Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name: Medical Assisting

Section 1: Program Overview

Mission/Purpose:

Mission:

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.

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

| Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
AAS	Medical Assisting	A45400

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns 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 align with the medical assisting programs mission are 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).

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Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate)

Program Enrollment (Specify Degree Level) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2016-2017	35	36
2017-2018	29	34
2018-2019	27	30
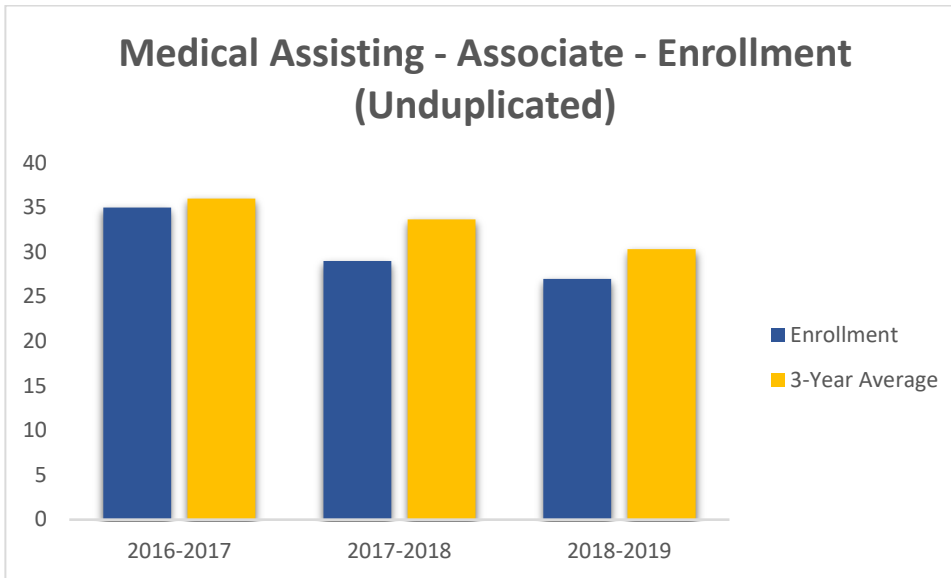
Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*

Program enrollment appears to be consistently decreasing…enrollment has dropped by 8 students in three years, or -23%.

One of the possible reasons for the dip could be the economy is doing better right now. The program director is always actively recruiting students. This is done by participating in formal recruitment activities that are sponsored by the college and the division. The program has also started a certificate program to help with program enrollment in the associate degree program.

Analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

The Medical Assisting program total FTE for three years is 79.04%, which is an annual average of 26.34%. The budget full-time equivalent has decreased each year for the last three years (29.8 in 2016-17; 25.9 in 2017-18; and 23.3 in 2018-19, for a total of -6.5 budget full-time equivalent for the last three years).

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Activities to ensure program changes (2016-17; 2017-18; 2018-19 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
MED-232 Medical Insurance Coding	Fall 2017-Deleted
OST-131-Keyboarding	Fall 2017-Deleted
MED-230 Admin Office Procedures III	Fall 2017-Added
MED-262 Clinical Perspectives	Fall 2017-Added
OST-136 Word processing	Fall 2017-Moved to a different semester
MED-130 Admin Office Procedures I	Fall 2017-Moved to a different semester
MED-131 Admin Office Procedures II	Fall 2017-Moved to a different semester

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, programs, and delivery methods?)*

By removing the MED 232 Medical insurance and coding class and adding in the MED 230 Admin office procedures III course has allowed us to teach content that can be used for accreditation purposes. The program also did not see the need to have both OST 131 keyboarding and OST-136 in the program so they made the decision to delete OST-131 Keyboarding and change the semester that the students took OST-136 Word processing. The program also added MED 262 clinical perspectives to the program. By adding this course, it has allowed the students to discuss the different situations that they are experiencing during the clinical practicum.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-2017	11/17/16, 4/12/17	The change from 1 month rotations to 2 month rotations was well received
2017-2018	12/5/17, 5/3/2018	To see if we can gain access to the Epic charting system so the students can practice before clinicals.
2018-2019	11/1/2018, 4/3/2019	The members will keep an eye out for anything (supplies & equipment) that can be donated to the college. Gather information on other night programs in the state.

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The medical assisting program holds two advisory committee meetings a year. For the members who cannot attend the program director sends a copy of the minutes after each meeting and asks for feedback. The program director is also in contact with many members of the advisory committee since they are also practicum site contacts. The members do not hesitate to let the program director know if they have any suggestions and recommendations.

