Comprehensive Instructional Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback)** and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/institutional-effectiveness/program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   - Access
   - Curriculum and programs
   - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
   Areas of focus are:
   - Increase visibility
   - Develop strategic partnerships
   - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
   Areas of focus are:
   - Communication
   - Employee development
   - Transparent Infrastructure

Department/Program Name: Medical Assistant Front Office

Year of Last Comprehensive Review: N/A

Year of Last Mini Review, if applicable:

Preparers' Name(s): Dr. Fahmida Fakhrudddin, Patricia Siqueiros

Area Dean: Dr. Maniphone Dickerson

Overview of the Department/Program

1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.

The Medical Assistant front office program is part of the Business Information Systems (BIS) Program which was established in 1985. The division falls under the Business & Workforce Development Department.

Virtually everything related to the medical world has its own language and standards further increasing the need for advanced training in this specialized area of business information systems. The Medical Assistant front office program provides students with a comprehensive knowledge-base and working skills in the latest software, terminology, and related media tools. Students not only learn word processing, data management, graphic presentation, scheduling, billing, coding, and a host of other hard skills, but also a complete range of interpersonal and communication skills related to the medical office environment. An internship is included to provide practical experience in the healthcare environment. After completion of the program, students can apply for positions such as medical biller, admitting registration.

According to Bureau of Labor Statistics (BLS), 418,455 Medical Assistant Front Office are employed. In next 10 years, there will be 162,900 jobs available in this area. Medical Assistant Front Office is projected to grow 29% from now until 2022, much faster than the average of all occupations. The growth of the aging baby-boom population will continue to spur demand for preventive medial services, provided mainly by physicians. As the practice for physicians expand, so will their need for more medical assistants to address the needs of their patients.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

No program review has been done on Medical Assistant Front Office prior to this one. During the last comprehensive BIS program review, the goal was set to make the programs and courses current and relevant. The overall goal of the division was to meet short term and long-term needs of the student population and community. Even though This process has already started we are not quite reached ours goal yet as our division has experienced some personnel changes in its leadership. We had an interim dean for the last one year and just got our permanent dean in September 2018. Under the direction of our dean we will achieve our goal soon. Our program needs to address the followings:

Curriculum: all courses and programs should be reviewed so that they are current. Delete or replace programs and courses that are no longer relevant. Increase programs and certificates. All programs and courses should be easily accessible on the EVC website at www.evc.edu.

Advisory Board: Increase membership in the advisory board. Membership should be comprised of professionals from the various areas that reflect the certificate and degree programs. This will make the programs effective and appealing.

Full-time Faculty: We only have two adjunct faculty. Our program needs to hire one or two full-time faculty.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

The recent accomplishments for our program are as follows:
- Enrollment growth in the Medical Assistant-Front Office program has been positive. More students have shown interest in the Medical Assistant-Front Office program. The healthcare industry is growing so this certificate is very appealing to students who want to enter the field or update their skills.
- Marketing brochures-brochures have been created to showcase Medical Assistant-Front Office program. Brochures provide visibility for the college and the BIS programs. Brochures are also effective in marketing Medical Assistant-Front Office program, as prospective students are able to view a snapshot of the courses and programs. Advertising our programs will impact enrollment.

The goals and focus of Medical assistant front office are listed below:

STUDENT CENTERED: Continue to market Medical Assistant-Front Office program via advertising and high school presentations. Create a Medical Assistant-Front Office student club. Increase Medical Assistant-Front Office lab hours for students. Provide more online and hybrid courses. Increase course offerings.

COMMUNITY ENGAGEMENT: Develop a partnership with the community and local businesses to offer accelerated courses and programs within proximity. Increase advisory board membership.

ORGANIZATIONAL TRANSFORMATION: Complete all curriculum updates and continue to make this process ongoing. Create new certificates and complete the certificates under consideration. Complete articulation agreements with high schools, adult education centers, and Metro Ed. Provide training and staff development opportunities for staff and faculty. Hire a full time Medical Assistant-Front Office program faculty.

EVC's Mission

Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

Alignment with EVC's mission

The mission of the Medical Assistant-Front Office program aligns with the college in that the division's emphasis is to provide educational opportunities to a diverse student body and community that would prepare them to meet the changing needs of the business community and high-tech industries in Silicon Valley. Students engage in a learning environment in which the tools and technical competencies are highlighted to prepare the students for employment opportunities throughout the Bay area. The division also works with the community to form partnerships to promote programs and activities that would enhance the quality of lives.

