Santa Rosa Junior College

Program Resource Planning Process

Medical Assisting 2021

1.1a Mission

Edited 2/28/19*

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

1.1b Mission Alignment

****Edited 2/28/19****

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

****Edited 2/28/19****

Medical Assisting (MA) is a career path that can be its own 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. According to the State of California, Employment Development Department (2015), the number of Medical Assistants in California is expected to grow much faster than average growth rate for all occupations. Jobs for Medical Assistants are expected to increase by 27.7 percent, or 22,400 jobs between 2014 and 2024. An average of 2,230 new job openings per year is expected for Medical Assistants, plus an additional 1,690 job openings due to net replacement needs, resulting in a total of 3,920 job openings.

Effective Fall of 2019, the Medical Assisting certificate program includes both clinical and administrative skills with a total of 35 units. Students can also obtain an Associate of Science (AS) degree.

 Recommended sequencing of classes can be viewed on the SRJC Medical Assisting web site at medical-assisting.santarosa.edu.

Finishing a Medical Assistant certificate/degree contributes towards a career involving working in a medical office or clinic that involves direct patient care like rooming patients, taking vital signs, assisting with medical procedures and diagnostic testing and/or assisting the provider with billing, insurance and coding.

1.1d Hours of Office Operation and Service by Location

****Edited 2/28/19****

Medical Assisting:

All MA-prefix courses are offered in person on the Santa Rosa campus, Monday through Friday during the day. The pre-requisite courses like HLC, LIR and ANAT vary as to their offerings.

Currently, the onsite clinical and administrative externships include one to three days a week that the stuents spend onsite at either Kaiser in Santa Rosa and Rohnert Park, or Sutter Health offices in Santa Rosa. While onsite, the students practice Clinical and/or Administrative Medical Assisting (rooming, vital signs, procedures, coding, insurance billing, etc) in accordance with all federal, state, county, District and health care organizational policies (HIPPA, OSHA, etc.).

All instructors and the MA Coordinator are available by email at their 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.

This is a growing and vital program at SRJC and it is one where jobs are highly in demand.

1.2 Program/Unit Context and Environmental Scan

****Edited 2/28/19****

Medical Assisting:

Trends in Medical Office employment show that providers started using Medical Assistants differently around 1990. At that time, they began to give them more duties and today they are actually even able to give injections and draw blood.

According to the State of California, Employment Development Department (2015), the number of Medical Assistants in California is expected to grow much faster than average growth rate for all occupations. Jobs for Medical Assistants are expected to increase by 27.7 percent, or 22,400 jobs between 2014 and 2024. An average of 2,230 new job openings per year is expected for Medical Assistants, plus an additional 1,690 job openings due to net replacement needs, resulting in a total of 3,920 job openings 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.

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 associate degree nursing (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 an 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 program is 4 semesters long, and results in jobs often with excellent benefits and moderate pay.

We expect to see continued growth in the SRJC MA program, **because it 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 2019-20

2.1 Fiscal Year Expenditures

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2018-19	Restricted Funds	Change from 2018-19	Total	Change from 2018-19
Faculty payroll	$97,458.00	6.71%	$0.00	0.00%	$97,458.00	6.71%
Adjunct payroll	$45,098.88	-62.68%	$0.00	-100.00%	$45,098.88	-63.24%
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)	$41,367.52	-11.32%	$0.00	-100.00%	$41,367.52	-11.97%
Supplies (4000's)	$442.05	257.15%	$0.00	0.00%	$442.05	257.15%
Services (5000's)	$1.31	-75.10%	$0.00	0.00%	$1.31	-75.10%
Equipment (6000's)	$0.00	0.00%	$206.18	-92.54%	$206.18	-92.54%
Total Expenditures	**$184,367.76**	**-28.80%**	**$206.18**	**-95.82%**	**$184,573.94**	**-30.06%**

Petaluma Campus (Includes Rohnert Park and Sonoma)

