

# Santa Rosa Junior College

## Program Resource Planning Process

### Medical Assisting 2017

#### 1.1a Mission

The Mission of the Medical Assisting (MA) Program is to provide education to prepare entry-level Administrative and Clinical medical assistants with the techniques, strategies, and knowledge to work in medical offices, hospital outpatient clinics, and health centers. This is a growing field with jobs available in the community or nearby. We are constantly working to improve the program and changing it according to the needs of the community.

#### 1.1b Mission Alignment

The Medical Assisting Mission Statement aligns with the SRJC mission statement by offering programs with high academic standards and promoting awareness of and maintaining sensitivity to ethnic, cultural and gender diversity and institutional goals to help students become proficient in technology, to listen actively and respectfully and to locate, analyze, evaluate and synthesize relevant information. We strive to offer courses that reflect academic excellence and integrity and which serve the variety of needs and abilities of our students.

Medical Assisting:

Our program aligns with the District's Mission and Strategic Goals. Our program is committed to:

- Helping students succeed in meeting their educational goals and eliminating barriers to college education by providing guidance and support services through academic advising and referral to SRJC support services, including library, scholarship, financial aid, workforce development, etc.
- Challenging students to be responsible for their academic success and development as efficient, knowledgeable, ethical MAs.
- Promoting cultural awareness, sensitivity, and respect that are integral to success in working with the diverse populations in our county.
- Securing faculty who are knowledgeable, have current experience in their particular area of medical assisting, demonstrate strong teaching skills, and who are committed to student success.
- Working closely with community experts in developing curriculum that meets both professional and student needs.
- Promoting active participation in class, clinical and/or computer labs, and an externship practical experience in a medical office and outpatient clinic.

## 1.1c Description

Medical Assisting is a career path that can be used as a career or a stepping stone to nursing, radiology or many other medically based careers. Students can obtain a certificate and be working in as little as 4 semesters. Medical assisting is a career with many jobs available. Search of ziprecruiter.com shows 498 medical assistant jobs available in Sonoma county. Students can choose to complete one or all of the Medical Assisting certificate programs and work for an A.S. Degree with any of the areas as a major.

- The Administrative Medical Assistant track is a 30-unit Certificate of Achievement program, and can be completed in 4-5 semesters.
- The Clinical Medical Assistant track is a 40-unit Certificate of Achievement program, and can be completed in 4 semesters.
- The Administrative & Clinical Medical Assistant track is a 49.5-unit Certificate of Achievement program, and can be completed in 5 semesters.

All programs can also be taken on a full-time or part-time basis. Recommended sequencing of classes can be viewed on the SRJC Medical Assisting web site at [medical-assisting.santarosa.edu](http://medical-assisting.santarosa.edu).

Finishing a medical assistant degree contributes towards a future of working in a medical office or clinic that is clean and mentally stimulating doing light patient care, rooming patients, taking vital signs and/or assisting the MD with billing and coding.

## 1.1d Hours of Office Operation and Service by Location

Medical Assisting:

All MA-prefix courses are offered on the Santa Rosa campus or online. Courses with other prefixes, e.g., HLC and CS are offered on the Petaluma campus and Santa Rosa. Online Courses are offered during a variety of hours -- mornings, afternoons, evenings, and some weekends for HLC 160 and CS 60.11A.

Clinical Medical Assisting is concentrated in a Monday through Thursday configuration and has clinical experiences at Kaiser Permanente Outpatient Clinics in Santa Rosa and Rohnert Park, and Sutter Health offices in Santa Rosa. Instructors spend one full 9 hour day onsite per week with the students ensuring they are practicing medical assisting in accordance with SRJC student MA policies, the health care organizations' policies, HIPPA, OSHA, etc.

Administrative Medical Assisting has medical-office externships that occur only during the summer semester and are done at many different outpatient clinics or Medical Offices in the community. Each instructor spends 9 plus hours in the community per week visiting these students and getting updates from staff at the clinics. Students' onsite hours are determined by the site and the student, but must equal 183 hours by the end of the program.

All instructors and coordinator are available by email at their [www.santarosa.edu](http://www.santarosa.edu) addresses, by phone and during office hours which are posted on the office windows of each and every staff member. We believe that as professionals and instructors, what we teach them should be correct and reflect what an ethical, well taught medical assistant should do in the clinical and administrative areas. Our instructors excel in both experience and teaching ability.

Our program is keeping up with the rapidly changing health care scene by adding an Electronic Health Records course that was implemented in 2014. In addition, phlebotomy is being considered as an addition to the program.

This is a growing and vital program at SRJC and it is one where jobs exist. Our last program held a 100% rate of employment of the graduates.

## 1.2 Program/Unit Context and Environmental Scan

Medical Assisting:

Trends in Medical Office employment show that MDs started using medical assistants differently around 1990. After that they began to give them more duties and today they are actually even able to give injections and draw blood.

According to US Government reports, Medical Assisting is the most rapidly growing profession in the decade of 2010-20. Web searches show many jobs are available in our community right now.

Medical Assisting in the clinical and administrative area is growing in our community and in the greater economy because of the addition of the Affordable Care Act, the decreased cost of using medical assistants in the office rather than nurses and the amount of people expected to retire in the next decade.

The electronic health record (EHR) has had a significant impact on all health care programs, and in Medical Assisting, we have added an Electronic Health Records course which began in 2014 in order to keep current with these technology changes in health care,

Medical assisting does not see students transferring to a four year program because it is focused on workforce training. We **do** see returning students who later attend our other healthcare programs including ADN who consequently transfer on to Sonoma State University's ADN - BSN program. They also return to the LVN program or can transfer to a 4 year college if they finish their associates degree which many do. Many simply finish a associates degree in medical assisting.