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Provide narrative for analysis of trends in the field or industry (emerging needs). *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

The only recommendation that the advisory committee has made is to add patient simulation prior to clinical practicum. By allowing the students to have some simulation the program director will be able to simulate more situations that may take place in a medical office. According to the labor market data the field of medical assisting is going to grow by 3.7% in the next 5 years.

Section 2: Faculty Profile

Have all the faculty credentials been verified? *(Verify required documents are in personnel files.)*

Yes ☒   No ☐

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Heather Odom	Full Time	14 Years	14 Years
Denise Kearney	Part time (last semester spring 2017)	3 Years	12 Years
Marjorie VanDuyne	Part time (started Fall 2017)	2 Years	2 Years

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

Based on current budget FTE, the MA program has sufficient faculty.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2016		Spring 2017		Summer 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Heather Odom	Full time	15	11	16	10	16	7
Denise Kearney	Part time	10	15	9	11	0	0

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Heather Odom	Full time	16	12	18	12	11.2	5
Marjorie Van Duyne	Part time	6	5	9	6	7.8	2

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Heather Odom	Full time	16	12	19	13	11.2	5
Marjorie VanDuyne	Part time	6	5	5	4	4.8	2

Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)

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Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.
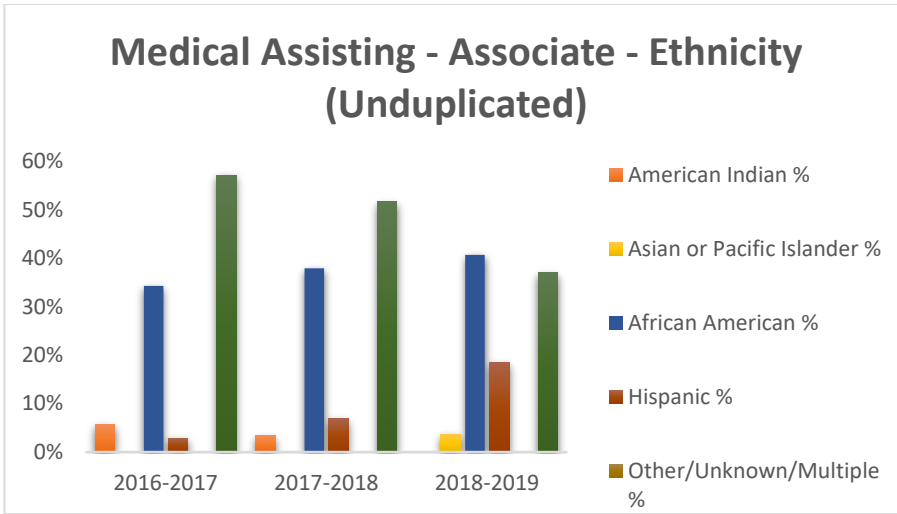
Yes ☒   No ☐

### Section 3: Student Demographics - *Parent program (highest level only) data is provided.*

Academic Year	Female		Male		Total	
	Gender *(Specify highest level - unduplicated) Academic Year – Fall, Spring, Summer*					
	N	%	N	%	N	%
2016-2017	35	100%	0	0%	35	100%
2017-2018	28	97%	1	3%	29	100%
2018-2019	26	96%	1	4%	27	100%
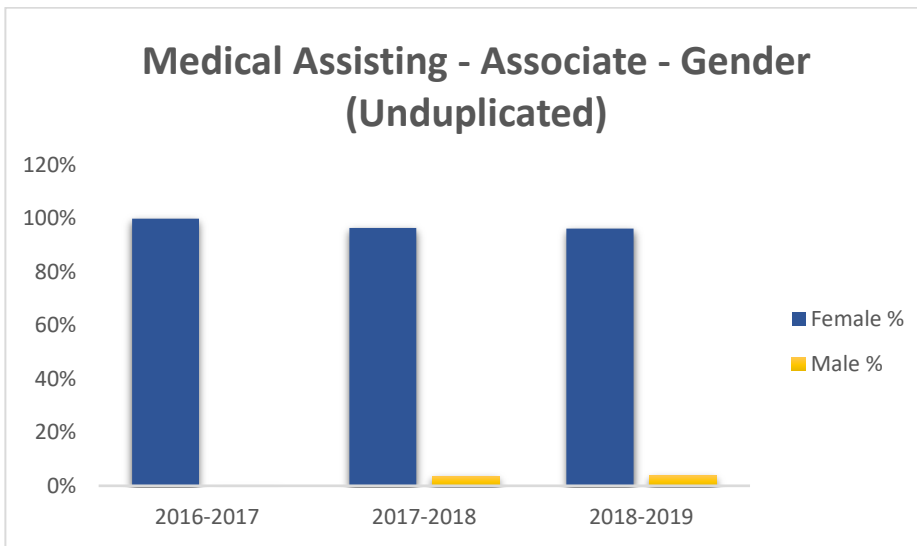
Ethnicity	2016-17		2017-18		2018-19	
Ethnicity *(Associate – unduplicated) Academic Year – Fall, Spring, Summer*						
	N	%	N	%	N	%
American Indian	2	6%	1	3%	0	0%
Asian or Pacific Islander	0	0%	0	0%	1	4%
African American	12	34%	11	38%	11	41%
Hispanic	1	3%	2	7%	5	19%
Caucasian	20	57%	15	52%	10	37%
Other/Unknown/Multiple	0	0%	0	0%	0	0%
Total	35	100%	29	100%	27	100%

