MEDICAL ASSISTING PROGRAM

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY of HAWAI'I®

KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

1.   Program Description

Program or Unit Mission Statement

The mission of the Kaua'i Community College Medical Assisting (MEDA) program is:
To prepare students for employment as medical assistants by providing them with an accessible and engaging learning environment that enables them to gain the clinical knowledge and skills to contribute to the communities health in ambulatory healthcare settings.

Part I. Program Description

Date of Last Comprehensive Review	2018 CAAHEP accreditation
Date Website Last Reviewed/Updated	11/5/2019
Target Student Population	Traditional students under 25 of age and are enrolled in college for one or more years without graduating. Returning students who have dropped out of college prior to graduating. Nontraditional students who are also working part time while attending college. Native Hawaiian and Filipino students.Students living on Maui, Lanai, and Hawaii island.
External Factor(s) that Affected the Program or Unit	CAAHEP accreditation

2.   Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitiative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Healthy

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).
Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

	Demand Indicators	2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	574	566	553	
*2.	New & Replacement Positions (County Prorated)	26	25	23	
3.	Number of Majors	14	9	12	
3a.	Number of Majors Native Hawaiian	4	2	4	
3b.	Fall Full-Time	86%	90%	85%	
3c.	Fall Part-Time	14%	10%	15%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	92%	86%	70%	Healthy
3f.	Spring Part-Time	8%	14%	30%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	264	166	215	
5.	SSH Non-Majors in Program Classes	2	12	2	
6.	SSH in All Program Classes	266	178	217	
7.	FTE Enrollment in Program Classes	9	6	7	
8.	Total Number of Classes Taught	8	8	9	

	Efficiency Indicators	2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	12	8	9	
*10.	Fill Rate	101%	66.7%	75%	
11.	FTE BOR Appointed Faculty	0	0	1	
*12.	Majors to FTE BOR Appointed Faculty	0	0	12	
13.	Majors to Analytic FTE Faculty	0	0	12	
13a.	Analytic FTE Faculty	1	1	1	
14.	Overall Program Budget Allocation	$0	$0	$0	Healthy
14a.	General Funded Budget Allocation	$0	$0	$0	
14b.	Special/Federal Budget Allocation	$0	$0	$0	
14c.	Tuition and Fees	$0	$0	$0	
15.	Cost per SSH	$0	$0	$0	
16.	Number of Low-Enrolled (<10) Classes	0	8	7	

	Effectiveness Indicators	2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	97%	98%	95%	
18.	Withdrawals (Grade = W)	3	0	4	
*19.	Persistence Fall to Spring	93%	60%	77%	
19a.	Persistence Fall to Fall	67%	40%	0%	
*20.	Unduplicated Degrees/Certificates Awarded	11	7	12	
20a.	Degrees Awarded	0	0	0	
20b.	Certificates of Achievement Awarded	11	7	12	Healthy
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed	0	0	0	
22.	Transfers to UH 4-yr	0	0	0	
22a.	Transfers with credential from program	0	0	0	
22b.	Transfers without credential from program	0	0	0	

	Distance Indicators	2016 - 17	2017 - 18	2018 - 19	
23.	Number of Distance Education Classes Taught	0	0	0	
24.	Enrollments Distance Education Classes	0	0	0	
25.	Fill Rate	0%	0%	0%	

26.	Successful Completion (Equivalent C or Higher)	0%	0%	0%	
27.	Withdrawals (Grade = W)	0	0	0	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%	

	Perkins Indicators	Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	93	100	Met	
30.	2P1 Completion	55	100	Met	
31.	3P1 Student Retention or Transfer	81.9	100	Met	
32.	4P1 Student Placement	66.25	88.89	Met	
33.	5P1 Nontraditional Participation	23.5	18.18	Not Met	
34.	5P2 Nontraditional Completion	23	14.29	Not Met	

	Performance Indicators	2016 - 17	2017 - 18	2018 - 19	
35.	Number of Degrees and Certificates	11	7	12	
36.	Number of Degrees and Certificates Native Hawaiian	4	2	4	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients[1]	7	1	6	
39.	Number of Transfers to UH 4-yr	0	0	0	

Program Demand

Demand for the program is good as work force demand for Medical Assistants continues to be strong. The program had a 92% fill rate in (11/12) because the program coordinator took a more active role in recruitment and management of pre MEDA students. In addition to continuing to hold student information sessions in fall and spring pre MEDA students were invited to meet with the program coordinator personally. Follow up emails were used to maintain contact with pre MEDA students and provide support and encouragement. Demand indicator continues to be healthy in 2018.