There is currently one full time tenure faculty member that is the coordinator of the program, and is also instructing in the program. The rest of the instructors are adjunct.

As the economy continues to improve, more and more students will seek short term training programs, especially in programs that often result in jobs. The medical assisting programs last about 4 semesters and results in jobs often with excellent benefits and moderate pay.

We expect to see continued growth in all of the programs we offer, After all, **Medical Assisting is the most rapidly growing profession in the decade** *according to every medical assisting college website including our own and the US Government!*

## 2.1a Budget Needs

With an increase in enrollment the supply needs of the Medical Assisting program are rising.

# Medical Assisting - FY 2015-16

## 2.1 Fiscal Year Expenditures

### Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2014-15	Restricted Funds	Change from 2014-15	Total	Change from 2014-15
Faculty payroll	\$70,326.00	-15.35%	\$0.00	0.00%	\$70,326.00	-15.35%
Adjunct payroll	\$185,619.96	4.99%	\$0.00	0.00%	\$185,619.96	4.99%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$46,460.93	38.28%	\$0.00	0.00%	\$46,460.93	38.28%
Supplies (4000's)	\$1,338.67	-714.89%	\$0.00	0.00%	\$1,338.67	-714.89%
Services (5000's)	\$9.15	-30.73%	\$0.00	0.00%	\$9.15	-30.73%
Equipment (6000's)	\$0.00	0.00%	\$0.00	-100.00%	\$0.00	-100.00%
<b>Total Expenditures</b>	<b>\$303,754.71</b>	<b>3.57%</b>	<b>\$0.00</b>	<b>-100.00%</b>	<b>\$303,754.71</b>	<b>3.14%</b>

### Expenditure Totals

Expenditure Category	Amount	Change from 2014-15	District Total	% of District Total
Total Expenditures	\$303,754.71	3.14%	\$142,812,136.74	0.21%
Total Faculty Payroll	\$255,945.96	-1.51%	\$46,486,773.56	0.55%
Total Classified Payroll	\$0.00	0.00%	\$22,009,293.41	0.00%
Total Management Payroll	\$0.00	0.00%	\$9,770,442.32	0.00%
Total Salary/Benefits Costs	\$302,406.89	3.04%	\$102,858,006.58	0.29%
Total Non-Personnel Costs	\$1,347.82	31.24%	\$16,325,691.74	0.01%



## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	01	\$1,000.00	Faculty members travel to multiple sites supervizing students at externships.

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
None	0.00	0.00	

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
----------	-------	-------	------------

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC	10.00	12.00	Maintain clinical agreements with offsite clinics, agencies, and hospitals for student externships. Provide support of the MA program by keeping records of student background checks, immunizations, and program qualifications.

## 2.2d Adequacy and Effectiveness of Staffing

**Inadequate.** Adjunct faculty are actively being recruited to staff the needs of the program. Program needs more adjunct instructors to fulfill substitution and expansion needs. The program has grown to 115 students and is expected to continue to grow as the demand for these professionals is needed by the health care agencies. We need to be able to respond to the demand.

## Medical Assisting - FY 2015-16

### 2.2 Fiscal Year Employee Data and Calculations

#### Employee Head Counts

Employee Category	Count	Change from 2014-15	District Total	% of District Total
Contract Faculty	1	0.00%	306	0.33%
Adjunct Faculty	16	45.45%	1389	1.15%
Classified Staff	0	0.00%	541	0.00%
STNC Workers	0	0.00%	609	0.00%
Student Workers	0	0.00%	616	0.00%
Mgmt/Admin/Dept Chair	0	0.00%	176	0.00%

#### Employee FTE Totals

FTE Category	FTE	Change from 2014-15	District Total	% of District Total
FTE-F - Faculty	3.6777	-12.25%	743.0476	0.49%
FTE-CF - Contract Faculty	1.0000	0.00%	303.3500	0.33%
FTE-AF - Adjunct Faculty	2.6777	-16.09%	439.6976	0.61%
FTE-C - Classified	0.0000	0.00%	450.7804	0.00%
FTE-ST - STNC	0.0000	0.00%	89.9729	0.00%
FTE-SS - Support Staff	0.0000	0.00%	714.9341	0.00%

FTE-SW - Student Workers	0.0000	0.00%	174.1808	0.00%
FTE-M - Management	0.0000	0.00%	128.9297	0.00%
FTE-DC - Department Chairs	0.0000	0.00%	50.0000	0.00%

## Student Data

Data Element	Value	Change from 2014-15	District Total	% of District Total
FTEs-CR - Credit	58.7284	-16.00%	15431.0806	0.38%
FTEs-NC - Non-Credit	0.0000	0.00%	2170.0038	0.00%
FTEs - combined	58.7284	-16.00%	17601.0844	0.33%
Students Enrolled/Served	122	-73.59%	30000	0.41%

## Calculations

Data Element	Value	Change from 2014-15	District Total	% of District Total
FTE-S : FTE-F	15.9689	-4.27%	23.6877	67.41%
FTE-AF : FTE-CF	2.6777	-16.09%	1.4495	184.73%
FTE-F : FTE-SS	0.0000	0.00%	1.0393	0.00%
FTE-F : FTE-M	0.0000	0.00%	5.7632	0.00%
FTE-SS : FTE-M	0.0000	0.00%	5.5451	0.00%
FTE-ST : FTE-C	0.0000	0.00%	0.1996	0.00%
Average Faculty Salary per FTE-F	\$69,594.41	12.24%	\$62,562.31	111.24%
Average Classified Salary per FTE-C	\$0.00	0.00%	\$48,824.87	0.00%
Average Management Salary per FTE-M	\$0.00	0.00%	\$75,781.16	0.00%
Salary/Benefit costs as a % of total budget	99.56%	-0.10%	72.02%	138.23%
Non-Personnel \$ as a % of total budget	0.44%	27.24%	11.43%	3.88%
Restricted Funds as a % of total budget	0.00%	-100.00%	16.55%	0.00%
Total Unit Cost per FTE-F	\$82,594.11	17.54%	\$192,197.83	42.97%
Total Unit Cost per FTE-C	\$0.00	0.00%	\$316,810.88	0.00%
Total Unit Cost per FTE-M	\$0.00	0.00%	\$1,107,674.47	0.00%
Total Unit Cost per FTE-S	\$5,172.20	22.79%	\$8,113.83	63.75%
Total Unit Cost per student served/enrolled	\$2,489.79	290.58%	\$4,760.40	52.30%

