



2020

ANNUAL REVIEW OF PROGRAM DATA

Medical Assisting Program



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program Mission

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.

Program Goals

1. Improve access to healthcare related programs for students on Kaua'i.
2. Provide students with a college education that enables them to earn a living wage.
3. Meet the Kaua'i community work force needs for medical assistants in ambulatory care.

Target Student Population

The MEDA programs target population is:

1. Traditional students who are under 25 of age and are enrolled in college for one or more years without graduating.
2. Returning students who have dropped out of college prior to graduating.
3. Nontraditional students who are also working part time while attending college.
4. Native Hawaiian and Filipino students.
5. Students who have no prior college-level qualification.

2. Analysis of the Program/Unit

MEDA program link to ARPD data

<https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=KAU&t=CTE&p=2190>

Program Analysis

Overall Program Health: Healthy

Demand: Healthy

Demand for the program is good as there continues to be a critical work force demand for Medical Assistants. The program had a 115% fill rate in AY 2019-2020 (14/12) because the program coordinator took a more active role in recruitment and management of pre MEDA students and a cohort of students was enrolled on Maui. 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. In spring 2019 27 applications for admission were received for fall 2020 program admission. In contrast to the majority of Kaua'i CC students 100% of the MEDA majors are fulltime in both fall (16 credits) and spring (15 credits).

Demand indicators 2017-2020

2017-2018	2018-2019	2019-2020
Healthy	Healthy	Healthy

Efficiency: Healthy

Program efficiency continues to be good. The program graduate to full time faculty ratio of 1:14 in 2020 is higher than comparable healthcare programs. 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 and high quality skill attainment. Program class fill rate remains healthy at 80% or higher for all MEDA courses.

Efficiency Indicators 2017-2020

2017-2018	2018-2019	2019-2020
Unhealthy	Healthy	Healthy

Effectiveness: Healthy

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 high credit load in the 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 college graduation at Kaua'i CC.

Effectiveness Indicators 2017-2020

2017-2018	2018-2019	2019-2020
Cautionary	Healthy	Healthy

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 as students have non-school class days during which they can work. 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: 80% or more of students who enter the program graduate and 100% of students who persist into spring semester graduate. 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 is a critical factor in high 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, Native Hawaiian and Filipino populations as a result.

Certification Exam Passage

Certification exam results are consistently excellent. MEDA program students take a national 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 a required MEDA program course. 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. This is due in part to the high level of support and guidance students receive 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. As a consequence, students are well prepared for the job seeking process. In addition, they are well prepared for their new role as MA's, and are therefore highly sought after by local employers.

Program Evaluation

Two processes are used to evaluate the MEDA program; the UHCC 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. In Hawaii, many employers prefer to hire graduates from accredited programs and as a consequence graduates of accredited programs earn a higher salary compared to graduates from non-accredited programs.

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 continue to 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. Employers indicate 100% satisfaction with MEDA program graduates. The MEDA program continues to meet a critical workforce need on Kaua'i.

Advisory Committee

The 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 student retention and nontraditional participation. Student retention for 2019-2020 will meet the Perkins indicators in the next cycle. 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 9 years. However, the male program graduate numbers do compare well with the number of males in the state of Hawaii who are MAs (13%). Outreach activities to recruit males into the program would require additional program coordinator assigned time and some other resources and perhaps even a UHCC state wide initiative.

Curriculum Modifications

In AY 2019-2020 no major curricula modifications were made. Synchronous Zoom was used to teach the lecture portions for the Maui Cohort. Lab and clinical sections were taught face as required by the accreditation agency.

In Fall 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. In spring 2020 the proposal for a provisional program was submitted via VCAA Harriss. UHCC administration made a determination not to allow it to move forward to CCAO through the recognized approval process.

Summary

The MEDA program continues to be a healthy program. Medical Assisting remains a high demand occupation; ranking 6th in Hawaii according to Hawaii Workforce Data. Nationally, 40% of MAs have college-level education and 26% have associate degree level education.

The MEDA program continues to serve its target student population e.g. AY 2019-2020 43% of majors were Native Hawaiian and 43% Filipino. In addition, approximately 50% of MEDA program graduates each year are Pell grant recipients indicating that the MEDA program is meeting its target student population of low-income students. The MEDA program is cost effective and efficient in its use of resources. SSH has continued to increase resulting in the MEDA program generating more revenue in tuition and fees than in previous years. The 28 semester hours per student compares favorably with similar larger healthcare programs. This is in part due to curricula modifications made two years ago that has now resulted in all MEDA students being full-time in both fall (16 credits) and spring (15 credits) semesters.

The MEDA program has used creative strategies to construct a pathway that provides access to students on outer islands without any additional resources or cost. The unique student population and student needs on the outer islands can be best served by the Kaua'i CC program.