Program Outcomes
Program Effectiveness
The MEDA CA program is very effective. Course completion remains consistently at or above 90%. Graduation rates are also excellent; 100% of students who persist into the spring semester graduate. Students succeed and persist while taking a 12-16 credit, two-semester course sequence. This is significant as many of these students continue to have an academic history of

poor grades or failure in courses or other programs. For most of these students the MEDA CA continues to be their first experience of success and subsequent graduation at Kaua'i CC.

Outcome Measures

CAAHEP accredited programs must annually track and report a number of program outcomes and publically display a five year weighted average for at least one of these outcomes. The MEDA program displays these outcomes on the program web site. The benchmarks are set by CAAHEP and the MEDA continues to program meet and exceed all benchmarks.

Persistence

Persistence rates from fall to spring are consistently good. The MEDA program is highly structured and uses weekly block scheduling better enabling students to both work and attend classes. Block scheduling reduces a potentially major financial stressor. In addition, the students receive considerable attention and counseling from program faculty whereby students gain capacity/skills to better cope with the rigors of the program and personal stressors.

Graduation

Graduation rates are also consistently excellent: 75% or more of students who enter the program graduate and 100% of students who persist into spring semester graduate. Persistence from fall to spring is a good indicator of a successful graduation from the program. The small cohort model enables a strong peer to peer bond to develop within the cohort which increases the amount of social support the student receives. This peer to peer bond is also actively promoted by program coordinator and faculty. This is a critical factor in student graduation rates, in addition to a highly structured program with a high level of program faculty support. The MEDA program continues to have particularly high rates of graduates from low income and target populations as a result.

Certification Exam Passage

Certification exam results are consistently excellent. MEDA program students take a certification exam from the National Center for Competency Testing (NCCT) in May each year. Students take this national exam on campus at the Kaua'i CC testing center. The exam is incorporated into a review course which is part of the MEDA programs required courses. Active preparation starts mid spring semester and culminates in taking the certification exam. This supportive format is highly effective in preparing students to pass the exam as demonstrated by pass rates for the past 3 years of 100%.

Job Placement

Job placement is consistently excellent. Students receive a lot of support and guidance in job placement. This starts with resume development in fall and spring as part of course work. Discussion of employment and employment attributes occurs frequently throughout the program.

This culminates in assistance with employment applications. In addition, students are provided guidance on dressing for interview and prepared in interview skills. The high level of support and guidance from program faculty means students are well prepared for the job seeking process in addition to being well prepared for their new role as MA's, and are therefore highly sought after employees.

Program Quality

Program Evaluation
Two processes are used to evaluate the MEDA program; the annual program review (APRU) and national accreditation.

Accreditation
The Medical Assisting program received initial CAAHEP accreditation in 2018. This is a mark of quality and a gold standard for Medical Assisting programs. It entails rigorous ongoing annual program evaluation and comparison of program outcomes against set benchmarks.

Program Satisfaction
Program surveys evaluate program satisfaction from a number of major stakeholders. CAAHEP accreditation requires an annual evaluation of graduate and employer satisfaction. In addition, students evaluate clinical sites and program resources. Results indicate all stakeholders are satisfied with the MEDA program. Surveys are sent out at various times through the year and response rate has been excellent. Stakeholders' comments also indicate a high level of satisfaction with the program. The high level of program satisfaction is due in part to a close collaborative partnership between the MEDA program and community employers. This collaborative partnership ensures that the MEDA program has met, and continues to meet a critical workforce need on Kaua'i.

Advisory Committee
A MEDA program advisory program committee consists of major program stakeholders and meets CAAHEP accreditation requirements for its composition. Meetings take place once a year in spring. Input from the MEDA advisory committee has been positive and no major changes have been recommended.

Perkins Core Indicators
All Perkins Core indicators were met except for nontraditional participation. For the past 3 years, there have been one or two males in the program cohort each year. For this indicator to be met in each cohort 3 out of the 12 must be males; this has not happened in the past 8 years. Outreach activities to recruit males into the program would require additional program coordinator time and some other resources.

Curriculum Modifications
In AY 2018-2019 curricula modifications were made to accommodate a potential MEDA cohort on Maui in AY 2019-2020. These consisted of creating separate lab sections for all MEDA courses with a lab component. This was completed for 4 courses; MEDA 120, MEDA 123, MEDA 143 and MEDA 176.Additionally, in spring 2019 an application to plan (ATP) was submitted for an Associate Degree(AS) in Medical Assisting and this was approved by the UH system committee.

Summary
Overall health call is improved from cautionary(2017-2018) to healthy(2018-2019). Based on current data it is expected the overall health call for 2019-2020 academic year will remain healthy.