EVC's Strategic Initiatives

Student-Centered provide access to quality and efficient programs and services to ensure student success. Areas of focus are: Access, Curriculum and programs, and student service offerings. Medical Assistant-Front Office program's response to EVC's strategic initiatives.

Accessibility
 1. Medical Assistant-Front Office program provides accessibility to labs and resources. The labs are equipped with state-of-the-art technology and resources to complete coursework of the students.
2. Brochures are available showcasing programs and courses.
3. More hybrid/online course offerings are available to students.
4. Medical Assistant-front Office has grown in enrollment.

Community Engagement
Course offerings are available to the community throughout the year. Scheduled community events such as, the Silicon Valley Co-camp, are held at the college. Partnerships with the business community such as, Metro Ed, allow accessibility to accelerated programs and courses. Advisory board meetings have taken place and will be continued.

Organizational Transformation
A program review is being done this semester. Curriculum updates of all programs and courses are in progress and will continue until the process is completed. The goal is to make Medical Assistant-front Office curriculum accessible on EVC's website and CurricuNet.

Articulation agreements will be reviewed and completed. This is important, as some of the students come from neighboring high schools, Metro Ed, and adult educational centers. The articulation agreements will make the transition to college from high school a smooth and easy process for both students and the college.

Staff development funds are available and the faculty members are encouraged to attend workshops, webinars, conferences, etc. This helps not only the faculty with their training but also benefits the students in receiving current information in Medical Assistant-front Office courses.

Medical Assistant-front Office aligns with the EVC in terms of objectives and processes—the end result being to provide education and resources so that the students and community are able to reach their goals in improving and enhancing their lives.

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

The goal is to offer a wide spectrum of educational experiences, flexible methodologies, and support services for our students. The college mission has been supported by offering basic skills education and career technical education to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. Once again, it is imperative to have a full-time faculty to create and propose new and relevant courses. This will help the program to grow in three years to meet the college's mission, strategic initiatives and student success.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. Program Set Standards (<u>Summary Tab</u>)

Overall, EVC's Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'11-F'16 average	81.90%	71.23%	73.71%	83%

<u>Program Set Standard</u>**:** It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 5 year average success rate could be your program standard (average x 0.9).

<u>Program Success Goal</u>: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

a) Is your program success rate higher or lower than the campus? The success rate of Medical Assistant Front Office (81.90%) is higher than the campus (71.23%).	

b) If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?
Yes, our program success rate (81.90%) is higher than the campus (71.23%).

Medical Assistant Front Office Program is helping students succeed in and outside the classroom. For example, some of the strategies are-

High level of engagement in our face-to-face classes. We utilize teamwork, hands on exercises and collaborative activities in our classes to keep students challenged and engaged.

We believe that the job of our faculty is not only to deliver instruction, but to connect our students to the greater community at EVC. We draw on our college's vast resources to support our students by connecting them to counseling, tutoring, and other services such as Library, Student Services. When students are adequately supported, they succeed.

The classes that are lecture/lab hold orientations for students to review procedures for the lab component. These orientations are part of the course requirements. Orientations make it easy for the students to understand the expectations of the course. The hybrid courses also schedule orientations. Syllabi and courses guidelines are explained further at the orientations. Orientations help in making the labs effective and efficient.

Incorporating firsthand experience in the business world with textbook information is important. Many of the adjunct faculty have industry experience in their respective fields that they include in their lectures.

Speakers from industry are sometimes invited to speak to a class on a certain topic in their area of expertise.

c) Is the current program success rate higher than the program set standard?

In order to ensure any small variation from year to year Medical Assistant Front Office set the program standard at 73.71%. Our current program success rate (81.90%) is higher than the program set standard (73.71%). Should student success fall below 73.71%, the Medical Assistant Front Desk program will determine how to best address the issue and serve our student population.