Expenditure Category	Unrestricted Funds	Change from 2018-19	Restricted Funds	Change from 2018-19	Total	Change from 2018-19
Faculty payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Adjunct payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
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%

	Unrestricted Funds	Change from 2018-19	Restricted Funds	Change from 2018-19	Total	Change from 2018-19
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)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Supplies (4000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Services (5000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Equipment (6000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Total Expenditures	**$0.00**	**0.00%**	**$0.00**	**0.00%**	**$0.00**	**0.00%**

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

Expenditure Category	Unrestricted Funds	Change from 2018-19	Restricted Funds	Change from 2018-19	Total	Change from 2018-19
Faculty payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Adjunct payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
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)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Supplies (4000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Services (5000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Equipment (6000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Total Expenditures	**$0.00**	**0.00%**	**$0.00**	**0.00%**	**$0.00**	**0.00%**

Expenditure Totals

Expenditure Category	Amount	Change from 2018-19	District Total	% of District Total
Total Expenditures	$184,573.94	-30.06%	$153,674,065.73	0.12%
Total Faculty Payroll	$142,556.88	-33.38%	$49,910,820.26	0.29%
Total Classified Payroll	$0.00	0.00%	$22,755,404.45	0.00%
Total Management Payroll	$0.00	0.00%	$10,011,188.67	0.00%
Total Salary/Benefits Costs	$183,924.40	-29.53%	$109,759,005.10	0.17%
Total Non-Personnel Costs	$649.54	-77.53%	$14,465,624.56	0.00%

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale

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

2.2d Adequacy and Effectiveness of Staffing

Medical Assisting - FY 2019-20

2.2 Fiscal Year Employee Data and Calculations

Employee Head Counts

Employee Category	Count	Change from 2018-19	District Total	% of District Total
Contract Faculty	1	0.00%	0	0.00%
Adjunct Faculty	5	-44.44%	0	0.00%
Classified Staff	0	0.00%	0	0.00%
STNC Workers	0	0.00%	0	0.00%
Student Workers	0	0.00%	0	0.00%
Mgmt/Admin/Dept Chair	0	0.00%	0	0.00%

Employee FTE Totals

FTE Category	FTE	Change from 2018-19	District Total	% of District Total
FTE-F - Faculty	1.6971	-38.98%	0.0000	0.00%
FTE-CF - Contract Faculty	1.0000	0.00%	0.0000	0.00%
FTE-AF - Adjunct Faculty	0.6971	-60.86%	0.0000	0.00%
FTE-C - Classified	0.0000	0.00%	0.0000	0.00%
FTE-ST - STNC	0.0000	0.00%	0.0000	0.00%
FTE-SS - Support Staff	0.0000	0.00%	0.0000	0.00%
FTE-SW - Student Workers	0.0000	0.00%	0.0000	0.00%
FTE-M - Management	0.0000	0.00%	0.0000	0.00%
FTE-DC - Department Chairs	0.0000	0.00%	0.0000	0.00%

Student Data

Data Element	Value	Change from 2018-19	District Total	% of District Total
FTES-CR - Credit	7.8624	-76.92%	0.0000	0.00%
FTES-NC - Non-Credit	0.0000	0.00%	0.0000	0.00%
FTES - combined	7.8624	-76.92%	0.0000	0.00%
Students Enrolled/Served	0	-100.00%	0	0.00%

