

**Kaua'i Community College
Annual Program Review Update (APRU) for
(Medical Assisting Program)**

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 on Kaua'i.

Part I. Program Description

Date of Last Comprehensive Review	2018 CAAHEP accreditation
Date Website Last Reviewed/Updated	Last reviewed 11. 29.18
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.
External Factor(s) that Affected the Program or Unit	CAAHEP accreditation

The Medical Assistant program (MEDA) is a 42 credit certificate of achievement (CA) program designed to prepare students to assist physicians and APRN's in private medical offices and outpatient clinics with patient care as well as routine office laboratory and diagnostic tests. Students are also prepared to perform administrative medical office and business practices and procedures.

MEDA Program Goal: To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Part II. Analysis of Quantitative Indicators

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)

College: [Kaua'i Community College](#)

Program: [Medical Assisting](#)

Status: Annual Report of Program Data (Metrics Loaded)



Overall Program Health: Cautionary

Classification (SOC)

Medical Assisting

CIP Code = [51.0801](#)

[31-9092 - Medical Assistants](#)[31-9093 - Medical Equipment Preparers](#)

Demand Indicators		Program Year			Demand Health
		15-16	16-17	17-18	
1.	New & Replacement Positions (State)	532	529	511	Healthy
*2.	New & Replacement Positions (County Prorated)	24	23	21	
3.	Number of Majors	15	14	9	
3a.	Number of Majors Native Hawaiian	5	4	2	
3b.	Fall Full-Time	100%	86%	90%	
3c.	Fall Part-Time	0%	14%	10%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	59%	92%	86%	
3f.	Spring Part-Time	41%	8%	14%	
3g.	Spring Part-Time who are Full-Time in System	6%	0%	0%	
4.	SSH Program Majors in Program Classes	277	264	166	
5.	SSH Non-Majors in Program Classes	451	2	12	
6.	SSH in All Program Classes	728	266	178	
7.	FTE Enrollment in Program Classes	24	9	6	
8.	Total Number of Classes Taught	17	8	8	

NOTE: New & Replacement jobs updated ([View Methodology](#)).



Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
9.	Average Class Size	15	12	8	Unhealthy
*10.	Fill Rate	75.6%	101.0%	66.7%	
11.	FTE BOR Appointed Faculty	0	0	0	
*12.	Majors to FTE BOR Appointed Faculty	N/A	N/A	N/A	
13.	Majors to Analytic FTE Faculty	8	14	9	

13a.	Analytic FTE Faculty	2	1	1	
14.	Overall Program Budget Allocation				
14a.	General Funded Budget Allocation				
14b.	Special/Federal Budget Allocation				
14c.	Tuition and Fees				
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	2	0	8	
Effectiveness Indicators		Program Year			Effectiveness Health
		15-16	16-17	17-18	
17.	Successful Completion (Equivalent C or Higher)	90%	97%	98%	Cautionary
18.	Withdrawals (Grade = W)	9	3	0	
*19.	Persistence Fall to Spring	92%	93%	60%	
19a.	Persistence Fall to Fall	25%	67%	40%	
*20.	Unduplicated Degrees/Certificates Awarded	10	11	7	
20a.	Degrees Awarded	0	0	0	
20b.	Certificates of Achievement Awarded	10	11	7	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed				
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		Program Year			
		15-16	16-17	17-18	
23.	Number of Distance Education Classes Taught	1	0	0	
24.	Enrollments Distance Education Classes	23	n/a	n/a	
25.	Fill Rate	77%	n/a	n/a	
26.	Successful Completion (Equivalent C or Higher)	91%	n/a	n/a	
27.	Withdrawals (Grade = W)	1	n/a	n/a	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	63%	n/a	n/a	
Perkins Indicators (2016 - 2017)		Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	92.92	100	Met	
30.	2P1 Completion	51.51	88.89	Met	
31.	3P1 Student Retention or Transfer	81.81	80	Not Met	
32.	4P1 Student Placement	64.51	50	Not Met	
33.	5P1 Nontraditional Participation	23	7.14	Not Met	
34.	5P2 Nontraditional Completion	22.22	9.09	Not Met	
Performance Indicators		Program Year			
		15-16	16-17	17-18	

		16	17	18
35.	Number of Degrees and Certificates	10	11	7
36.	Number of Degrees and Certificates Native Hawaiian	3	4	2
37.	Number of Degrees and Certificates STEM	0	0	0
38.	Number of Pell Recipients ¹	4	7	1
39.	Number of Transfers to UH 4-yr	0	0	0

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.