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
------	----------	----	---	---------------	----------------	------

## 2.3a Current Contract Faculty Positions

Position	Description
----------	-------------

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Medical Assisting	0.0000	0.0000	0.0000	0.0000	One full time Coordinator/Instructor, and the rest are adjunct faculty.



## 2.3c Faculty Within Retirement Range

4 adjunct faculty members of the the 14 are within retirement age.

## 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

The demand for the medical assistant program is growing with full classes every semester. Jobs for medical assistants in the community continues to grow with students getting jobs from their externship sites immediately upon graduation. There is demand for our students in the community due to the quality of the graduates. Kaiser and Sutter have requested more externs by spring 2015.

The need for trained medical assistants will be increasing with the recent health care reform as evident by the quick employment and requests for more students.

Coordination of background checks and immunizations with the assistance of Administrative support requires the oversight of a full time faculty member for a program the size of MA. In 2014/2015 45 certificates were issued to graduates of the 3 programs. The MA program has 3 certificates and 3 majors that require curriculum oversight and revision.

## Medical Assisting - FY 2015-16

### 2.3a Contract Faculty Positions Employees paid from a Contract Faculty OBJECT code

Name Last	First	Position	Hours	HR FTE	DM FTE
Lantz	Katherine	Temporary Contract Faculty	0.00	1.0000	0.0000
<b>Totals</b>			<b>0.00</b>	<b>1.0000</b>	<b>0.0000</b>

### 2.3b Adjunct Faculty Positions Employees paid from an Adjunct Faculty OBJECT code

Name Last	First	Position	Hours	FTE
Avilla-Hamann	Marian		500.25	0.2484
Breneman	Jerilu		144.00	0.2718
Carroll-Ambrose	Mary		144.00	0.0000
Felling	Mark		298.61	0.0000
Hill	Povi		93.50	0.0000
King	MaryEllen		54.00	0.0000
Lantz	Katherine		8.00	1.0000
McDonald	Linda		273.50	0.0000
Murphy	Joan		13.00	0.0000
Murphy	Michael		48.50	0.0000
Rapaport	Sarah		90.00	0.0000
Redmon	Ron		313.00	0.3790
Reinhard	Holly		297.60	0.0000
Schlutius	Jane		54.00	0.1000
Shokmalli	Korie		62.25	0.2571
Strasburg	Gloria		251.50	0.4213
<b>Totals</b>			<b>2645.71</b>	<b>2.6777</b>



## 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
------	----------	----	---	------------	--------------------------

## 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

## 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	Santa Rosa	01	01	32 Blood sugar machines	32	\$33.37	\$1,067.88	Katherine Slusser	Skills lab	Katherine Slusser
0000	Santa Rosa	01	01	16 Suture/Staple Removal Trainers (arms & legs)	16	\$292.09	\$4,673.46	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	17 Pulse Oximeters	17	\$53.16	\$903.80	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	8 Baby Mannequins	8	\$54.22	\$433.78	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	9 Eye Models	9	\$329.84	\$2,968.56	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	32 Eye Occluders	32	\$10.03	\$321.11	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	15 Snellen Adult Eye charts	15	\$9.60	\$144.03	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	15 Ear Models	15	\$23.87	\$358.05	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	30 Oxygen Flowmeters	30	\$51.12	\$1,533.60	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	10 Digital Oral/Axillary/Rectal Thermometers	10	\$297.63	\$2,976.30	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	32 Gestational Wheels	32	\$6.16	\$197.26	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	6 Laptops	6	\$1,051.83	\$6,311.03	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	2 EKG Software Bundles for the laptops	2	\$2,080.50	\$4,161.00	Katherine Slusser	Skills Lab	Katherine Slusser
0000	Santa Rosa	01	01	7 Physical Exam Tables	7	\$1,705.42	\$11,938.00	Katherine Slusser	Skills Lab	Katherine Slusser

## 2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	05	07	none	0	\$0.00	\$0.00			

## 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
------	----------	----	---	------------	----------	-------------	-----------	-------------

## 2.5b Analysis of Existing Facilities

Additional skills lab space for all health science programs is needed, since these programs continue to expand and it is difficult to effectively teach students in crowded spaces. Space needed is a minimum of 2,500 sq ft (50x50) Space allocation and dedicated for the Medical Assisting does not involve the same simulation needs of the nursing programs. Current space could be reconfigured once a new simulation area is designed for nursing.

As our programs grow, lecture space is becoming more difficult to schedule as well. Projecting that the trend will continue for health sciences, we also need to plan for more lecture space. Ideally, another auditorium lecture room that holds over 60 will be needed.

Finally, the computer lab in the Health Sciences building needs to expand from 30 computers to 62. There is no room space available for this conversion in the RACE building. It is important to be able to offer online testing because this prepares our students for online testing and to use technology in healthcare like electronic health records.

## 3.1 Develop Financial Resources

## 3.2 Serve our Diverse Communities

The Medical Assisting program is seeing an increase in Latino, especially Latina, students, which is not reflected in our faculty. Currently the program has one bilingual English/ Spanish instructor. Consideration of a Spanish class or immersion for current instructors has been discussed as a possibility to assist with this issue or the use of an online program. I think this has become less of an issue with the incoming students being a large mix of all races which is a wonderful thing to see at SRJC.

