

**SPARE – Instructional Programs**  
**(Service and Program Annual Review and Evaluation)**

**Program Name: Medical Assistant**

**Date Review Completed: February 18, 2022**

**Update/Review Year: July 2020-June 2022**

**Planning Year: July 2021-June 2021**

**Budget Request Year: July 2022-June 2023**

**Student Learning Outcomes Assessment**

**1. List your program/discipline outcomes below, with the aggregated student achievement levels**

**Program Outcomes:**

1. Interact in a caring and respectful manner with patients, families, and the health care team.
2. Establish and manage office procedures and implement medical documentation systems using appropriate medical terminology.
3. Perform the administrative business tasks required in a medical office.

4. Assist the physician and other members of the health care team in clinical procedures related to the examination and treatment of patients.
5. Comply with quality assurance requirements in performing clinical laboratory procedures.
6. Perform common diagnostic procedures under a licensed health care provider to ensure patient comfort and safety.

**For Class of 2021:**

- 1) Number of students admitted on day one of program: 13
- 2) % of students completing the program: 10
- 3) % Program attrition: 24%
- 4) # of students actually sitting for the NCCT exam: 10
- 5) First time NCCT pass rate: 90% (9/10)

**For Class of 2022:**

- 1) Number of students admitted on day one of program: 10
- 2) % of students completing the program: N/A
- 3) % Program attrition: N/A
- 4) # of students actually sitting for the NCCT exam: N/A
- 5) First time NCCT pass rate: N/A

**2. In the last year, how has assessment of course level SLOs led to improvements in student learning and achievement?**

We have just started the assessment and evaluation of specific data related to course level student learning outcomes and achievement. We have historically been more focused on program outcomes as evidenced by NCCT pass rates. We are shifting our focus to implementing assessment and evaluation strategies at the course level to improve student learning and retention and decrease attrition.

The process that we intent to follow as we begin to focus more on course level outcomes includes:

- a) Formulate clear and succinct learning goals specifically related to course outcomes
- b) Articulate learning goals and assessment requirements to students.
- c) Develop assessment instrument and rubrics for all assignments
- d) Introduce and explain the assessment instrument and rubrics to your students.
- e) Evaluate students' performance using the specified instruments
- f) Assess students' mastery of the course level student learning outcomes given their performance on the assessment instrument.
- g) Reflect on why students did or did not master the learning outcomes, and develop strategies for success
- h) Assess need for revision of outcomes and/or curriculum

**3. In the last year, how has assessment of program-level SLOs led to improvements in student achievement and completion?**

The assessment of program level student learning outcomes has led to improvements in student achievement and completion in many ways:

- a) The effective assessment strategies we have implemented have provided us with valuable information to support student growth and has also enabled critically reflective teaching.
- b) Through the inclusion and intentional and meaningful development of assessment strategies we have been able to improve our teaching philosophy and practices to focus more on retention and decreasing attrition.
- c) By assessing the program outcomes, we have been able to see where our teaching has been effective in meeting benchmarks and where it has not been – this will allow for improvements in outcomes and assessment strategies

**4. (New) In the last year, how has the assessment of SLOs contributed to addressing equity gaps and improving student success rates in your program?**

Assessing and evaluating the student learning outcomes (specifically the program outcomes) has allowed us to see the equity gaps within the nursing program. These gaps include:

- a) A disproportionate number of male nursing students
- b) A disproportionate number of MA students who identify as people of color or who are culturally diverse
- c) Those experiencing food and housing insecurity.

To address this we will:

- a) Be mindful of the population(s) that we serve
- b) Foster culturally responsive assessment methods
- c) Use appropriate language for all students when developing learning outcomes and assessment strategies
- d) Focus on efforts to recruit and retain a diverse population of students

**5. What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?**

- Faculty shortage, turnover and transitions
- Lack of time
- The need to change assessment and evaluation standards
- Upcoming curriculum review process
- Resistance to increased rigor and assessment standards
- Alignment of data to course and programmatic outcomes
- Distinction between theory and clinical assessment

Update on Program/Discipline Goals and Objectives:

**1. Provide an update below on your program/discipline's progress toward achievement of short-term objectives you established in your most recent review/annual update. Are there challenges that have been encountered in accomplishing your objectives?**

**2019/20 Goals:**

GOAL	AS EVIDENCED BY	OUTCOMES	INFORMATION
MA students enrolled in the final term of the program will meet all program objectives at or	Successful completion of all clinical requirements in NCMA 123	Met	

above the satisfactory level before graduation.			
NA students enrolled in the final term of the program will demonstrate sound clinical reasoning and clinical judgement	Collaboration with and documentation from preceptors and faculty liaisons on clinical experiences.	Met	
100% of MA students enrolled in the final term of the program will graduate	100% graduation rate	Met	
At least 90% of MA students in the class of 2021 will pass the NCCT exam on their first attempt	As evidenced by NCCT pass rates	Met	

**2. (New) As you look toward the next year (current year, 2021-22), identify two or more short-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for students at the College? Where are the largest equity gaps in your program/discipline? Which groups are most impacted? Where in the educational pathway are the largest gaps (enrollment, retention/drop rates, success, transfer)?**

For this section, I wanted to focus the short-term objectives on an equity gap that were noted. It would not be realistic to point out an equity gap without also having a plan to address it.