Program outcomes are excellent and remain above the national accreditation benchmarks in all areas e.g. persistence, graduation, certification exam passage and employment etc. Local employers continue to hire MEDA graduates and remain highly satisfied with the quality and academic preparation of Kaua'i CC graduates. It is becoming increasingly common for employers to require a graduation from an accredited program as a condition of hire in addition to offering a higher hourly pay rate. No gap exists between medical assisting graduate numbers and workforce needs on Kaua'i.

3. Program Student Learning Outcomes or Unit/Service Outcomes

MEDA PSLO 1: Demonstrate effective communication skills with all members of the healthcare team (affective).

Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review:

Benchmark: 100%

Assessment Results: Met

Changes that have been made as a result of the assessment results: None

MEDA PSLO 2: Demonstrate ethical and legal behavior to maintain patient safety and confidentiality (affective).

Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review:

Benchmark: 100%

Assessment Results: Met

Changes that have been made as a result of the assessment results: None

MEDA PSLO 3: Apply medical office business, financial and administrative concepts and practices (cognitive).

Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review:

Benchmark: 100%

Assessment Results: Met

Changes that have been made as a result of the assessment results: None

MEDA PSLO 4: Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures (cognitive).

Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review:

Benchmark: 100%

Assessment Results: Met

Changes that have been made as a result of the assessment results: None

4. Action Plan

Evaluation of Program Goals

Program goals were met in AY 2019-2020.

- 1. Action Plan:** Improve access to healthcare related programs for students on Kaua'i.
Anticipated Outcome: 75 % Fill rate
Actual Outcome 2019-2020: 90% fill rate
- 2. Action Plan:** Provide students with a college education that enables them to earn a living wage.
Anticipated Outcome: Parity of Native Hawaiian student graduation and parity of targeted group graduation: Filipino.
Actual Outcome 2019-2020: 33% of graduates are Native Hawaiian and 50% of graduates are Filipino.
- 3. Action Plan:** Meet the Kaua'i community work force needs for medical assistants in ambulatory care.
Anticipated Outcome: 60% Job placement rate
Actual Outcome 2019-2020: 90% job placement rate
- 4. Action Plan:** Maintain CAAHEP accreditation
Anticipated Outcome: Meet all CAAHEP program benchmarks.
Actual Outcome 2019-2020: All students met CAAHEP benchmarks.

Action Plan with Alignment with the College's Mission and Strategic Plan

The following goals will be implemented in AY 2020-2021. MEDA was accredited by CAAHEP in 2018. The program will undergo the next comprehensive accreditation review in 2023. No CPR is required.

Program Goal 1: Improve access to healthcare related programs for students.

Strategic Goal/priority: Hawaii Graduation Initiative 1 *Increase the number of graduates*

Benchmark: 80 % Fill rate

Desired Outcome: 80% Fill rate

Unit of Measure: Number of students who are admitted to program.

Program Goal 2: Provide students with a college education that enables them to earn a living wage.

Strategic Goal/priority: a) Hawaii Graduation Initiative 2 *Increase the number of native Hawaiian graduates*; Hawaii Graduation Initiative 5 *Eliminate access and success gaps*

b) Hawaii Graduation Initiative 7 *Reduce the time to degree: Increase student retention and credit accumulation*

Benchmark: a) Parity of Native Hawaiian student graduation; Parity of targeted groups graduation: Filipino; Parity of targeted groups graduation: Pell recipients b) 90% full-time students

Desired Outcome: a) Parity of Native Hawaiian student graduation; Parity of targeted groups graduation: Filipino; Parity of targeted groups graduation: Pell recipients. b) 90% full-time students

Unit of Measure: a) % of graduates who are native Hawaiian; % of graduates who are Filipino; % of graduates who are Pell recipients b) % of students who are full-time and graduate with 150% of the program length

Program Goal 3: Meet the community work force needs for medical assistants in ambulatory care.

Strategic Goal/priority: Hawaii Innovation Initiative 8 *Increase job placement for Kaua'i CC students*

Benchmark: 60% Job placement

Desired Outcome: 60% Job placement

Unit of Measure: % graduates who obtain positive job placement

Program Goal 4: Maintain CAAHEP accreditation standards.

Strategic Goal/priority: Modern Teaching and Learning Environment 12

Benchmark: CAAHEP benchmarks

Desired Outcome: Meet all CAHEP benchmarks

Unit of Measure: Number of students who meet benchmarks. Number of program outcomes met.

Unmet Perkins Core Indicators Action Plan

Perkins Core Indicator not met: 5P1 Nontraditional Participation

Benchmark: 24%

Desired Outcome: 24%

Unit of Measure: % of students who enter the program who are male

Activity: Request marketing create a video using male program graduates that can be used in high schools to highlight the program opportunities

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

I am NOT requesting additional resources for my program/unit.