We should still look at a Spanish class for instructors and I am looking at immersion classes currently offered at SCOE.

## 3.3 Cultivate a Healthy Organization

No classified staff though it would be helpful if we had one dedicated office worker for MA since we are the second largest program in the Health Sciences cluster with 87 students currently.

### 3.4 Safety and Emergency Preparedness

Department safety leaders for Health Sciences are located in the health sciences office and in the skills lab office. Students are taught safety in all medical procedures and in fire safety within the Race building. All students and instructors are required to be certified in Cardiopulmonary Resuscitation techniques through the American Heart Association.

Instructors are advised to lock office doors when working after hours or when building is not in full use or when they are simply alone.

Meetings with students are not to take place when no one else is in the Race Building.

Teachers are advised to make effective ground rules about the kind of behavior that is expected and tolerated in the classroom and to include it in the syllabus. They are also advised to call campus police if any undue behaviors occur as early intervention is vital and having trained colleagues present that are prepared to assist is of the utmost importance.

Plans are being made for classes in safety and responding to an immediate problem. Santa Monica College is using a training program that is an online simulation program called "at-risk" where they are given 5 classroom scenarios and asked to pick 3 students who are the most at risk. Then you are asked to be the faculty person and have a simulated conversation and are given feedback. This appears to help staff in dealing with problems in the classroom and might be a good program for SRJC to adopt.

### 3.5 Establish a Culture of Sustainability

Clinical medical assistants do use bloodborne pathogens exposure prevention protocols when giving injections and handling syringes and needles. Instructors are familiar with exposure protocols used in the Health Sciences department. Students have also been aware that they need to be cognizant of recycling taking place in the Race Building.

### 4.1a Course Student Learning Outcomes Assessment

Medical Assisting Program SLO Assessment Cycle

<b>Course</b>	<b>Semester/Year Last Assessed</b>	<b>Assessed By</b>	<b>Semester/Year Due For Next Assessment</b>
MA 160	Fall, 2014	Gloria Strasburg	Fall 2020
MA 161	Spring, 2014	Ron Redmon	Spring, 2020
MA 162	Fall, 2013	Ezbon Jen	Fall, 2019
MA 163 (fka MA 163A)	Fall, 2014	Muwafaqu Al-Asad	Fall, 2014
MA 163L (fka MA 163AL)	Fall, 2014	Muwafaqu Al-Asad	Fall, 2020
MA 174 (fka MA 163B)	Spring, 2015	Muwafaqu Al-Asad	Spring, 2021
MA 164	Spring, 2014	Ron Redmon	Spring, 2020
MA 165	Fall, 2014	Muwafaqu Al-Asad	Fall, 2020
MA 166.1	Summer, 2014	Muwafaqu Al-Asad	Summer, 2020
MA 176 (fka MA 166.4)	Spring, 2015	Muwafaqu Al-Asad	Spring, Spring, 2021
MA 167 (fka MA 167A)	Spring, 2015	Gloria Strasburg	Spring, 2021
MA 168	Spring, 2014	Gloria Strasburg	Spring, 2020
MA 169	Spring, 2014	Gloria Strasburg	Spring, 2020
MA 171	No record – Class created Fall 2014	--	Fall, 2020

<b>Program</b>	<b>Semester/Year Last Assessed</b>	<b>Assessed By</b>	<b>Semester/Year Due For Next Assessment</b>
Admin & Clinical Cert & Major	Spring, 2015	Muwafaqu Al-Asad	Spring, 2021
Admin Major & Cert	Fall, 2014	Lynne Conde	Fall, 2020
Clinical Major & Cert	Spring, 2015	Anna Valdez	Spring, 2021

#### 4.1b Program Student Learning Outcomes Assessment

Program evaluation is being completed on an ongoing basis, with a maximum of every 6 years. The MA Coordinator will submit a program assessment for the results of the successful completion of the program for each of the certificates and majors.

#### 4.1c Student Learning Outcomes Reporting

<b>Type</b>	<b>Name</b>	<b>Student Assessment Implemented</b>	<b>Assessment Results Analyzed</b>	<b>Change Implemented</b>
Course	MA 160 - Introduction to Medi	Spring 2013	Fall 2014	Fall 2013
Course	MA 161 - Law and Ethics, Medic	Fall 2012	N/A	Fall 2013
Course	MA 162 - Disease Processes	Fall 2012	Fall 2013	Fall 2013
Course	MA 163A - Clinical Procedures	Spring 2013	Fall 2014	Fall 2013
Course	MA 163AL - Clinical Experience	Spring 2013	Fall 2014	Fall 2013
Course	MA 163B - Clinical Procedures	Spring 2013	N/A	Fall 2013
Course	MA 163BL - Clinical Experience	Spring 2013	N/A	Fall 2013
Course	MA 164 - Laboratory Techniques	Spring 2013	N/A	Fall 2013
Course	MA 165 - Pharmacology and Admi	Spring 2013	Fall 2014	Fall 2013
Course	MA 166.1 - Externship: Admini	Spring 2013	Summer 2014	Fall 2013
Course	MA 166.4 - Externship: Clinic	Spring 2012	N/A	Fall 2012
Course	MA 167A - Basic Diagnostic Cod	Spring 2012	N/A	Summer 2012
Course	MA 167B - Intermediate Diagnos	Spring 2012	N/A	Fall 2012
Course	MA 168 - Basic Medical Office	Spring 2013	Fall 2014	Fall 2013
Course	MA 169 - Procedural Coding	Spring 2012	Fall 2014	Spring 2012

## 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
MA 160		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MA 161		X	X	X	X		X	X	X	X	X	X	X	X	X	X
MA 162		X	X	X	X	X	X	X	X	X	X	X		X		
MA 163		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MA 164		X	X	X	X	X	X	X	X	X	X			X		
MA 165	X	X	X	X	X	X	X	X	X	X	X			X	X	X
MA 166.1		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MA 167		X	X	X	X		X	X	X	X	X	X		X		X
MA 168		X	X	X	X	X	X	X	X	X	X	X		X		X
MA 169		X	X	X	X	X	X	X	X	X	X	X		X		X
MA 176	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MA163L	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MA174		X	X	X	X	X	X	X		X	X	X	X	X	X	X

## 4.2b Narrative (Optional)

Course and program SLOs and LAPs for Medical Assisting were completed in 2012 as required by AACJC. They were revised again to fix prerequisite problems. Student handbook has been updated and distributed.