<b>Equity Gaps</b>	<b>Short-Term Objectives for 2021/2022</b>
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<p><b>Accessibility and flexibility:</b></p> <p>Most students in the MA program are non-traditional students. They are approaching their education after a significant pause in education and/or they have complex family or work obligations that complicate their ability to fully participate in learning activities in traditional classroom settings. This is also a second career for many of these students.</p>	<p>Continue to offer flexibility in choice of learning environments for classroom instruction.</p> <p>We believe that learning, retention and chances for success improve when the student is able to choose how and where they learn (when possible).</p>
<p><b>Program cost and financial impact:</b></p> <p>MA students experience issues related to financial stress and poverty. Students have voiced concerns related to purchasing textbooks and other course materials as well as traveling long distances for clinical rotations (gas and vehicle maintenance), technology requirements (laptop and internet access), childcare expenses, and reduction in work hours. Some students experience food and housing insecurity. This poses a significant equity issue. Students struggling to meet basic needs are not able to fully engage in the learning process.</p>	<p>Continue to assess financial burden to students. In the short term (before the 2022/23 academic year) we will evaluate the value and necessity of text and technology resources. We will explore possibilities related to Open Education Resources to reduce the cost of the program. We may also consider assessing financial burden and access to basic needs for students.</p>
<p><b>Rural learning environments:</b></p> <p>All students are impacted by attending classes and clinical rotation in a rural environment. This poses an equity issue related to limited clinical opportunities, potentially long travel times and occasionally inconsistent or unreliable power and internet access. Weather and traffic are also contributing factors at times. In addition, our rural coastal communities have limited access to reliable and flexible clinical rotations creating rigid scheduling requirements that may impact students' ability to attend the required number of clinical hours to meet program requirements.</p>	<p>Continue to assess burdens related to travel time and expense with relation to class attendance and participation in clinical rotations. Other short- and long-term goals include continuing to build relationships with community clinical practice partners and establishing new partnerships to provide more expanded and robust clinical placement opportunities.</p>
<p><b>Lack of diversity:</b></p>	<p>I have been doing more community outreach regarding healthcare professions. I have been attending career fairs and traveling to different schools to talk about various Nursing &amp; Allied Health programs with the understanding</p>

<p>An apparent lack of diversity exists within the MA program. We do not have a high percentage of men or people of color enrolled within the program.</p>	<p>that reaching our youth at a younger will help increase interest in the profession. We will focus on more social media outreach and advertising to highlight healthcare professions.</p>
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**3. As you look to the next year (2022-23), identify two or more short-term objectives below that will continue to promote progress toward your program/discipline’s achievement of your long-term goals.**

Long-term goal	Our plan to achieve the goal
<p><b>Improve student retention (or decrease attrition):</b> The MA program will have an attrition rate of less than 20% in year one and less than 10% in year two.</p>	<ol style="list-style-type: none"> <li>1. Increase enrollment to account for the inevitable attrition that naturally occurs (personal issues, illness, etc.)</li> <li>2. Design a mentorship program to focus on issues that affect the student’s ability to stay in the program</li> <li>3. Many of our students lack basic writing, math, communication, and study skills. We could consider a summer preparation class or classes where we can focus on this and begin to prepare the student for the MA program.</li> </ol>
<p><b>Increase level of rigor:</b> The MA program will increase its current level of rigor to align with state and national program standards within the next two years.</p>	<ol style="list-style-type: none"> <li>1. Focus on professionalism in all learning and practice environments so that MA students are able to fully equate what happens in school with “real life” expectations</li> <li>2. Use of rubrics that highlight professional communication and application of clinical judgment and critical thinking as well as knowledge of key concepts</li> </ol>

