 1           | 1           | 0.7       |
| Filipino         | 8           | 8           | 9           | 8           | 8           | 8.3       |
| Latinx           | 33          | 35          | 33          | 31          | 30          | 32.2      |
| White            | 26          | 29          | 26          | 26          | 28          | 27.4      |
| Other            | 6           | 6           | 7           | 7           | 8           | 6.6       |
| Unreported       | 2           | 2           | 2           | 2           | 2           | 1.8       |

The Medical Assisting program tends to be a female dominated field. The success rate for female medical assisting students is 91% compared to 79% for male medical assisting students. The highest percentage of our students are Latinx. The overall success rate for students in the Medical Assisting program and non-program students taking medical

assisting classes is 90.4%. The lowest success rates are with African American students at a rate of only 67.8%.

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

The patterns have remained consistent over the last 5 years.

**(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?**

There is great concern that African American students may not be aware of resources and support that are available on campus. We are hoping that by presenting beneficial resources during the Allied Health orientation, all students will utilize them and be more successful.

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

We have identified the need for early assistance and intervention with students when they are struggling with their courses.

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?**

The Medical Assisting program is a reflection of the Mesa College Latinx demographics. Over the last 5 years the Latinx population was 32.2% compared to the college at 34.3%

**(REQUIRED) A6. Have you identified resource needs? If yes, please list.**

Students need more access to tutoring and an area to study in the allied health building.

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

None of the current Medical Assisting program goals are addressing the equity gap.

New program goal-Reduce educational barriers that hinder student success.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**.....

**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

Nothing identified.