Plans to review courses annually to maintain currency are being made now. Updates are being made to prerequisites to allow for smooth transitions and ability to take classes when should be taken. SLO's will be checked every 3 years.

The course sequences were just revised for all 6 tracks in the MA program, and all MA course offerings are now better aligned with the intended flow of the sequence of courses that are recommended.

Curriculum changes have been approved and will begin this summer 2016 for MA 166.1 Administrative Externship. Other changes have been requested in the clinical courses that are in queue to be reviewed by curriculum. These changes will provide a smoother clinical experience both for the students, and the sites that accept them. We are hoping for an increase in skills lab time, which would necessitate purchasing the listed instructional supplies. Without these supplies, we cannot provide an up to date educational experience for the students that will be entering the health care workforce very soon.



State certification by CCBMA continues to remain an important goal that the coordinator and instructors are encouraging the students to pursue. Part of the clinical certification requires that students do a minimum number of injections on patients, so plans include placing students at more injection-friendly sites, and also scheduling attendance at flu clinics.

The field of medical assisting is growing and changing. Sonoma County Helpwanted.com states there are currently 434 job openings for medical assistants in the bay area. This demand continues to increase, and no forecasts show that it is slowing down. Kaiser is continuing to increase a program called MDMA where each MD has his own MA. This is a great field which is growing and changing.

## 5.0 Performance Measures

Clinical medical assisting skills- lab checkoffs and clinical experience

Medical language skills - use of medical terminology, anatomical terms, and pathophysiological terms

Administrative medical assisting skills - front office techniques and procedures

Procedural and diagnostic coding - for use with insurance claims

Professionalism in the clinical setting - externship experiences include reviews by staff and check off lists

Recruitment occurs as MA's finish final rotation. Several MA students get offers of employment in their final Spring semester, or Summer semester. Local community physicians continue to reach out to our program asking for clinical and administrative students for externship with the intent to hire them.

## 5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

**All classes shown are from the clinical and administrative major track because this track includes every class offered in the entire MA program:**

- **First Semester (Fall)**

- CS 60.11A Microsoft Word Part I, offered F, SP & SUM, in person, online, day, evening**

- HLC 160 Medical Terminology, offered F, SP & SUM, in person, online, day, evening**

- PSYCH 1A General Psychology, offered F, SP & SUM, in person, online, hybrid, day, evening**

- ANAT, Human Anatomy offered F, SP & SUM, in person, day, evening**

- **Second Semester (Spring)**
  - MA 160 Introduction to Medical Office Practice, offered SP, in person, Fridays 5:30-8:30pm
  - MA 161 Law and Ethics for the Medical Assistant, offered SP, in person, Mondays, 4:30-6pm
  - MA 162 Disease Processes, offered SP, in person, Wednesdays, 8am-12pm
  - MA 168 Basic Medical Office Insurance Billing, offered SP, in person, Wednesdays, 5-6:30pm
  
- **Third Semester (Fall)**
  - MA 163A Clinical Procedures I, offered F, in person, Wednesdays, 1-6pm
  - MA 163AL Clinical Experience I, offered F, in person, Thursdays, 8am-5:30pm
  - MA 165 Pharmacology and Administration of Medications, offered F, in person, Tuesdays, 12-5pm
  - MA 169 Procedural Coding, offered F, in person, Tuesdays & Thursdays, 5:30-7:30pm and 5:30-8:30pm
  - MA 171 Electronic Health Records, offered F, in person, NOT OFFERED UNTIL FALL 2017; Days/times unknown
  
- **Fourth Semester (Spring)**
  - MA 163B Clinical Procedures 2, offered SP, in person, Tuesdays, 12-2pm and 4-7pm
  - MA 163BL Clinical Experience 2, offered SP, in person, Mondays, 8am-5:30pm
  - MA 164 Laboratory Techniques, offered SP, in person, Tuesdays, 9:30-11:30am
  - MA 166.4 Externship: Clinical Medical Assisting, offered SP, in person, Thursdays, 8am-5:30pm
  - MA 167A (1st 8 weeks) Basic Diagnostic Coding, offered SP, in person, Tuesdays & Thursdays, 7-9pm
  - MA 167B (2nd 8 weeks) Intermediate Diagnostic Coding, offered SP, in person, Tuesdays & Thursdays, 7-9:15pm
  
- **Fifth Semester (Summer)**
  - MA 166.1 Externship: Medical Assisting, offered SUM, in person, varied days/times, generally 8am-5:30pm
  - LIR 10 Intro to Info Literacy, offered F, SP & SUM, in person, online, day, evening

## 5.2a Enrollment Efficiency

**Narrative: Our goal is to have ENOUGH seats for the amount of students wishing to take medical assisting classes. Most classes are at 110% -120% fill for every class we have. We are offering 1 large section(60 students) of the first course and would like to offer 2 sections of MA**