Calculations

Data Element	Value	Change from 2018-19	District Total	% of District Total
FTE-S : FTE-F	4.6330	-62.18%	0.0000	0.00%
FTE-AF : FTE-CF	0.6971	-60.86%	0.0000	0.00%
FTE-F : FTE-SS	0.0000	0.00%	0.0000	0.00%
FTE-F : FTE-M	0.0000	0.00%	0.0000	0.00%
FTE-SS : FTE-M	0.0000	0.00%	0.0000	0.00%
FTE-ST : FTE-C	0.0000	0.00%	0.0000	0.00%
Average Faculty Salary per FTE-F	$84,002.46	9.17%	$0.00	0.00%
Average Classified Salary per FTE-C	$0.00	0.00%	$0.00	0.00%
Average Management Salary per FTE-M	$0.00	0.00%	$0.00	0.00%
Salary/Benefit costs as a % of total budget	99.65%	0.75%	71.42%	139.52%
Non-Personnel $ as a % of total budget	0.35%	-67.88%	9.41%	3.74%
Restricted Funds as a % of total budget	0.11%	-94.03%	19.16%	0.58%
Total Unit Cost per FTE-F	$108,761.26	14.62%	$0.00	0.00%
Total Unit Cost per FTE-C	$0.00	0.00%	$0.00	0.00%
Total Unit Cost per FTE-M	$0.00	0.00%	$0.00	0.00%
Total Unit Cost per FTE-S	$23,475.58	203.09%	$0.00	0.00%
Total Unit Cost per student served/enrolled	$0.00	-100.00%	$0.00	0.00%

2.2a Classified Positions Employees paid from a Classified OBJECT code

Name Last	First	Position	Hours	FTE
<< No Employees >>				

2.2b Management/Confidential Positions Employees paid from a Management/Confidential OBJECT code

Name Last	First	Position	Hours	FTE
<< No Employees >>				

2.2c STNC Workers Employees paid from an STNC OBJECT code

Name Last	First	Position	Hours	FTE
<< No Employees >>				

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type

2.3a Current Contract Faculty Positions

Position	Description
Tenure Faculy member	functions as coordinator of the program

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

*****Updated 4/6/2021*****

2 adjunct faculty members of the current 4 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 continually request students.

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.

Medical Assisting - FY 2019-20

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

Name Last	First	Position	Hours	HR FTE	DM FTE
Lantz	Katherine	Faculty	0.00	1.0000	0.0000
Totals			**0.00**	**1.0000**	**0.0000**

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

Name Last	First	Position	Hours	FTE
Lantz	Katherine		52.32	0.4155
Leddy	Veronica		3.00	0.0000
McDonald	Linda		47.50	0.0688
Redmon	Ron		304.00	0.2127
Starling	Irene		40.25	0.0000
Totals			**447.07**	**0.6971**

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

Rationale for EKG leads: We currently have several laptops in health sciences that are shared among programs (Nursing, Medical Assisting) that are specifically dedicated to practicing EKGs. All of them already have the CardioCard software installed, but they also require the leads that run from the laptop to the patient to record the heart rhythm and produce a tracing. Only three of them currently have these leads, because that's all we were funded for when we first set these up. So in order to make use of the rest of the laptops for EKG practice, we need to buy and install seven more leads.

Rationale for Exam Tables: When we first set up the new ambulatory skills lab, we thought we only had space for four exam tables. However, now that we've been using the space, we found we can put two more exam tables in the room, which will allow for more efficient use of our lab time for more students to practice their skills.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	01	7 leads for existing EKG machines	7	$1,595.00	$12,365.00	Kat Slusser	Race 4044	Kat Slusser
0002	Santa Rosa	01	01	2 Exam Tables	2	$2,000.00	$4,000.00	Kat Slusser	Race 4044	Kat Slusser

2.4d Non-Instructional Equipment 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			

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

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

2.5b Analysis of Existing Facilities

Updated 5/14/21

Additonal lab space has been created in 4044 as an ambulatory skills lab, and is in use for all programs, not just MA.

3.1 Develop Financial Resources

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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

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 Resusitation 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.

Course	Semester/Year Last Assessed	Assessed By	Semester/Year Due For Next Assessment
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

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

Program	Semester/Year Last Assessed	Assessed By	Semester/Year Due For Next Assessment
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 certifictes and majors.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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 distrubuted.