3.   Program Student Learning Outcomes

a) List of the Program Student Learning Outcomes
b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
c) Assessment Results
d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
1.Demonstrate effective communication skills with all members of the healthcare team (affective).	Yes	Met	None	2020
2.Demonstrate ethical and legal behavior to maintain patient safety and confidentiality (affective).	Yes	Met	None	2020
3.Apply medical office business, financial and administrative concepts and practices (cognitive).	Yes	Met	None	2020
4.Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures (cognitive).	Yes	Met	None	2020

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Plan	Anticipated Outcome	Actual Outcome
Maintain CAAHEP accreditation	Meet all CAAHEP program benchmarks	All students met CAAHEP benchmarks. Program outcomes were met.
Improve access to healthcare related programs for students on Kaua'i.	75 % Fill rate	75% fill rate
Provide students with a college education that enables them to earn	Parity of Native Hawaiian student graduation	22% of graduates are Native Hawaiian

Action Plan	Anticipated Outcome	Actual Outcome
a living wage.	Parity of targeted groups graduation: Filipino	67% of graduates are Filipino
Meet the Kaua'i community work force needs for medical assistants in ambulatory care.	60% Job placement rate	90% job placement rate

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

Approval and award of Perkins grant for Kauai CC and UHMC Collaborative Medical Assisting program in June 2019 for AY 2019-2020. This has significantly increased workload for the one program faculty. There has been difficulties hiring grant funded faculty and addional program and clinical coordination involved. This initiative has also highlighted the possibility of further innovation to support program enrollment growth.
Approval of ATP for AS in Medical Assisting in spring 2019. If approved this will increase program enrollment and the number of graduates.

Analysis of Alignment with CPR
List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
1.Hawaii Graduation Initiative Improve access to healthcare related programs for students.	Yes 1-3	75 % Fill rate	75 % Fill rate	75%	Number of students who are admitted to program
2.Hawaii Graduation Initiative Provide students with a college education that enables them to		90 % Graduation	90 % Graduation	82%	% students who graduate

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
earn a living wage. 3.Hawaii Innovation Initiative Meet the community work force needs for medical assistants in ambulatory care.		60% Job placement	60% Job placement	90%	% graduates who obtain positive job placement

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

MEDA was accredidated by CAAHEP in 2018. No CPR is required. Above are the main objectives of the program.

Fill rate has improved which may, in part, be due to increased program coordinator activity with pre MEDA students. Graduation rate has also improved as this is closely tied to program fill rate.

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Improve access to healthcare related programs for students.	Hawaii Graduation Initiative 1 Hawaii Innovation Initiative 8	75 % Fill rate	75 % Fill rate	Number of students who are admitted to program	2019-2020

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Provide students with a college education that enables them to earn a living wage.	Hawaii Graduation Initiative 2 & 5	Parity of Native Hawaiian student graduation

Parity of targeted groups graduation: Filipino | Parity of Native Hawaiian student graduation

Parity of targeted groups graduation: Filipino | % of graduates who are native Hawaiian

% of graduates who are Filipino | 2019-2020 |
| Maintain CAAHEP accredidation standards. | ? | CAAHEP benchmarks | Meet all CAHEP becnhmarks | Number of students who meet benchmarks. Number of program outcomes met. | 2019-2020 |
| Meet the community work force needs for medical assistants in ambulatory care. | Hawaii Innovation Initiative 8 | 60% Job placement | 60% Job Placement | % graduates who obtain positive job placement | 2019-2020 |
| Increase number of full-time program faculty. | Hawaii Graduation Initiative 1

Modern Teaching and Learning Environment 12 | 2 FTE program faculty | Addition of 1 FTE program faculty | Number of FTE faculty | 2019-2020 |

5.   Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

☐ **I am NOT requiring resources for my program/unit.**

5.   Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

Program Goal	Meet the community work force needs for medical assistants in ambulatory care. Improve access to healthcare related programs for students. Increase number of full time program faculty
Resource Requested*	1 FTE 9 month faculty position The faculty position is being requested to ensure the program has adequate coverage in all courses while also providing the Program Coordinator with adequate time to fulfill the role and responsibilities to meet CAAHEP standards and effective program management. In addion to reducing overload, the addional FTE will also support future program growth, enrollment and innovation. The real and significant potential for enrollment growth e.g. through collaboration with other UHCC colleges, is dependent upon the addition of 1 FTE faculty to the program.
Cost and Vendor	$54,084 pending experience per UHPA collective bargaining agreement
Annual Recurring Cost	Dependent upon UHPA/BOR CBA
Useful Life of Resource	15-20 + years
Person(s) Responsible and Collaborators	Program Coordinator; Division chair;VCAA
Timeline	Initial hire Fall 2020

*An approved ITAC Request Form must be attached for all technology requests