Program Efficiency

Program efficiency continues to be good. The unhealthy health call is impacted by the lack of a BOR FTE faculty. One full time faculty member is assigned to the program. Analytic faculty is provided by one lecturer who is assigned one 3 credit course in the fall and one 3 credit course in the spring. This results in a program graduate to full time faculty ratio of 1:7 or higher. In contrast to other health care programs there is no faculty to student ratio mandate. The pedagogy and nature of the hands on learning that takes place during the lab sessions requires that the class size be limited to support student success. However, 3 year program fill rate based on program capacity is robust. Fill rate remains healthy at 75% or higher for MEDA courses. A decrease in fill rate for 2017-2018 has corrected back to 75% or higher for 2018-2019.

Program Demand

Demand for the program is good as work force demand for Medical Assistants is very strong. Although the program did not fill in 2018(11/12) there was an increase in the class size from 2017(9/12) 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. As this approach did improve fill rate it will be implemented again this year. Demand indicator improved from unhealthy in 2017 to 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. The reported persistence rate of 60% is not accurate. A decrease in persistence to 78% for 2017-2018 corrected for 2018- 2019 to 81%. 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 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. As the MEDA CA has three years of data the weighted average is currently a three year average. The benchmarks are set by CAAHEP and the MEDA continues to program meet and exceed all benchmarks. See the MEDA program dashboard below.

Outcome	# of graduates	Retention	Positive Job Placement	Graduate Survey Participation Rate	Graduate Survey Satisfaction Rate	Employer Survey Participation Rate	Employer Survey Satisfaction Rate	Certification Exam Participation Rate	Certification Exam Pass Rate
Threshold		≥ 60%	≥ 60%	≥ 30%	≥ 80%	≥ 30%	≥ 80%	≥ 30%	≥ 60%
Year 3 2015-2016	8	82%	100%	88%	100%	88%	100%	100%	100%
Year 2 2016-2017	11	92%	100%	100%	100%	100%	100%	100%	100%

Year	2017-2018	7	78%	100%	88%	100%	100%	100%	100%	100%
		3 year weighted average	85%	100%	93%	100%	96%	100%	100%	100%

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. For the past 3 years, all MEDA graduates who applied for a job were hired by the Monday after graduation. Kaua'i Medical Clinic (KMC)

continues to be the major employer of MEDA graduates on Kaua'i. 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. Managers from KMC come onto campus at the end of spring semester and provide mock interviews. 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. Hawaii Pacific Health (HPH) is the major employer of Medical Assistants in the state of Hawaii and on Kaua'i. 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

	2014-2015	2015-2016	2016-2017
1P1 Technical Skills Attainment	0.00/ not met	91.67/not met	100.00/met
2P1 Completion	0.00/ not met	66.67/met	88.89/met
3P1 Student retention or Transfer	0.00/ not met	31.25/not met	80.00/not met
4P1 Student Placement	0.00/ not met	0.00/not met	50.00/not met
5P1 Nontraditional Participation	NA	NA	7.14/not met
5P2 Nontraditional Completion	NA	NA	9.09/not met

Student placement in jobs for the past 3 years has been 100%. It is not clear why the Perkins Core indicator in this area does not reflect actual student placement. Nontraditional indicators were added in 2016-2017 for the first time. For the past 3 years, there have been one or two males in the program cohort each year. Student retention indicator was almost met as benchmark is 81.90.

Curriculum Modifications

Two new courses were approved in 2017-2018. MEDA 150 will replace HLTH 155 and MEDA 201 will replace HLTH 240. There were no significant program curricula actions in 2017-2018.

Summary

Overall health call is cautionary due to the unhealthy call in the efficiency category. Persistence for the 2018-2019 academic year is above 75% and a healthy call is expected in 2018-2019. Demand health call improved in 2017-2018 from cautionary to healthy due to the more accurate jobs numbers being used this year. Based on current data it is expected the overall health call for 2018-219 academic year will improve to healthy.

Part III. Assessment Data (EP 5.202)

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.

1. MEDA Student Learning Outcomes

Students will be able to:

1. Demonstrate effective communication skills with all members of the healthcare team (*affective*).
2. Demonstrate ethical and legal behavior to maintain patient safety and confidentiality (*affective*).
3. Apply medical office business, financial and administrative concepts and practices (*cognitive*).
4. Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures (*cognitive*).
5. Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting (*psychomotor*).