**Other Locations** (Includes the PSTC, Windsor, and other locations)

<b>Discipline</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>	<b>X2014</b>	<b>F2014</b>	<b>S2015</b>	<b>X2015</b>	<b>F2015</b>	<b>S2016</b>
Medical Assisting	0.0%	96.7%	96.7%	0.0%	96.7%	96.7%	0.0%	106.7%	100.0%	0.0%	100.0%	

**ALL Locations** (Combined totals from ALL locations in the District)

<b>Discipline</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>	<b>X2014</b>	<b>F2014</b>	<b>S2015</b>	<b>X2015</b>	<b>F2015</b>	<b>S2016</b>
Medical Assisting	93.3%	99.6%	94.3%	122.2%	82.1%	90.5%	71.4%	75.8%	88.1%	57.5%	70.3%	

## 5.2b Average Class Size

### Medical Assisting - FY 2014-15 (plus current FY Summer and Fall)

**5.2b Average Class Size** The average class size in each Discipline at first census (excludes cancelled classes).

#### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	23.3	31.4	29.4	27.5	25.1	27.7	16.7	21.8	26.6	11.5	21.4	

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

#### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	0.0	29.0	29.0	0.0	29.0	29.0	0.0	32.0	30.0	0.0	30.0	

#### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	23.3	31.1	29.3	27.5	25.6	27.9	16.7	23.3	27.2	11.5	22.8	

## 5.3 Instructional Productivity

narrative: **Our medical Assistant Teachers are very productive and often take larger classes than expected because of student needs. This needs to be addressed. I am sure our instructors are willing to teach 2 sections or split it up. Productivity ratios do not work here as we have only one full time employee.**

(Not sure where the 2012 numbers came from unless it was downloaded from other info?)

## Medical Assisting - FY 2014-15 (plus current FY Summer and Fall)

**5.3 Instructional Productivity** The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each Discipline at first census.

### Santa Rosa Campus

Medical Assisting		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
	<b>FTES</b>	7.43	26.21	19.63	9.41	24.09	25.48	5.73	17.04	23.52	1.02	14.80	
	<b>FTEF</b>	0.77	1.80	1.10	0.95	1.83	1.63	1.08	1.82	1.84	1.04	1.66	
	<b>Ratio</b>	<b>9.63</b>	<b>14.52</b>	<b>17.79</b>	<b>9.90</b>	<b>13.17</b>	<b>15.58</b>	<b>5.30</b>	<b>9.35</b>	<b>12.75</b>	<b>0.98</b>	<b>8.94</b>	

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Medical Assisting		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
	<b>FTES</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	<b>FTEF</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	<b>Ratio</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	

### Other Locations (Includes the PSTC, Windsor, and other locations)

Medical Assisting		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
	<b>FTES</b>	0.00	5.57	17.76	0.00	5.06	17.23	0.00	6.22	17.41	0.00	5.82	
	<b>FTEF</b>	0.00	0.95	2.09	0.00	1.30	3.08	0.00	1.04	2.34	0.00	1.33	
	<b>Ratio</b>	<b>0.00</b>	<b>5.88</b>	<b>8.51</b>	<b>0.00</b>	<b>3.91</b>	<b>5.60</b>	<b>0.00</b>	<b>6.00</b>	<b>7.45</b>	<b>0.00</b>	<b>4.39</b>	

### ALL Locations (Combined totals from ALL locations in the District)

Medical Assisting		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
	<b>FTES</b>	7.43	31.78	37.39	9.41	29.15	42.71	5.73	23.26	40.93	1.02	20.63	
	<b>FTEF</b>	0.77	2.75	3.19	0.95	3.12	4.71	1.08	2.86	4.18	1.04	2.98	
	<b>Ratio</b>	<b>9.63</b>	<b>11.55</b>	<b>11.72</b>	<b>9.90</b>	<b>9.33</b>	<b>9.06</b>	<b>5.30</b>	<b>8.14</b>	<b>9.79</b>	<b>0.98</b>	<b>6.92</b>	

## 5.4 Curriculum Currency

- **Currency** (Administrative and Clinical Medical--AS degree major and/or certificate, Administrative Medical Assisting only--AS major and/or certificate, Clinical Medical Assisting only--AS major and/or certificate, Coding and Reimbursement AS major and/or certificate. **All program and class SLO's have been updated and are current.**

<u>Course Number</u>	<u>Course Name</u>	<u>Last Curriculum Approval</u>
MA 160	Intro. to Medical Office Practice	Spring 2013
MA 161	Law and Ethics for Medical Assistants	Fall 2012
MA 162	Disease Processes	Fall 2012
MA 163A	Clinical Procedures 1	Spring 2013
MA 163AL	Clinical Experience 1	Spring 2013
MA 163B	Clinical Procedures 2	Spring 2013
MA 163BL	Clinical Experience 2	Spring 2013
MA 164	Laboratory Techniques	Spring 2013
MA 165	Pharmacology & Adm. of Medications	Spring 2013
MA 166.1	Externship: Adm. Medical Assisting	Summer 2016
MA 166.4	Externship: Clinical Medical Assisting	Spring 2012
MA 167A	Basic Diagnostic Coding	Spring 2012
MA 167B	Intermediate Diag. & Procedural Coding	Spring 2012
MA 168	Basic Med. Office Insurance Billing	Spring 2012
MA 169	Procedural Coding	Spring 2012
MA 171	Electronic Medical Records	Fall 2015

### **Curriculum Currency Goal for Fall 2011: Accomplished by Fall 2012**

<u>Course Number</u>	<u>Course Name</u>
MA 160	Intro. to Medical Office Practice
MA 161	Law and Ethics for Medical Assistants
MA 162	Disease Processes

- **Curriculum Currency Goal for Spring 2012: ACCOMPLISHED 3/12**

<b>Course Number</b>	<b>Course Name</b>
MA 163A	Clinical Procedures 1
MA 163AL	Clinical Experience 1
MA 163B	Clinical Procedures 2
MA 163BL	Clinical Experience 2
MA 164	Laboratory Techniques
MA 165	Pharmacology & Adm. of Medications
MA 166.1	Externship: Adm. Medical Assisting
MA 166.4	Externship: Clinical Medical Assisting
MA 167A	Basic Diagnostic Coding
MA 167B	Intermediate Diag. & Procedural Coding
MA 168	Basic Med. Office Insurance Billing
MA 169	Procedural Coding

**To be added for 2018:**

MA 171            Electronic Medical Records

Review will again take place in 2018

## 5.5 Successful Program Completion

Students at SRJC medical assisting program have a 100% pass rate on the medical assisting certification exam. They are often hired by the better paying larger organizations in Santa Rosa because they are well trained and ethically the best.

