

*This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to [jdecker@palomar.edu](mailto:jdecker@palomar.edu) no later than 3/2/2009*

## Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline: Medical Assisting**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	166	154	157	Self Explanatory
Census Enrollment Load %	81.77%	70.00%	70.09%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	599	550	542	Weekly Student Contact Hours
FTEs	19.95	18.33	18.06	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	1.40	1.40	1.40	Total Full-Time Equivalent Faculty
WSCH/FTEF	428	393	387	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	1.00	1.00	1.00	FTEF from Contract Faculty
Hourly FTEF	0.40	0.40	0.40	FTEF from Hourly Faculty
Overload FTEF	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	0.40	0.40	0.40	Hourly FTEF + Overload FTEF
Part-Time FTEF %	28.57%	28.57%	28.57%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	94.40%	93.04%	89.15%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	70.40%	68.70%	60.47%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	2	2	3	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	10	10	7	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	10	10	7	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

**Note:** FTEF from faculty overload: the ft faculty teaches MA 70, a positive attendance (3.5 U or 168 hr) class twice a year as an overload. Should this be included in the data?  
 Think enrollment load data from Clinical Lab classes, MA 65 and MA 66 should be limited to 18-21 students rather than the current expectation of 30. These classes have extreme logistical and safety issues warranted by the testing and collection of blood, urine, etc and documentation of training (CA Code of Regulations title 16, sections 1366 and Business and Professions code 2069.  
 We often see overall enrollment increase during times of poor economic predictors and may anticipate growth in the near future.

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**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

<b>PLAN – 2007-08</b>	<b>Progress – 2008-09</b>
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>Certificates awarded reflect students who completed all requirements, most of whom are working in the medical field within several months of program completion. We are aware that students who do not complete the program also find employment in related areas, medical records, hospital admissions and as neonatal aides.</p> <p>US Dept of Labor states: # Employment is projected to grow much faster than average, ranking medical assistants among the fastest growing occupations over the 2006-16 decade</p>	<p>We are seeing a 20% + increase in enrollment.</p> <p>Administrative program has been changed to both delete certain courses (bookkeeping) and add word processing. Admin. Course outlines will change to reflect more financial content as a result.</p> <p>US Dept of Labor: shows 35% projected increase in the number of medical assistants between 2006-2016.</p>
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>A tentative plan for offering short term certificate programs (ie. medical insurance billing and coding,) may call for more course offerings in the near future. New course in EMR (electronic medical records) will be needed to move into the reality of nearly all medical offices within the next 5 years.</p>	<p>One FT teacher (no director or other qualified personnel) cannot at present bring this tentative plan to fruition. However, the use of the EMR has been made a priority by the US government as part of economic recovery/stimulus! Now is the time to act to plan courses and get workforce readied for the jobs ahead!</p>

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**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>With constant technologic advances in the medical field and our efforts to maintain excellent training skills we are in need of new interpretive ECG machines, blood chemistry analyzer (current one no longer functions) clinitek urine analyzer, and to share with Biology NEW MICROSCOPES at the Escondido Center where the current scopes are in very bad shape and are greater than 20 years old.</p>	<p>No funds to purchase. With new economic stimulus and the future of health care jobs in great demand we will look to VTEA and other sources for our needs. Currently we desperately need injection and IV training mannequins due to increased student numbers using these short-lived trainers.</p>
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b></p>	
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></p> <p>Most of MA program is offered at Escondido Center where the prep area, and simulated medical office is very crowded. We need more storage space and a larger area for students to perform skills such as the performance of ECG's in a protected area. The Lab Classroom needs a remodel to ensure freedom to move and safety regarding electrical outlets for student microscope use at desks.</p>	<p>Ditto; no changes at Escondido Center where we have the greatest number of classes and where our Clinical needs are best met in the “simulated medical office”/prep area.</p>
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b> With new course, certificate offerings another adjunct will be needed for a 40- 40 % load.</p>	<p>If new short term certificates are offered: i.e. Billing and Coding; Health Information Technology, we will need to add faculty.</p>
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p>Skills evaluator position is critical as the State of CA demands training requirements be met and documented regarding venipunctures, injections and capillary sticks as do the private certifying agencies.</p> <p>The MA clerical, outreach, program information, position is essential to help provide some support for the one FT faculty who administers the program and to keep contract affiliate information current.</p>	<p>The need for the evaluator and clerical positions are CRITICAL. Need 4 hr/wk increase in clerical! The clerical position continues to develop more responsibilities as in contact updates, tracking of extern placement, outreach and information for the Medical Assisting program. Skills evaluation is REQUIRED BY STATE OF CA.</p>
<p><b>f. Other :</b></p>	<p>Need to appoint program</p>

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	<b>Director to meet these administrative program needs. High safety issues (blood, immunizations of students, etc) Professional link to community affiliates and advisors.</b>
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**5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.**

**Affording students high quality externship experiences and relevant skills mastery. Students get jobs. We have a high success rate. Greater than 85 % of students who complete the Clinical or Administrative certificates are employed in the field within several months after graduation.**

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

**All of our courses have learning outcomes. Clinical students are provided a list of the outcomes for each semester. Procedure Performance objectives provide a statement of the outcome in behavioral terms with a checklist evaluation tool. Students demonstrate competency by demonstrating the skill to the evaluator and retaining the evaluation tool for their potential employer.**

**These outcomes may be simple; ie, wash hands or complex, set-up and assist with minor surgery.**

**b. Discuss a learning outcome that is observable yet difficult to measure.**

**7. Describe a discipline accomplishment that you want to share with the college community.**

**Our students get hired! Even the ones who don’t complete the certificate stay in touch and tell us that they are working in the health field in related jobs. Our extern affiliates frequently let us know that our students are their first choice!”**

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

