2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024 PROGRAM(S): MEDICAL ASSISTING
CLUSTER: HEALTH & WELLNESS SKILLED TRADES & TECHNOLOGY AREA OF STUDY: HEALTH AND WELLNESS
LAST YEAR CPPR COMPLETED: 2021 NEXT SCHEDULED CPPR: 2024 CURRENT DATE: 3/4/2024

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

- **Medical Assisting, CA/Medical Assisting, CS/Medical Assisting, AS**

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The program has been dormant since spring 2021. The only full-time faculty retired at the end of the spring 2021 semester. Hiring pools for full-time and part-time positions were posted every semester without success. A full-time position was posted again in Fall 2023 and filled. The program was re-launched again in the Spring 2024 semester. A part-time pool was opened in Sprig 2023 and has one part-time instructor. The program now has one full-time faculty and one part-time faculty. All courses within the program are in-person and the enrollment cap has been increased from 15 to 20. Public announcements relaying the re-launch of the program have been made.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

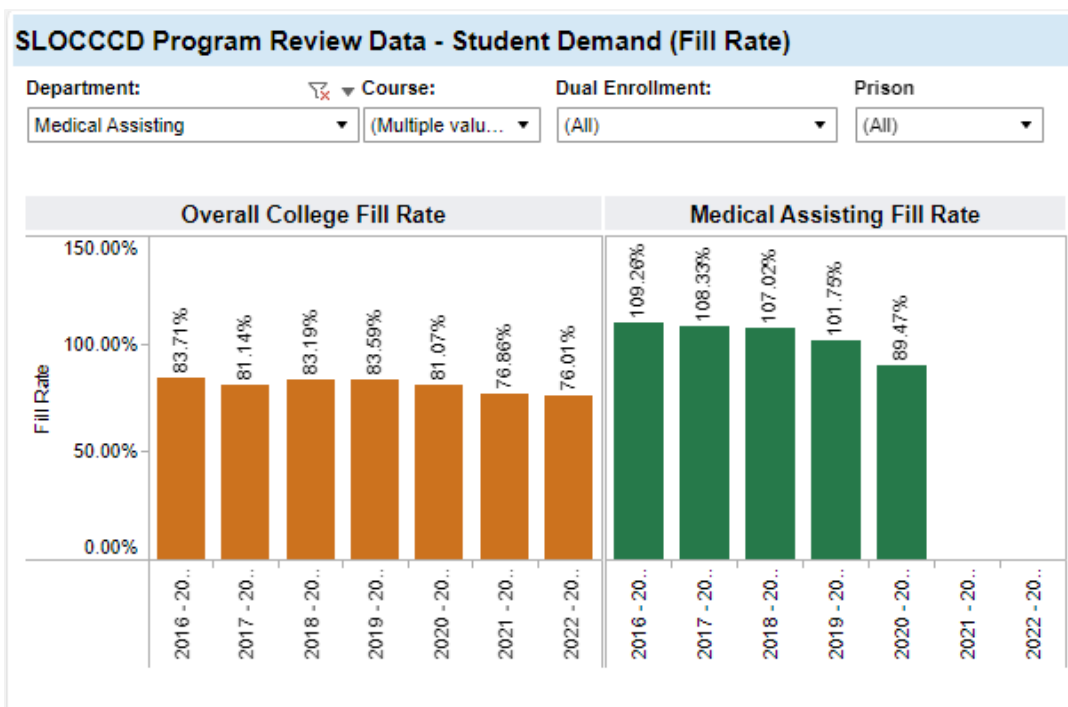### Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**
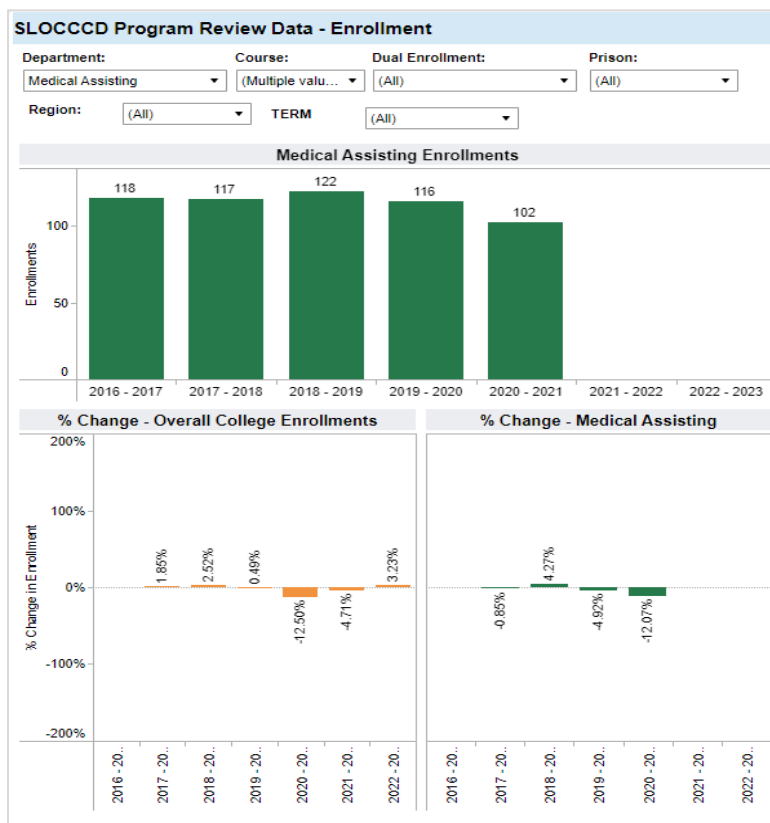
The last reported enrollment for the medical assisting program was in Spring 2021 after the only full-time faculty teaching the program retired. The decline in enrollment in the 2020-21 academic year was most likely due to COVID and a reduction of in-person classes and/or transition to online resources.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Medical Assisting ▼	(Multiple valu... ▼)	(All) ▼	(All) ▼