With increased support from Coordinator I expect course completion rate to increase in next 2-3 years.

## Medical Assisting - FY 2014-15 (plus current FY Summer and Fall)

**5.6b Successful Course Completion** The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).



**Santa Rosa Campus**

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	85.7%	92.3%	95.6%	96.4%	92.5%	94.9%	86.0%	90.8%	95.9%	95.7%	96.3%	

**Petaluma Campus** (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

**Other Locations** (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	96.9%	98.3%	0.0%	100.0%	

**ALL Locations** (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	85.7%	93.2%	96.6%	96.4%	93.5%	95.8%	86.0%	92.0%	96.3%	95.7%	97.1%	

## 5.6 Student Success

Narrative: A lot of change has disrupted the program in the last 2 years. It is now becoming more comfortable for students with a new coordinator who is supportive of staff and student needs. Expect increases in retention of students and successful course completion in next few years. Hope is to make coordinator a full time employee and further give stability to program and help students.

### Medical Assisting - FY 2014-15 (plus current FY Summer and Fall)

**5.6a Retention** The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

#### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	88.6%	93.2%	96.1%	96.4%	93.5%	96.0%	90.0%	95.4%	96.6%	95.7%	97.2%	

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

#### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	96.9%	100.0%	0.0%	100.0%	

#### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	88.6%	94.0%	97.0%	96.4%	94.3%	96.7%	90.0%	95.7%	97.2%	95.7%	97.8%	

**5.6c Grade Point Average** The average GPA in each Discipline (UnitsTotal / GradePoints).

**Santa Rosa Campus**

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	3.20	3.47	3.36	3.48	3.38	3.53	3.30	3.36	3.62	3.30	3.59	

**Petaluma Campus** (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

**Other Locations** (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	0.00	3.38	3.85	0.00	3.83	3.85	0.00	3.94	3.93	0.00	4.00	

**ALL Locations** (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Medical Assisting	3.20	3.46	3.51	3.48	3.43	3.61	3.30	3.44	3.70	3.30	3.66	

## 5.7 Student Access

In Medical Assisting we are seeing an increase in Hispanic attendance and enjoy a diverse population of students ethnicity and diversity in age. We expect this to continue in the future as the population of Sonoma County changes and becomes more diverse. We could benefit from diversity in staff but in the meantime we may need diversity training for all instructors.

### Medical Assisting - FY 2014-15 (plus current FY Summer and Fall)

#### 5.7a Students Served - by Ethnicity The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

##### ALL Locations (Combined totals from ALL locations in the District)

Medical Assisting	Ethnicity	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	White	335	60.3%	339	56.3%	262	50.4%	172	36.8%
	Asian	23	4.1%	15	2.5%	9	1.7%	7	1.5%
	Black	2	0.4%	11	1.8%	7	1.3%	7	1.5%
	Hispanic	127	22.8%	175	29.1%	211	40.6%	236	50.5%
	Native American	2	0.4%	0	0.0%	0	0.0%	0	0.0%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Filipino	1	0.2%	3	0.5%	19	3.7%	19	4.1%
	Other Non-White	0	0.0%	39	6.5%	11	2.1%	26	5.6%
	Decline to state	66	11.9%	20	3.3%	1	0.2%	0	0.0%
	<b>ALL Ethnicities</b>	<b>556</b>	<b>100.0%</b>	<b>602</b>	<b>100.0%</b>	<b>520</b>	<b>100.0%</b>	<b>467</b>	<b>100.0%</b>

#### 5.7b Students Served - by Gender The number of students in each Discipline at first census broken down by gender (duplicated headcount).

##### ALL Locations (Combined totals from ALL locations in the District)

Medical Assisting	Gender	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	Male	31	5.6%	45	7.5%	21	4.0%	37	7.9%
	Female	521	93.7%	547	90.9%	497	95.6%	430	92.1%
	Unknown	4	0.7%	10	1.7%	2	0.4%	0	0.0%
	<b>ALL Genders</b>	<b>556</b>	<b>100.0%</b>	<b>602</b>	<b>100.0%</b>	<b>520</b>	<b>100.0%</b>	<b>467</b>	<b>100.0%</b>

#### 5.7c Students Served - by Age The number of students in each Discipline at first census broken down by age (duplicated headcount).

**ALL Locations** (Combined totals from ALL locations in the District)

Medical Assisting	Age Range	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	0 thru 18	9	1.6%	4	0.7%	5	1.0%	0	0.0%
	19 and 20	25	4.5%	53	8.8%	50	9.6%	42	9.0%
	21 thru 25	143	25.7%	161	26.7%	147	28.3%	138	29.6%
	26 thru 30	64	11.5%	111	18.4%	107	20.6%	104	22.3%
	31 thru 35	45	8.1%	36	6.0%	45	8.7%	35	7.5%
	36 thru 40	82	14.7%	38	6.3%	35	6.7%	62	13.3%
	41 thru 45	35	6.3%	54	9.0%	44	8.5%	22	4.7%
	46 thru 50	66	11.9%	44	7.3%	35	6.7%	17	3.6%
	51 thru 60	70	12.6%	88	14.6%	49	9.4%	34	7.3%
	61 plus	17	3.1%	13	2.2%	3	0.6%	13	2.8%
	<b>ALL Ages</b>	<b>556</b>	<b>100.0%</b>	<b>602</b>	<b>100.0%</b>	<b>520</b>	<b>100.0%</b>	<b>467</b>	<b>100.0%</b>

## 5.8 Curriculum Offered Within Reasonable Time Frame

Both clinical and administrative students begin the program in the Fall with their prerequisites of anatomy, medical terminology, psych, and microsoft word.