Course Retention and Success
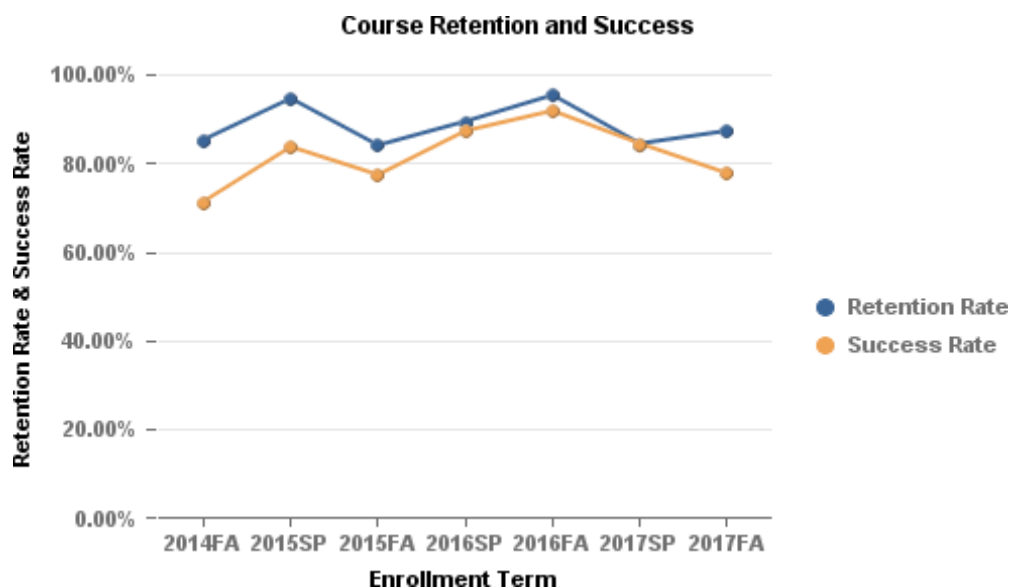
As the chart above indicates, the Medical Assistant Front Office program has maintained above 85% Retention Rate and above 80% Success Rate over the last 4 years.

d) How close is the program to meeting the program success goal?

Our program success goal is 83% and our average success rate 81.90%. So, we are very close to meet our program success goal.

e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

The program set standard and the program success goal are still current and accurate.

2. **Success Rate ("C" or better)-average F11- F16**

Success Rates: **Measures by IPEDs**	Program (average total enrolled students/Success Rate)	EVC
American Indian	1/100%	110/**75.6%**
Asian	198/91.11%	9,599/**77.2%**
Black or African American	18/63.33%	661/**60.4%**
Hawaiian/Pacific Islander	2/0.00%	131/**65.4%**
Hispanic	213/ 75.29%	8,890/**64.6%**
Two or More Races	13/51.39%	562/**67.5%**
Unknown	36/83.33%	2,210/**74%**
White	29/ 88.89%	1,623/**74.4%**

Success Rates: **Measures by Gender**	Program (average total enrolled students/Success Rate)	EVC
Female	449/82.32%	12,535/**72.9%**
Male	59/75.38%.	11,195/**69.4%**
No Value Entered	1/100%	60/**78.9%**

Success Rates: **Measures by Age**	Program (total enrolled students/Success Rate)	EVC
17 & Below	5/40%	512/**79.6%**
18-24	205/79.77%	15,569/**68%**
25-39	227/82.57%	5,012/**74.7%**
40 & Over	73/88.87%	2670/**82%**
Unknown	n/a	12/**74.6%**

a. With respect to success rates, how are your program success rates similar to or different from the rest of the campus? What equity gaps have you identified?

With respect to success rates measured by IPEDs, and gender, Medical Assistant Front Office program success rates are similar to the campus and higher than the campus as well. Only for Two or more races success rate (51.39%) is lower than the campus (67.5%). Equity gaps for success are identified for African American, Hispanic, and Two or More Races.
With respect to success rates measured by age, Medical Assistant Front Office program success rates are similar to campus and also higher than the campus as well. The only exception is that the success rates for students ages 17 and below (40%) is much lower than that of EVC (79.6%).

b. If equity gaps for success are identified, what interventions will be implemented in the program to address these equity gaps? Please include a timeline of implementation and reassessment.