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Medical Assisting - Associate - Ethnicity (Unduplicated)

Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Age	**2016-17**		**2017-18**		**2018-19**	
	N	**%**	**N**	**%**	**N**	**%**
Under 18	0	0%	0	0%	0	0%
18-24 years	15	43%	15	52%	9	33%
25-34 years	10	29%	7	24%	9	33%
35-44 years	5	14%	2	7%	4	15%
45 and older	5	14%	5	17%	5	19%
Total	35	100%	29	100%	27	100%

Medical Assisting - Associate - Age Groups (Unduplicated)
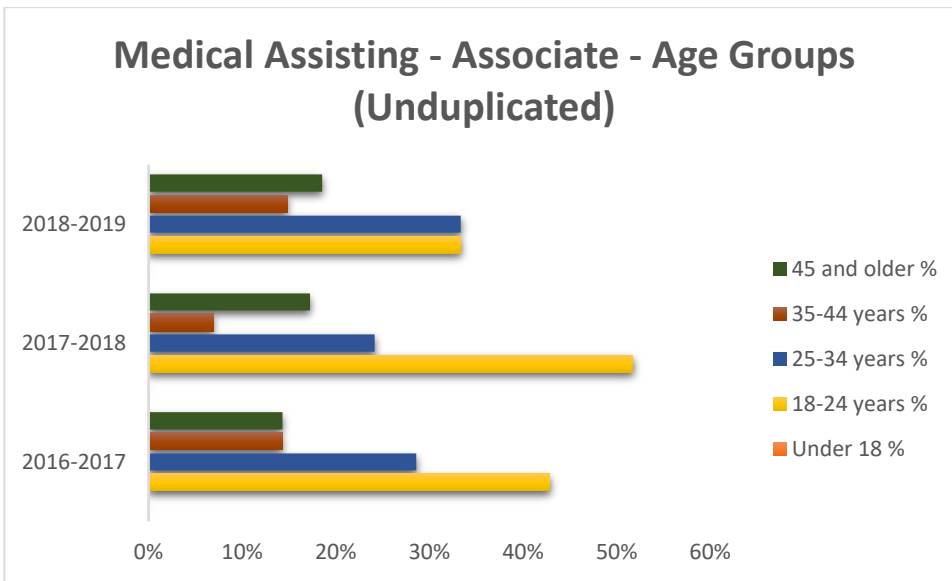
Provide narrative for analysis of student demographics. *(What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)*

The current student demographics mirror the profession. We have a heavy female population however the age range is wide and there are many different ethnicities that are represented. There is a great need for Hispanic medical assistants in the area and many of them have job offers before they graduate.