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 Prodedures 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

Medical Assisting - FY 2017-18 (plus current FY Summer and Fall)

5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	23	107	273	19	76	247	18	107	143	0	72	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	0	0	0	0	0	0	0	0	0	0	0	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	0	30	29	0	27	26	0	22	22	13	0	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	23	137	302	19	103	273	18	129	165	13	72	

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 offering1 large section(60 students) of the first course and would like to offer 2 sections of MA 161 and MA 162 in the future. These classes will not benefit from a large class. We will try it this Fall for MA 160 but it may not be as effective. This is a growing discipline. Students must be adequately prepared.
Plans this year include adding an additional lab to MA 169 and making it a large class of 60-70 students.
We have discontinued the lab portion of MA 168 as we are adding a class in EHR.

Medical Assisting - FY 2017-18 (plus current FY Summer and Fall)

5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	57.5%	64.8%	89.5%	66.7%	84.4%	90.2%	60.0%	87.0%	66.5%	0.0%	58.5%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	0.0%	100.0%	96.7%	0.0%	90.0%	90.0%	0.0%	80.0%	73.3%	43.3%	0.0%	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	57.5%	70.3%	90.1%	66.7%	85.8%	90.2%	60.0%	85.6%	67.3%	43.3%	58.5%	

5.2b Average Class Size

Medical Assisting - FY 2017-18 (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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	11.5	21.4	27.3	20.0	25.3	27.6	18.0	26.8	20.4	0.0	18.0	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	0.0	30.0	29.0	0.0	27.0	27.0	0.0	24.0	22.0	13.0	0.0	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	11.5	22.8	27.5	20.0	25.8	27.5	18.0	26.2	20.6	13.0	18.0	

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 2017-18 (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		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
	FTES	1.02	14.80	29.26	6.65	9.33	26.13	6.15	13.61	16.15	0.00	9.93	
	FTEF	1.04	1.66	3.18	0.48	1.23	2.68	0.51	1.50	1.94	0.00	1.47	
	Ratio	0.98	8.94	9.21	13.85	7.56	9.73	12.03	9.05	8.30	0.00	6.74	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Medical Assisting		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ratio	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)

Medical Assisting		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
	FTES	0.00	5.82	7.82	0.00	5.24	6.43	0.00	3.73	6.60	0.00	0.00	
	FTEF	0.00	1.33	2.10	0.00	1.39	1.67	0.00	1.15	1.04	0.54	0.00	
	Ratio	0.00	4.39	3.73	0.00	3.77	3.86	0.00	3.24	6.36	0.00	0.00	

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

Medical Assisting		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
	FTES	1.02	20.63	37.08	6.65	14.58	32.56	6.15	17.34	22.75	0.00	9.93	
	FTEF	1.04	2.98	5.27	0.48	2.63	4.35	0.51	2.65	2.98	0.54	1.47	
	Ratio	0.98	6.92	7.03	13.85	5.55	7.48	12.03	6.53	7.63	0.00	6.74	

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.**

Course Number	Course Name	Last Curriculum Approval
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 byFall 2012

Course Number	Course Name
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:** <u>ACCOMPLISHED 3/12</u>

Course Number	Course Name
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 2017-18 (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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	95.7%	97.2%	97.8%	95.0%	96.1%	98.0%	94.4%	86.8%	100.0%	0.0%	100.0%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	0.0%	100.0%	100.0%	0.0%	100.0%	96.3%	0.0%	87.5%	100.0%	0.0%	0.0%	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	95.7%	97.8%	98.0%	95.0%	97.1%	97.8%	94.4%	86.9%	100.0%	0.0%	100.0%	

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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	95.7%	96.3%	97.8%	95.0%	96.1%	98.0%	94.4%	85.8%	100.0%	0.0%	100.0%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	0.0%	100.0%	100.0%	0.0%	100.0%	96.3%	0.0%	87.5%	100.0%	0.0%	0.0%	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	95.7%	97.1%	98.0%	95.0%	97.1%	97.8%	94.4%	86.2%	100.0%	0.0%	100.0%	