To address the equity success issue with African American, Hispanic, and Two or More Races, the Medical Assistant Front Office Program will actively participate in the College's Early Alert Program to

ensure students with low performance are being contacted by Counseling area. In addition, the Division has implemented embedded counseling and students enrolled in our program will be notified of Division counselors to contact to provide support. A reminder to students that tutoring is available face-to-face or online. Our Program will review test strategies, including offering the first midterm earlier in the semester, in order to identify any problems. We have set a timeline of three-five years to achieve a 5-10% improvement in closing the equity gap.

c. With respect to disaggregated success rates (ethnicity/race, gender and age), how did the students do in reaching your program set standard for student success? How about reaching the program success goal?

In regard to disaggregated success rates based on ethnicity/race, all ethnic groups except African American and Two or more races reaching economics program set standard (73.71%). Again, only White, Asian, and unknown group are reaching program success goal (83%). Both the male and female Medical Assistant Front Office students are reaching Program set standard but only female students are meeting program success goal. Success rates for students all ages meet program set standard except students ages 17 and below. Again, students of all ages are reaching program success goal at 83% except student ages 18-24 and ages 17 and below do not meet program success goal.

d. If your program offers course sections fully online, please contact the EVC Dean of Research, Planning and Institutional Effectiveness to get a student success report on the online sections. Then discuss the success of fully online sections verses face to face sections.
N/A

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
You will need to select drop down menus as shown below and then "select program type by major of study" (for example, select Legal for paralegal studies).

Program Awards Summary Report - Parameter Selection Area

Select State-District-College	Select District-College	Select Academic Year	Select Award Type
Collegewide Search	Evergreen Valley	Annual 2015-2016	All Awards

Select Program Type
ALL

View Report

Program Awards Summary for Special Population/Group, please click here.

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Report Format Selection Area - Check field to include in the report

Row Options

☐ District Name   ☑ Award Type
☑ College Name   ☐ Program CDCP Status
                         ☐ Program Type - Two Digits TOP
                         ☑ Program Type - Four Digits TOP   Update Report
                         ☐ Program Type - Six Digits TOP

Degree Type:	Number of Awards (2014-2017)
AA	
AS	
AS-T	
AA-T	
Certificate 12-18 units	39

Discussion: 39 Students earned a certificate for Medical Admin/Exec Assistant within that fall 2014-fall 2017 program review timeframe, with an additional 5 who earned a certificate in May 2018. More students have shown interest in the Medical Assistant-Front Office program. The demand for Medical Assistant Front Office is rising. Also, as BLS estimated that Medical Assistant Front Office is projected to grow 29% from now until 2022, much faster than the average of all occupations.

1. **Student Enrollment Types** (average F11-F16)

Day or Evening Student	Program average Headcount	Pct of Total	EVC- average Headcount/Pct Total
Day	107	24.05%	4,106/**46.3%**
Day & Evening	266	60.86%	3,486/**39.2%**
Evening	64	15.09%	1,116/**12.6%**
Unknown	n/a	n/a	171/**1.9%**

Academic Load	Program average Headcount	Pct of Total	EVC average Headcount/Pct Total*
Full Time	74	16.45%	3,102/**34.6%**
Half Time or less than half time	363	83.54%	5,797/ **64.8%**

*Note: Not reported here are overload/withdrawn to equal 100%

2. Student Demographics- Headcount (average F11-F16)

Program Total Headcount		Pct change year to year	
Gender	**Headcount**	**Pct of Total**	**EVC Headcount/Pct Total**
Female	381	87.2%	4,776/**53.8%**
Male	54	12.4%	4,082/**46%**
No Value Entered	2	0.5%	24/**0.3%**
Age	**Headcount**	**Pct of Total**	**EVC Headcount/Pct Total**
17 & Below	5	1.1%	436/**4.9%**
18-24	187	42.8%	5,358/**60.3%**
25-39	182	41.6%	2,091/**23.5%**
40 & Over	63	14.4%	994/**11.2%**
Unknown	n/a	n/a	9/**0.10%**
IPEDs (Race Ethnic Classification)	**Headcount**	**Pct of Total**	**EVC Headcount/Pct Total**
American Indian	1	0.23%	42/**0.47%**
Asian	172	39.4%	3,546/**40%**
Black or African American	15	3.4%	260/**2.9%**
Hawaiian/Pacific Islander	2	0.46%	50/**0.56%**
Hispanic	180	41.2%	3,413/**38.4%**
Two or More Races	12	2.8%	207/**2.3%**
Unknown	30	6.9%	741/**8.4%**
White	25	5.7%	622/**7%**

a. Did you notice any changes in **program enrollment types** (day vs evening, full-time vs part-time) since your last program review? How do your program enrollments (Pct of total) compare to EVC? Based on the data, would you recommend any changes?