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Section 4: Program Outcomes

Outcome #1: Completers *(unduplicated) (Degree level, highest level of attainment)*
Baseline: 12 # (*Average of total completers for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 14 #
Target: 16 #

Number of Completers *(unduplicated) – Graduation Year – Summer, Fall, Spring*				
Graduation Year	**Degree**	**Diploma**	**Certificate**	**Total**
2016-2017	13			13
2017-2018	13			13
2018-2019	10			10
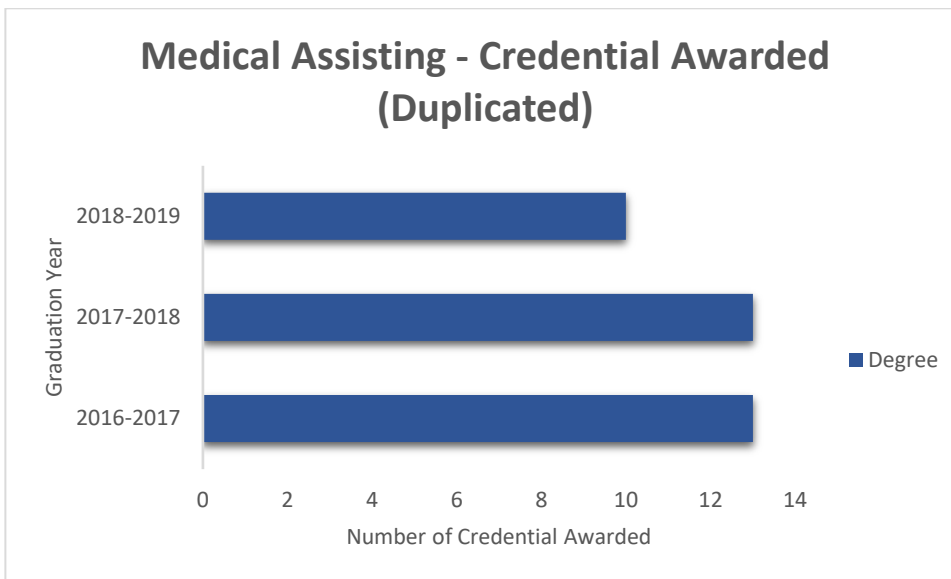
Provide narrative for analysis of completers*. How might you increase the number of completers in your program?*

The medical assisting program has a three-year average of 12 completers. After reviewing the reasons why students do not complete the medical assisting program we have found that many do not complete due to financial reasons. One way to increase completion numbers would be to encourage students to apply for financial aid and other scholarship opportunities.

Provide narrative for analysis of completer standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18 and 2018-19.

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Identify Completer Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Increase annual completion	Fall 2022	To keep a log of the reasons why students do not complete. Have students that withdraw to complete a non-completer survey.
2			

Outcome #2: Retention

Baseline: 76.8 % *(Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)*
Standard: 79%
Target: 81%

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
Fall 2016-Fall2017	33	13	10	8	2	69.7%
Fall 2017-Fall 2018	25	9	12	3	1	84.0%
Fall 2018-Fall 2019	26	12	8	5	1	76.9%

Medical Assisting Fall-Fall Program Retention
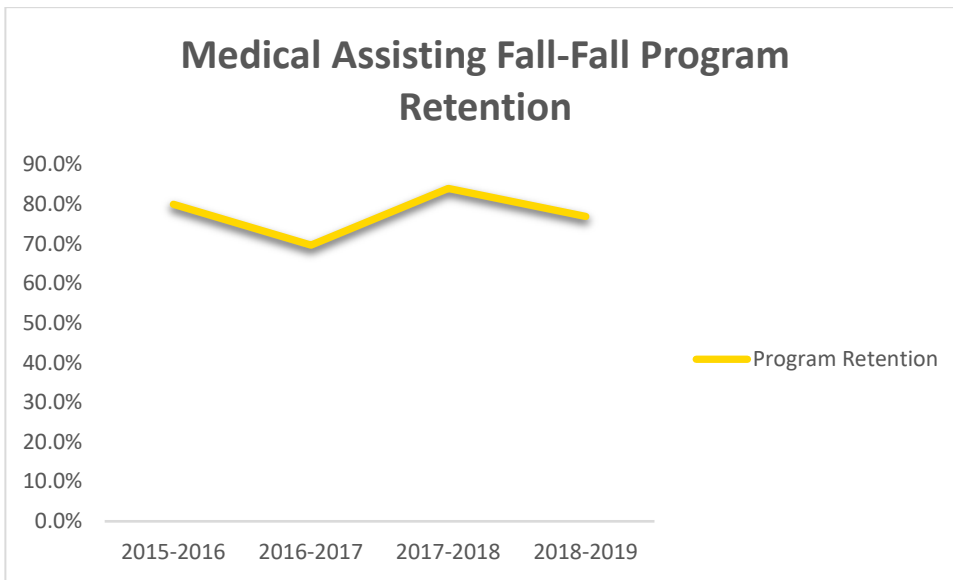
Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)*

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The average program retention is 76.8% for 2016-17, 2017-18, and 2018-19. After reviewing the reasons why students are not retained from fall to fall in the medical assisting program we have found that many students have to withdraw due to financial reasons or family obligations. One way to increase completion numbers would be to encourage students to apply for financial aid and other scholarship opportunities and by referring students to the achievement coach to help with life issues.