2. Program Student Learning Outcomes (PSLOs) that were assessed in 2017-2018.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
1	Y	Met	None	2019
2	Y	Met	None	2019
3	Y	Met	None	2019
4	Y	Met	None	2019
5	Y	Met	None	2019

3. Assessment findings.

MEDA Program Outcomes	Course	Data Source	Benchmark	Timeline	Method	2017-2018
Demonstrate effective communication skills with all members of the healthcare team (<i>affective</i>).	MEDA 220	Clinical evaluation	Meets expectations ≥ 3	Annually in spring	Direct	100%
		Graduate survey		Annually in fall	Indirect	100%
		Employer survey		Annually in fall	Indirect	100%
Demonstrate ethical and legal behavior to maintain patient safety and confidentiality (<i>affective</i>).	MEDA 201	Role play evaluation	Meets expectations ≥ 3	Annually in spring	Direct	100%
		Graduate survey		Annually in fall	Indirect	100%
		Employer survey		Annually in fall	Indirect	100%
Apply medical office business, financial and administrative concepts and practices (<i>cognitive</i>).	MEDA 165	Practical exam	$\geq 70\%$	Annually in spring	Direct	100%
		Graduate survey	Meets expectations ≥ 3	Annually in fall	Indirect	100%
		Employer survey		Annually in fall	Indirect	100%
Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures (<i>cognitive</i>).	MEDA 210	Certification exam passage result	Meets expectations ≥ 3	Annually in spring	Direct	100%
		Graduate survey		Annually in fall	Indirect	100%
		Employer survey		Annually in fall	Indirect	100%

Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting (<i>psychomotor</i>).	MEDA 220	Clinical evaluation	Meets expectations ≥ 3	Annually in spring	Direct	100%
		Graduate survey		Annually in fall	Indirect	100%
		Employer survey		Annually in fall	Indirect	100%

4. Changes that have been made as a result of these findings.

No changes were made in 2017-2018 as a result of these assessment findings.

5. Next planned assessment date
 AY 2018-2019

Part IV. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Articulate program with workforce needs	CAAHEP Accreditation	Program accredited
Maintain rates of student certification, licensure, and job placement.	CAAHEP program benchmarks	All CAAHEP program benchmarks met (see p6)
Articulate programs with stakeholder needs	Increase number of Pell grant recipients Increase number of scholarship recipients	Decrease No baseline 2017-2018 43% students received 2-3 scholarships
Remodel laboratory environment.	Student and faculty satisfaction	Pending. 2018 Remodel project is in the design phase
Promote program sustainability	50% or greater enrollment of 25- 49 years old in MEDA program 80% fill rate in MEDA program courses 90% persistence fall to spring	29% 66.7% 78%
Articulate program with stakeholder needs	Parity of Native Hawaiian student graduation (31%) Parity of targeted groups graduation: Filipino. (20%)	29% 57%

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

None.

Part V. 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.

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

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
Hawaii Graduation Initiative Improve access to healthcare related programs for students on Kaua'i.	N	75 % Fill rate	75% Fill rate	67% fill rate	Number of students who are admitted to program
Hawaii Graduation Initiative Provide students with a college education that enables them to earn a living wage.	N	90 % Graduation	90% Graduation rate	78% Graduation rate	% students who graduate
Hawaii Innovation Initiative Meet the Kaua'i community work force needs for medical assistants in ambulatory care.	Y	60% Job placement	60% Job placement rate	100% job Placement rate	% 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).

Fill rate and graduation rate goals were not met for the first time last year. Fill rate has improved 2018-2019 which may, in part, be due to increased program coordinator activity with pre MEDA students. Graduation rate is expected to improve 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
Maintain CAAHEP accreditation	?	CAAHEP program benchmarks	Meet all CAAHEP program benchmarks	Number of students who meet benchmarks	2018-2019
Improve access to healthcare related programs for students on Kaua'i.	Hawaii Graduation Initiative 1	75 % Fill rate	75 % Fill rate	Number of students who are admitted to program	2018-2019
Provide students with a college education that enables them to earn a living wage.	Hawaii Graduation Initiative 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	2018-2019
Meet the Kaua'i community work force needs for medical assistants in ambulatory care.	Hawaii Innovation Initiative 8	60% Job placement	60% Job placement rate	% graduates who obtain positive job placement	2018-2019

Part VI. 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).

If no resources are being requested, place an "X" here. X

Program Goal	
Resource Requested*	
Cost and Vendor	
Annual Recurring Cost	
Useful Life of Resource	
Person(s) Responsible and	

Collaborators	
Timeline	

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