

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		Enrollment to the MA Program has remained steady. The program success rate has rose since the last review and is now at 94%. The MA Program did show improvement in student performance for Black/African American students in the last academic year however there is still an overall program completion equity gap of 3.2%.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	

Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input checked="" type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
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Data Reflection

Prompt	Guidance	Program Response
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Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	According to the United States Bureau of Labor Statistics, the Medical Assisting position has one of the highest predicted job growth by 2031. The MA projected employment in San Diego is estimated to have a 17% increase. There is a projected employment of 117,800. The latest data shows 743,500 employment with a projected need of 861,300.
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	Enrollment to the MA program has been consistent for the last two academic years. The enrollment for the 2022-2023 cohort is 25 students. The 2020-2021 cohort had 26 students enrolled. According to the program dashboards, in the 2021-2022 academic year, the MA Program has a 94% program success rate. This is higher than the success rate for the previous academic year 2020-2021 where it was 87%.

Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	<p>According to the program dashboards in the 2020-2021 academic year, the MA program has an equity gap of 5.0% for female students, 10.6% for Black/African American, 3.6% for Latinx students and 7.0% for 1st generation students, all of which show a disproportionate impact.</p> <p>The MA program did show improvement in student performance for Black/African American students in the last academic year however there is still an overall program completion equity gap of 3.2%. Students receiving DSPS services have an equity gap of 6.7% however no longer show as a disproportionate impact.</p>
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Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Conversations ongoing
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<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	Curriculum review and changes per recommendations made by industry professionals at bi-yearly program advisory committee meetings. Textbook updates for medical terminology and pathophysiology courses. Introduction and institution of new learning management system called Connect for medical terminology.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Hiring additional FTE. Retention and hiring of MEDA adjuncts. Updating antiquated equipment such as sterilizers, blood pressure cuffs, electrocardiogram machines. According to the US Bureau of Labor Statistics, the Medical Assisting position has one of the highest predicted job growth by 2031 of 17%.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Create and leverage pathways and partnerships within the internal and community to eliminate barriers and provide support for students through to completion, and beyond to transfer and employment. Goal 2: Prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups. Goal 3: Institutionalize practices that clarify pathways to timely completion of program, with priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future career as MA SO: expand intersegmental pathways to create a seamless transition between Mesa and career as MA

		<p>Goal 2:</p> <p>SO: 1. Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success</p> <p>SO: Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed</p> <p>Goal 3:</p> <p>SO: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> <p>SO: Design and promote program and services that intentionally target a reduction in equity gaps in completion outcomes.</p>
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <p>1. Work in tandem with other allied health programs to provide services through community clinic</p> <p>2. Work with exercise science and sports department to provide medical assisting services</p> <p>Goal 2</p> <p>1. Attend trainings provided by campus and district on innovative practices that will achieve equitable outcomes and improve student success.</p> <p>2. Curricular changes due to data acquired from advisory committee meetings</p> <p>Goal 3</p> <p>1. Highlight and refer students to relevant services</p> <p>2. Program outreach at local high schools and campus and districtwide.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Valerie Seng	

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Submission Date of Program Review Draft to Manager for feedback	May 2, 2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/31/2023