Provide narrative for analysis of program retention standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention.

Identify Retention Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Refer students to tutoring, Achievement Coaches to help with barriers	Fall 2022	Keep an internal log of how many students are referred to the achievement coach and to academic skills for tutoring.
2			

Outcome #3: Job Placement / Employment *(to be provided by program)*

Baseline: 10# (*Average number employed for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 11#
Target: 12#

Graduation Year – Summer, Fall, Spring	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-2017	13	12	1
2017-2018	13	8	5
2018-2019	10	9	1

Provide narrative for analysis of student job placement. *(Are students finding jobs within the program of study?)* *(How can your program promote higher employment of students in the field?*

The medical assisting program has an employment rate average 81% employed based on average employed over the last three years (2016-17, 2017-18, and 2018-19). All of the students that responded to the post graduate survey indicated that they were employed in the field of medical assisting.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target*

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New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Job Placement / Employment Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Track graduates via email, surveys, correspondence with employers to verify student/graduate employment	Fall 2022	Post graduate and employer survey
2			

Outcome #4: Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

After analyzing the labor market data for medical assistants the field is expected to grow in this area by 3.7% the national expected growth is 12.1%. The field of medical assisting is growing and the program here at Wayne community is helping to meet the demand of the job market.

Outcome #5: Licensure and Certification Passing Rates (if applicable) Not applicable.

Baseline: N/A % (*Average of last three years NCCCS Reports; 2017, 2018, and 2019*)
Standard: N/A %
Target: N/A %

Licensure / Certification Exam – Title

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2016	2014-15			
2017	2015-16			
2018	2016-17			
2019	2017-18			

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Licensure and certification passing rates outcome does not apply to this program.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

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Licensure and certification passing rates outcome does not apply to this program.

Identify Licensure and Certification Passing Rates Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	N/A		

Outcome #6: Third-Party Credentials (if applicable)

Baseline: 71.7% (*Average percent credentials earned for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 73%
Target: 75%

Third-Party Credentials

Academic Year Fall, Spring, Summer	Credentials for Program of Study	# Tested *(duplicated)*	# Passed
2016-2017	CMA (AAMA) Exam	13	10
2016-2017	RMA (AMT) Exam	1	1
2017-2018	CMA (AAMA) Exam	10	6
2017-2018	RMA (AMT) Exam	3	2
2018-2019	CMA (AAMA) Exam	11	8
2018-2019	RMA (AMT) Exam	1	1

Provide narrative for analysis of third-party credentials. *(Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)*

The medical assisting department is satisfied with the CMA (AAMA) and RMA (AMT) exam results. The 3 year average is 71.7%. There has been a little dip in the passage rates due to a restructuring of the certification exam as well as an increase in the minimum score that must be obtained. The department has recognized this and has made adjustments to the curriculum to help in the students' success on the exam. With these adjustments the passage rate for the last cohort has increased. It is also important to note that the RMA is optional for students and thereby the number of test takers fluctuates from year to year.

Provide narrative for analysis of third-party credentials standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*

New third-party credential standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Third-Party Credentials Action Items

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(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Continue to monitor third party credential pass rates	Fall 2022	To internally track exam passage rate by utilizing postgraduate survey and the report that is sent by AAMA and AMT will verify internal tracking.
2			

Outcome #7: Program Success Rate (all delivery methods) (*Program Success Rate tab*)

Baseline: 93.6**%** (*Average program success students for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 95 **%**
Target: 97 **%**

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2016-2017	200	182	91%
2017-2018	152	148	97%
2018-2019	149	138	93%

Provide narrative for analysis of student success in program courses. *(Ex – Are students more successful in program courses in face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)*

After analyzing the date, it appears that the medical assisting program course success rate is a little different depending upon the delivery method. According to the data, the students tend to run into more difficulty in the blended format. The students also tend to do better in the face-to-face format. The Medical Assisting program contains more face-to-face courses than any other delivery method.