<p><b>Improve NCCT first-pass rates:</b></p> <p>The MA program will increase its first-time pass rate to 95% in the next year and 100% within two years.</p>	<ol style="list-style-type: none"> <li>1. Implement study skills and test-taking strategies into classroom and clinical instruction practices in all courses.</li> <li>2. Develop formal instruction of critical thinking and clinical judgment skills and practices.</li> <li>3. Provide additional support to students at risk of not meeting exam benchmarks <ol style="list-style-type: none"> <li>a) Early identification of students struggling with exams. Adjust the “at risk benchmark” to a more rigorous level. Students in this range would participate in structured mentor meetings and/or remediation r/t study skills, test-taking, and critical thinking.</li> </ol> </li> </ol>
<p><b>Comprehensive curriculum and program review:</b></p> <p>A comprehensive review and potential revision of the MA program curriculum will be completed within the next two years.</p>	<ol style="list-style-type: none"> <li>1. The MA program curriculum should be reviewed with the potential for revision</li> <li>2. Within the next year we will review our curriculum and determine what revisions must be made</li> <li>3. Within the next two years we will revise the curriculum based on the findings of our comprehensive review</li> </ol>
<p><b>Assessment and evaluation:</b></p> <p>The MA program will increase the metrics that are assessed and evaluated by 20 % each year for the next three years.</p>	<ol style="list-style-type: none"> <li>1. Development of rubrics. Eventually every single assignment and point category will have an associated rubric</li> <li>2. Development of different, more robust spreadsheets that track retention, attrition, student success throughout the program, etc.</li> </ol>
<p><b>Simulation:</b></p> <p>The MA program will increase the use, assessment and evaluation of simulation within the MA program by 5% the next year and 10% the year after that.</p>	<ol style="list-style-type: none"> <li>1. Integrate simulation scenarios based real-life examples of high risk, low frequency situations</li> <li>2. Implement the use of video recording and playback with simulation</li> <li>3. Develop assessment protocols and benchmarks</li> <li>4. Work toward simulation certification</li> </ol>
<p><b>Expansion:</b></p>	<p>**This all relates to funding**</p>



The nursing and allied health program will expand lab and simulation services in the North County within the next 12-18 months.	1. Once funding is secured planning and purchases can begin.
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Requests for Resources in 2022-23

1. For any specific aspect of a goal or objective listed above that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source	Purpose of the Resource Request	How does this request further college fulfillment of the college mission and its Core Theme objectives?
Funding for Nursing & Allied Health faculty professional development in the area of simulation	\$500 per faculty	Professional development funds, grants funding	Professional Development = well trained and knowledgeable faculty = better reputation = more students = more revenue	<p>Mission: Additional professional development in the area of simulation will equip students for success by providing additional educational pathways and support.</p> <p>Core Theme: Addresses Core Them 1. Increased faculty knowledge and experience will improve student success</p>

<p>Lab assistant &amp; student worker</p>	<p>20 hours per month for each</p>	<p>Lab assistant: increased revenue from increased enrollment</p> <p>Student worker: I believe we already have funding</p>	<p>Lab assistant and student worker = more efficient simulation and skills lab = better use of existing faculty time = faculty can dedicate time to other aspects outlined in this review</p>	<p>Mission: Employing a lab assistant and student worker in the labs will enrich the economic and civic vitality of Lincoln County and beyond</p> <p>Core Theme: Supports Core Theme 2 by strengthening the economy and workforce through the opportunity to work within the CTE programs.</p>
<p>Additional hours for faculty during the summer to create assessment plans, design a more robust mentorship model and begin curriculum review</p>	<p>40 hours for each faculty over the summer</p>	<p>Revenue from increased enrollment, savings from not being fully staffed</p>	<p>Devoted time for quality improvement = more support for students = reduced attrition = more \$\$\$ in and an increased healthcare pipeline and increased NCCT pass rate</p>	<p>Mission: Additional time to develop more robust assessment plans, mentorship models and improved curriculum will equip students for success by providing additional educational pathways and support.</p> <p>Core Theme: Addresses Core Theme 1. The development of more robust assessment plans, mentorship models and improved curriculum will help equip students for success in college and in life by providing exemplary teaching, student development programs and support services</p>
<p>Clinical coordinator summer hours.</p>	<p>40-50 hours special project time during the summer</p>	<p>Savings from not being fully staffed</p>	<p>Summer clinical coordinator hours = 1) More efficient program + better education for students</p>	<p>Mission: Additional time for clinical coordination will equip students for success by providing additional educational pathways and support.</p> <p>Core Theme: Addresses Core Theme 1. A well-developed clinical</p>

			<ul style="list-style-type: none"><li>2) Improved working conditions/support for all faculty (decreased burnout and stress/improved retention)</li><li>3) Improved working conditions/support for director (decreased burnout and stress/improved retention/more attention to non-nursing programs and to development of new community relationships)</li><li>4) These all can result in more revenue overall (potential for more students in other programs, increased student retention, more clinical experience, faculty don't burn out and leave)</li></ul>	coordination plan will help equip students for success in college and in life by providing exemplary teaching, student development programs and support services
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