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.71%
2017 - 20..	81.14%
2018 - 20..	83.19%
2019 - 20..	83.59%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.01%

Medical Assisting Fill Rate

Year	Fill Rate
2016 - 20..	109.26%
2017 - 20..	108.33%
2018 - 20..	107.02%
2019 - 20..	101.75%
2020 - 20..	89.47%
2021 - 20..	
2022 - 20..	

The last reported student demand fill rate for the medical assisting program was in Spring 2021 after the only full-time faculty teaching the program retired. The decline in fill rate in the 2020-21 academic year was most likely due to COVID.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

D.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Medical Assisting ▼	(Multiple valu... ▼	(All) ▼	(All) ▼

Overall College FTES/FTEF

13.41, 12.88, 13.13, 12.88, 12.51, 11.72, 11.77 (2016-2017 through 2022-2023)

Medical Assisting FTES/FTEF

10.51, 10.03, 10.87, 9.73, 7.10 (2016-2017 through 2020-2021)
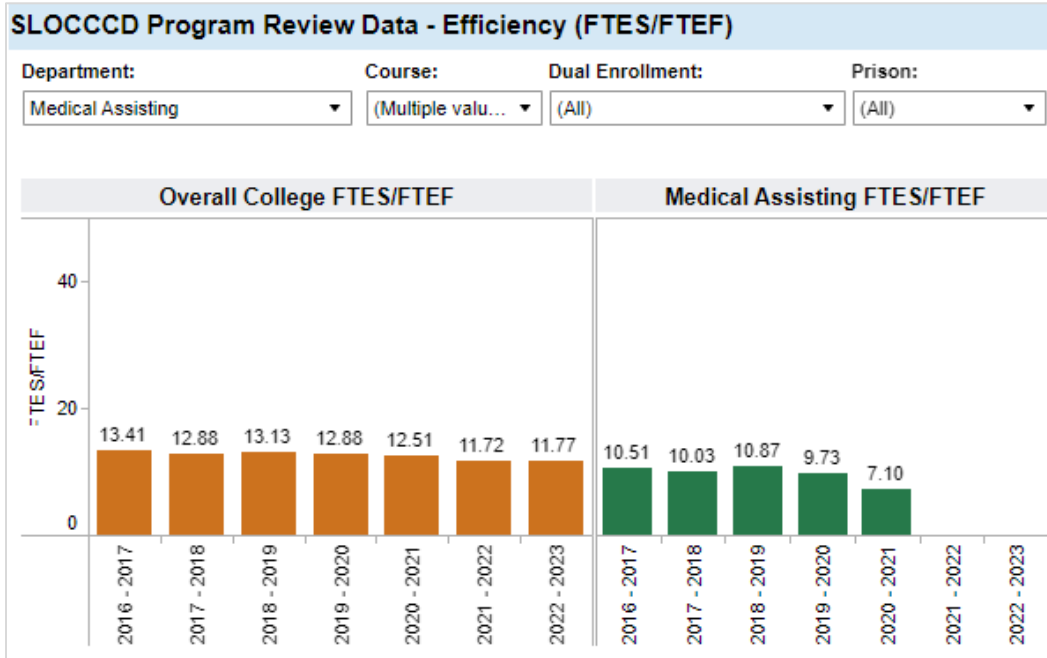