Provide narrative for analysis of student success in program courses standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New program success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Student Success in Program Courses Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target*	Assessment of Action Items *(State the method of assessment; how you plan to*

		date for completion of action items.)	*evaluate/assess the results of the action items.)*
1	Continue to monitor the program course success rate.	Fall 2022	Evaluate the course delivery methods to compare which method works better for the students.
2			

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

CAAHEP-the program is in good standing and the last site review was 2016. The next site visit will be around 2025. The program completes an annual review every year and it has either met or exceeded all thresholds for the past 3 years.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

The program does an annual resource assessment. This assessment helps the faculty and students identify areas and equipment needs that may need to be improved upon. By obtaining student feedback it allows the program director to seek new equipment that will make the program more successful.

Identify Other Assessment(s) Action Items *(if applicable)*
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Not applicable		
2			

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

During the last program review one of the major areas of concern was the space issue that has still not been resolved. Currently the Medical Assisting Program along with the MLT and Pharmacy Technician programs are all sharing lab and classroom space. More space would be greatly appreciated. Not only are we sharing classroom and lab space we are also sharing storage space. However, during the Medical Assisting accreditation site visit the site visitors said the space was adequate and said that it would be nice if class and lab could be held in the same room so equipment can be readily available during lecture again no formal recommendation was made. The only solution for this issue is for the medical assisting program to have their own dedicated class and lab space. We have been verbally informed that we are on the list for consideration for more space however; nothing formally has been done as of now. The advisory committee feels that the space is also adequate but has expressed the same recommendation as the CAAHEP site visitors.

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Provide narrative for academic / student support services. *(Are services adequate for your program?)*

According to the medical assisting cross tab of the graduate analysis, the graduates for the medical assisting program rate the academic and student support services as either very satisfied or satisfied. Therefore, the services that are available to the medical assisting program are adequate. The only areas that could be improved according to the survey results is financial aid, cafeteria and the bookstore. However, this was only 1 respondent out of 13; all of the rest were either very satisfied or satisfied in these areas.

Planning Objectives (2016-17; 2017-18; 2018-19 – 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
2016-17	1) Ritter M9 Ultraclave Automatic Sterilizer (approved) 2) CPT & ICD 10CM Medical Code Books (approved in 2015-16 plan, carried forward for assessment)	1) The autoclave was used in the spring 2017. The students had skill checkoffs and the results were great. The students rated equipment used for lab as average and above average on the course and resource assessment. Will continue to utilize the students course and resource assessments in determining the quality of lab equipment. the students will use this equipment in the Spring of 2018 and we should see the same results. 2) Items have been received and are currently being used in MED 232. Will do resource assessment near the end of the semester. The students rated CPT Code Book as satisfactory. The code book assisted the student in MED 232 lab. Student used the CPT Code Book in Spring 2016. These Code Books will also be used in Fall 2016. We are unable to assess the CMA results until Fall 2016. The results of the assessment by students was a positive result. The program director is tracking the results on the certification exam and the Medical Assisting program at this time is either at or above the national average.
2017-18	No planning objective(s) submitted.	N/A
2018-19	2 Exam Tables with bases and tops (approved)	Exam tables were delivered in spring 2019. The exam tables were utilized during the spring of 2019 for MED-140-01. 100% of the MA students rated the Lab equipment as strongly agree or agree on all sections of the SRAS that deal with Lab equipment and supplies. All students were able to use the new exam tables in the spring of

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		2019 for final checkoffs for various procedures that are required by CAAHEP.

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

Analysis of the strengths of the program
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 programs biggest strengths. As well as the student reviews of the faculty member 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 has 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.

Analysis of the weaknesses of the program
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 lecture. Another weakness of the program is the participation of the advisory committee. Changes have been made this year to the advisory committee and the program director is still researching ways to help the advisory committee attendance improve. It is important to note that the program director is in constant contact with many of the members of the committee throughout the year. Those who may not be able to attend the meeting are informed and do give input on an individual basis.

Opportunities for improvement
The main 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. Another 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.

Section 6: Outcomes Follow-Up and Approvals
Outcomes follow-up to be addressed spring semester following review year (2020-21 and 2021-22).

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

Program Review and Outcome Assessments, 2019-20

Heather Odom, Medical Assisting Program Director

Approvals
- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

Dean Acceptance / Date: _____ *Janeil Marak* _____ 8/10/2020

IE Acceptance / Date: ___ *Dorothy Moore* _____ 8/10/2020

Administrator Approval / Date: _____ *Patty Pfieffer* _____ 8/10/2020