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

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	3.30	3.59	3.76	3.95	3.91	3.83	3.50	3.87	3.72	0.00	3.88	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	0.00	4.00	3.86	0.00	4.00	4.00	0.00	3.82	3.95	0.00	0.00	

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018	X2018	F2018	S2019
Medical Assisting	3.30	3.66	3.77	3.95	3.93	3.85	3.50	3.86	3.76	0.00	3.88	

5.7 Student Access

In Medical Asssisting 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 2017-18 (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	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	White	164	36.0%	173	44.5%	139	46.6%	76	36.2%
	Asian	7	1.5%	23	5.9%	19	6.4%	9	4.3%
	Black	7	1.5%	0	0.0%	0	0.0%	1	0.5%
	Hispanic	234	51.3%	153	39.3%	118	39.6%	104	49.5%
	Native American	0	0.0%	4	1.0%	5	1.7%	15	7.1%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Filipino	20	4.4%	8	2.1%	0	0.0%	0	0.0%
	Other Non-White	24	5.3%	23	5.9%	16	5.4%	3	1.4%
	Decline to state	0	0.0%	5	1.3%	1	0.3%	2	1.0%
	ALL Ethnicities	**456**	**100.0%**	**389**	**100.0%**	**298**	**100.0%**	**210**	**100.0%**

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	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	Male	37	8.1%	17	4.4%	6	2.0%	12	5.7%
	Female	419	91.9%	367	94.3%	291	97.7%	196	93.3%
	Unknown	0	0.0%	5	1.3%	1	0.3%	2	1.0%
	ALL Genders	**456**	**100.0%**	**389**	**100.0%**	**298**	**100.0%**	**210**	**100.0%**

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	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	0 thru 18	0	0.0%	8	2.1%	8	2.7%	0	0.0%
	19 and 20	42	9.2%	26	6.7%	18	6.0%	11	5.2%
	21 thru 25	136	29.8%	124	31.9%	121	40.6%	96	45.7%
	26 thru 30	101	22.1%	71	18.3%	26	8.7%	14	6.7%
	31 thru 35	33	7.2%	35	9.0%	19	6.4%	20	9.5%
	36 thru 40	60	13.2%	24	6.2%	34	11.4%	30	14.3%
	41 thru 45	22	4.8%	17	4.4%	13	4.4%	15	7.1%
	46 thru 50	16	3.5%	35	9.0%	22	7.4%	1	0.5%
	51 thru 60	33	7.2%	49	12.6%	33	11.1%	17	8.1%
	61 plus	13	2.9%	0	0.0%	4	1.3%	6	2.9%
	ALL Ages	**456**	**100.0%**	**389**	**100.0%**	**298**	**100.0%**	**210**	**100.0%**

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 adminsitrative focused classes.

All tracks are completetd 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 awating 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	To maintain an academically excellent MA program.	To perform SLO assessments for classes from Spring 2021.	Fall 2021	Instructors who taught classes will complete SLO assessments
0002	Santa Rosa	02	06	Align the MA curriculum with current industry needs	Continue to align the program with our clinical partners needs.	Fall 2021/Spring 2022	We wil continue to assess our new program sequence, classes, and learning objectives to see if they remain in alignment with our industry partners needs.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	02	01	To maintain an academically excellent MA program.	To perform SLO assessments for classes from Spring 2021	Fall 2021	Adjunct instructors who taught the lectures will complete SLO assessments and be compensated per AFA contract
0002	Santa Rosa	02	06	Align the MA curriculum with current industry needs	Continue to align the program with our clinical partners needs.	Fall 2021/Spring 2022	We wil continue to assess our new program sequence, classes, and learning objectives to see if they remain in alignment with our industry partners needs.