The core MA classes are then taken in the following Spring. After that, depending on which track the student has chosen, they will either take their clinical and/or administrative focused classes.

All tracks are completed in either 4 or 5 semesters, depending on the specialty chosen.

## 5.9a Curriculum Responsiveness

One way that the curriculum in the MA program is responding to students and the needs of the local health care community is that all course sequences for all 6 tracks of the MA program have been revised to provide a more streamlined experience for all MA students. These new sequences are better aligned with having all students take the required courses in the required order, instead of the student being able to "skip around" and take classes out of order. Taking courses in the recommend sequence prevents errors in educational plans, prevents delays in finishing

courses, and provides for better graduation rates overall. In addition, this forced cohort allows for more opportunities for stronger student relationships to form which result in more peer support, and better outcomes overall.

Another way the curriculum in the MA program has responded to the students and the needs of the local health care community is by specifically addressing one class in particular: MA 166.1 Administrative Externship. This class was teaching both clinical and administrative skills, instead of just administrative. The feedback from our community, our students, and our instructors is that the clear deliniation between clinical and administrative needs to remain separate and well defined. For example, a student taking an administrative only track (which includes only office tasks) should not be made to learn how to do hands on patient care skills, like taking blood pressures and physically transporting patients. This class, MA 166.1, was revised through curriculum, and now as of Summer 2016, only teaches what its name implies: administrative tasks.

Another way the curriculum is responding in the MA program is that there are currently several revisions to the MA clinical courses that are in queue and awaiting approval. These changes include more skills lab time, less onsite clinical time and generally more alignment with regionally accredited MA programs.

The MA Advisory Board meets every Fall and Spring. Attendance includes members from Kaiser, Sutter, St. Joe, and the smaller private physician offices in the community. Attendance at these meetings has been very good, and it is a very diverse population of members. Attendees that are faculty are 3-5 people. We have also had our MA student class reps in attendance at the last meeting. The last meeting reaffirmed that our local health care organizations do not wish our MA program to become accredited, and they are wanting our students to spend more time in Family Medicine offices, rather than going into specialties when they are new. We have responded by placing more students in FM offices, rather than specialty areas. There was also a desire for phlebotomy, so we are currently looking at the possibility of adding that to the program.

### 5.9b Alignment with High Schools (Tech-Prep ONLY)

Meet with high school counselors on a regular basis. Gave talk for Petaluma class and talked to group of students regarding the program. Recently met with a class from Marin County.

### 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Considering working with LVN program to form a bridge to that step.

## 5.11a Labor Market Demand (Occupational Programs ONLY)

Students are employable and in demand upon graduation. The shift towards more online/computerized health records has helped us to focus on providing the new Electronic Medical Records class, as well as to work with the clinical sites to train our students on the patient charting software found there.

Recent job search for Medical Assistant jobs showed hundreds of job openings for medical assistants in Sonoma County. Medical assisting Certificates are awarded by Empire College and College of Marin (only area junior college and only competition monetarily).

## 5.11b Academic Standards

Academic standards are high at SRJC. All students in last 17 years have passed certification exam.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	02	01	Obtain updated equipment for skill development in the skills lab	To allow students to see the equipment used in real medical assisting offices and to give them a chance to practice with it. They can only master the skills that the industry is asking of them if they can use modern equipment.	By Fall 2017	Most of our urgent need equipment was bought and placed in the skills lab for use in the Fall 2016 and Spring 2017 semester.
0002	Santa Rosa	08	07	To revise the SRJC MA job description so that we are able to pick from a larger pool of applicants.	To hire adjunct faculty to teach in the MA program, who come from different educational and work backgrounds - for example not using all nurses to teach, but also using MAs to teach.	By Fall 2017	MA job description was partially revised. More revision necessary.
0003	Santa Rosa	01	01	Dedicated space and equipment to meet the needs of the changing workforce.	Provide student the opportunity to develop skills in a skills lab equipped for medical assisting.	By Fall 2018?	Preliminary space requirements figured out, approximate cost figured out, and then applied for funding through SWP which was denied.
0004	Santa Rosa	02	01	Revise MA curriculum to match what the industry is calling for.	To provide a curriculum that is updated and aligned with what the industry requires of our graduates.	To be Effective Fall 2017	11 MA classes were taken through curriculum for a major revision. 9 were approved and effective for Fall 2017.

## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
Santa Rosa	
Santa Rosa	

## 6.2b PRPP Editor Feedback - Optional

–



### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	Santa Rosa	02	01	To maintain an academically excellent MA program.	To perform SLO assessments for classes from Spring 2017.	Fall 2017	Adjunct instructors who taught the lectures will complete SLO assessments and be compensated per AFA contract
0000	Santa Rosa	08	07	To provide enough adjunct staff to teach in the MA program.	To hire staff to teach in MA.	Fall 2018	HR, time to go through applicant pool and schedule interviews
0001	Santa Rosa	01	01	Dedicated space and equipment to meet the needs of the changing workforce.	Provide student the opportunity to develop skills in a skills lab equipped for medical assisting.	Fall 2018?	Skills laboratory space in addition to the current skills laboratory.