The last reported general efficiency for the medical assisting program was in Spring 2021 due the retirement of the only full-time faculty teaching the program. Although the program in the 2020-21 academic year had full-time and part-time faculty, there was a decline in enrollment due to COVID.
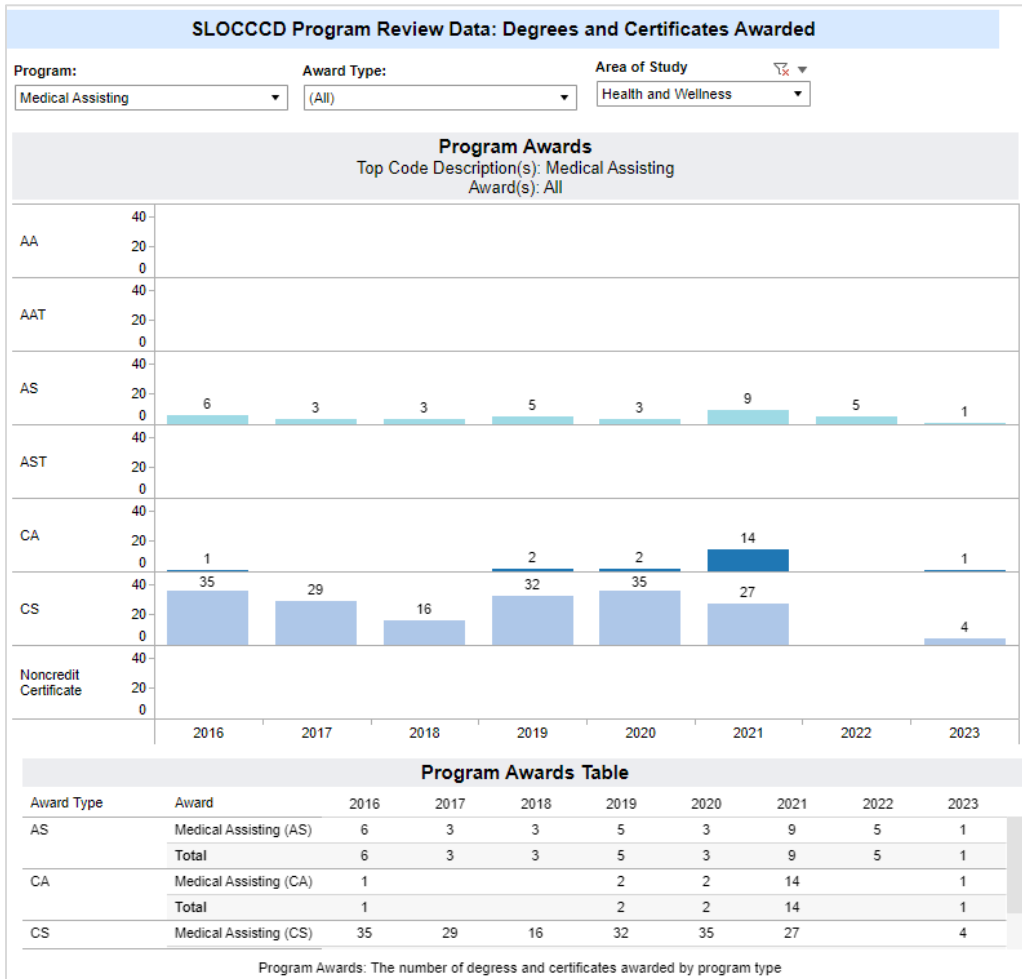
E. **Student Success—Course Completion by Modality (Insert Data Chart)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Medical Assisting ▼

Course:
(Multiple values) ▼

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Medical Assisting

	Face to Face Modality				Online Modality
	93.16%	82.44%	97.35%	86.36%	91.53%

(Bar chart, Success Rate y-axis from 0.00% to 100.00%)

- Academic Year 2017 - 2018: 93.16% (Face to Face)
- Academic Year 2018 - 2019: 82.44% (Face to Face)
- Academic Year 2019 - 2020*: 97.35% (Face to Face)
- Academic Year 2020 - 2021: 86.36% (Face to Face)
- Academic Year 2020 - 2021: 91.53% (Online)

Successful Course Competion by Modality Table - Medical Assisting

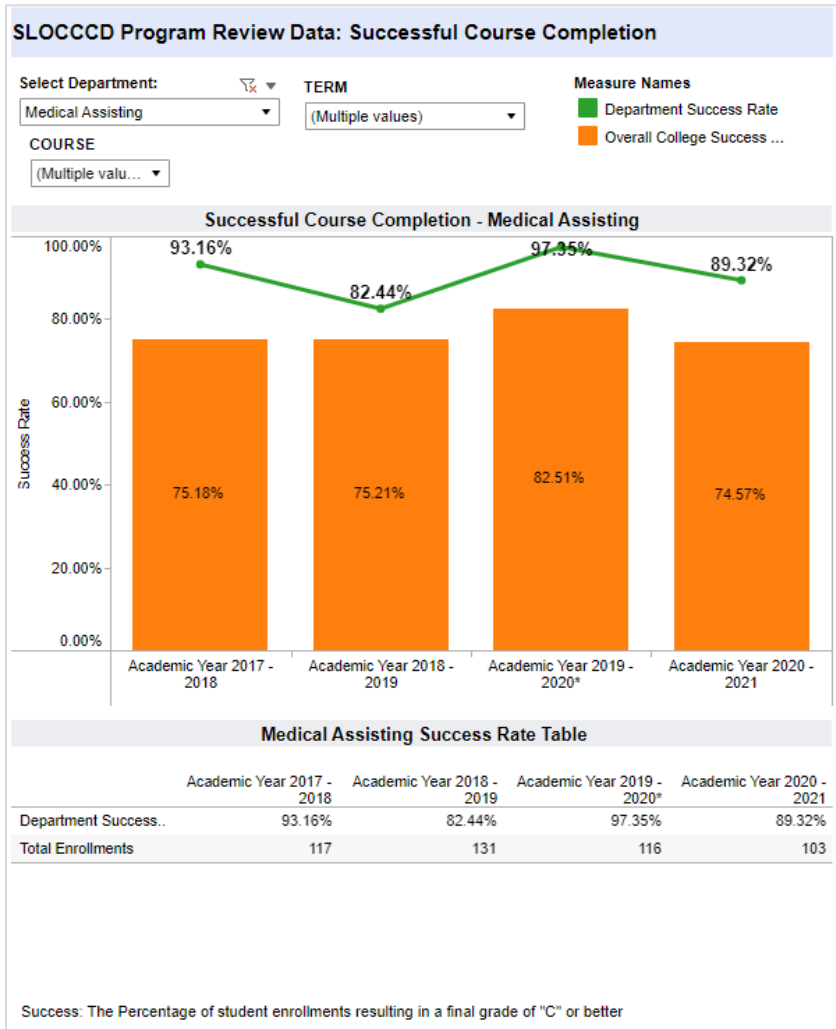|		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	88.35%	84.17%	92.75%	91.14%	85.84%
	Total Department Enrollments	249.0	278.0	279.0	158.0	113.0
Online Modality	Department Success Rate				91.53%	
	Total Department Enrollments				59.0	

The last recorded course completion by modality was in the 2020-21 academic year when the only faculty retired. The enrollment the previous academic year was 97.35% however COVID caused a decrease in the enrollment. MAST 110 was delivered online for part of the year to address COVID-related issues.

F. **Degrees and Certificates Awarded (Insert Data Chart)**

	SLOCCCD Program Review Data: Degrees and Certificates Awarded							

Program: Medical Assisting Award Type: (All) Area of Study: Health and Wellness

Program Awards
Top Code Description(s): Medical Assisting
Award(s): All

		2016	2017	2018	2019	2020	2021	2022	2023
AS		6	3	3	5	3	9	5	1
CA		1			2	2	14		1
CS		35	29	16	32	35	27		4

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AS	Medical Assisting (AS)	6	3	3	5	3	9	5	1
	Total	6	3	3	5	3	9	5	1
CA	Medical Assisting (CA)	1			2	2	14		1
	Total	1			2	2	14		1
CS	Medical Assisting (CS)	35	29	16	32	35	27		4

Program Awards: The number of degress and certificates awarded by program type

The Medical Assisting program has been dormant since end of spring 2021 semester. Tableau shows AS, CA, and CS awarded in 2021 when it was last in session. Five AS degrees were awarded in 2022 probably due to students completing their degree despite the program being offline. In 2023, AS, CA, and CS degrees were awarded. Although the program was dormant, the conferring of these degrees may have been due to students completing their degrees after the spring of 2021.

G. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Medical Assisting
TERM (Multiple values)
COURSE (Multiple valu...)

Measure Names
- Department Success Rate
- Overall College Success ...

Successful Course Completion - Medical Assisting

Department Success Rate: 93.16%, 82.44%, 97.35%, 89.32%
Overall College Success: 75.18%, 75.21%, 82.51%, 74.57%

Academic Year 2017 - 2018, Academic Year 2018 - 2019, Academic Year 2019 - 2020*, Academic Year 2020 - 2021

Medical Assisting Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	93.16%	82.44%	97.35%	89.32%
Total Enrollments	117	131	116	103

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Data for general student success is only available through the 2020-21 academic year due to the retirement of the only full-time faculty for this program. Fall 2020 to spring 2021 saw a decline in student course completion possibly due to COVID and the change in class format from in-person to hybrid. Overall enrollment for the program is higher than the overall college course completion.

H. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.
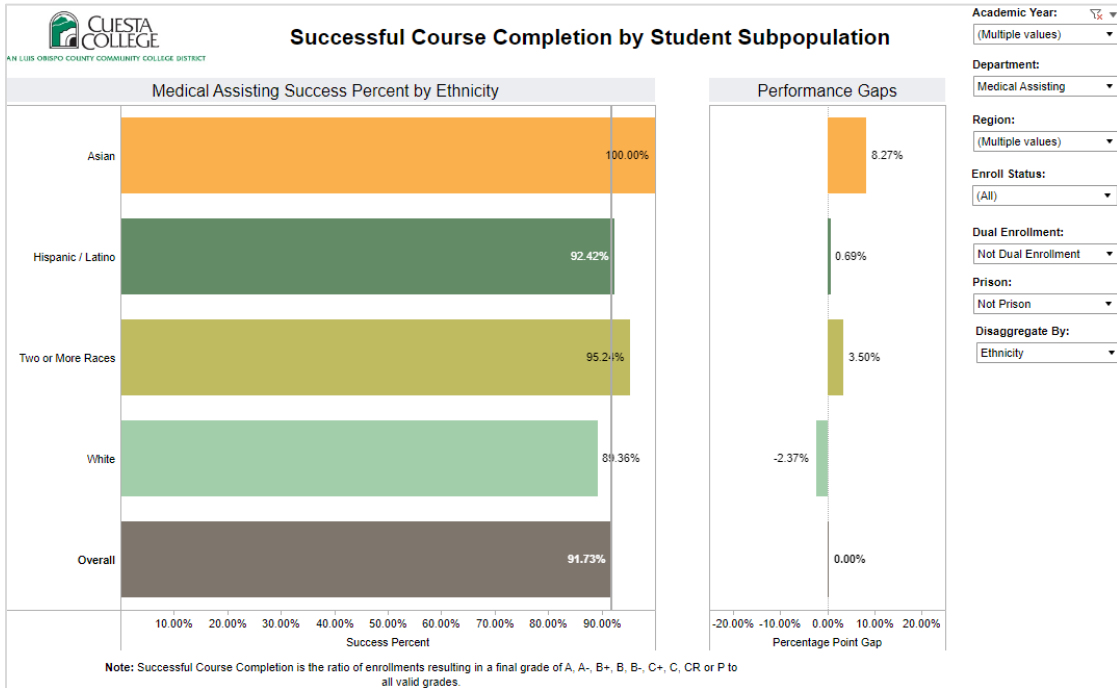
The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Captioning 2019-2020 and 2020-2021 there is a diverse population of students who have completed the program almost excelling the mean on performance. More recent data is not available due to the program being dormant after the end of the spring 2021 semester.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the _2020-2021 year in the 5-year calendar of the Curriculum Review Worksheet.

• **MEDICAL ASSISTING, CA/MEDICAL ASSISTING, CS**

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the _____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
Medical Assisting	Major	12/4/2020

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST
☐ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

10 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

The program has been dormant since Spring 2021 and is back in session starting Spring 2024. The new full-time faculty is updating course documents and files. No program changes however have been made as a result of program SLO assessments. These were last conducted in the 2020-21 academic year.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

The program SLOs will remain the same for now. All program files, PowerPoints, worksheets, quizzes, and exams are being updated starting Spring 2024 by the new full-time faculty. The program also hired a new a part-time faculty who teaches the skills lab portion of the program with the full-time faculty. There is a plan to offer the lab portion of MAST 111A in the North County Campus and deliver the program in a hybrid format. The textbook will be updated to the newest edition for use in Fall 2024. Because the program has been dormant for over two years, the delivery of the content in these courses is being assessed.

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.