Not applicable because this is the first program review for Medical Assistant Front Office we are doing. The data for full-time and half-time or less than half- time for Medical Assistant Front Office depicts same picture of EVC- both have more half-time or less than half-time students than full-time students. The only difference is that only 16.45% of our students are full-time whereas 34.6% of EVC students are fulltime. The cross comparison of enrollment patterns show that Medical Assistant Front Office is closely comparable to the college. But only 42.8% Medical Assistant Front Office students are between ages 18 and 24 whereas 60.3% of EVC students are in this age group. However, there is need for increase of evening courses. Based on the data provided by CROA there are more day to evening courses represented. Medical Assistant Front Office Program will redouble its efforts to increase evening enrollment, including marketing our evening classes to our daytime students. Our program will investigate other marketing opportunities, including forming partnerships with local organizations. Adding more evening sections will provide non-traditional students with more options for sections and diversity of courses to take courses in the evening.

b. Based on the **program total headcount** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

Based on the Program total headcount and Pct change year to year Medical Assistant Front Office program is growing This rise in enrollment is due to the fact that 418,455 Medical Assistant Front Office are employed. As BLS projected, in next 10 years, there will be 162,900 jobs available in this area. Medical Assistant Front Office is projected to grow 29% from now until 2022, much faster than the average of all occupations. The growth of the aging baby-boom population will continue to spur demand for preventive medial services, provided mainly by physicians. As the practice for physicians expand, so will their need for more medical assistants to address the needs of their patients.

To address these changes in enrollment, our program will do the followings:
A. Hire one/two full-time faculty
B. Expand program with additional online and hybrid courses
C. Identifying classes that can be offered at alternate times
D. Develop policies and best practices for our courses and program
E. Provide ongoing Professional development for faculty, and student services

c. What gaps have you identified in your program? How is your program enrollment similar or different from the campus? Which gender, age, and/or ethnic group are proportionally smaller than campus make up?

Medical Assistant Front Office program has smaller percentage of male students (12.4%) as compared to that of female students (87.2%). This percentage of female students is also high if we compared it with the percentage of EVC female students (53.8%).

Compared to females, males are significantly underrepresented in the Medical Assistant Front Office program. We plan to use our successful male alumnae as role models and show case their stories on the school website. Initiate discussions with Service Learning to specially address the needs of male students.

Most of the Medical Assistant Front Office program students (42.8%) are ages between 18 and 24, and ages between 25 and 39 (41.6%). Only 1.1% of students are ages 17 and below. Data is consistent with college population. It should be noted that the percentage of students between the age brackets of 25-39 are higher (41.6%) than EVC (23.5%) which may indicate that the EVC offers a large traditional college age student whereas our program serves a large population of working adults and students.

Medical Assistant Front Office program will redouble its efforts to increase the enrollment of students ages 17 or below, male students, and African American students. These efforts may include, but not be limited to, outreach efforts, presentations to various high schools that are tailored to the above-mentioned groups.

Medical Assistant Front Office program enrollment is similar to the campus. Age group 17 and below (1.1%) and male students (12.4%) are proportionally smaller than campus make up.

d. Based on your findings, what interventions can the program implement to address any gaps in enrollment?

These gaps can be addressed by doing outreach efforts to male students and high school students. Medical Assistant Front Office program will put more efforts to market our classes with more focused presentations at local high schools. Our Program will present specific career opportunities to the above-mentioned groups at the beginning of each semester. Information involving career opportunities will be integrated throughout the semester, with an emphasis at the beginning of the semester, including the presentation on the first day of class. We will also encourage more 'word of mouth' advertising on the part of all of our students.

3. Institutional Effectiveness (5 year average, see Summary Tab)

	Program	EVC
Capacity	61.67%	77.6%
Productivity (goal 16)	10.06	15.65

Is your capacity rate higher or lower than the campus?	lower
Is your productivity goal higher or lower than the campus?	lower

If the program capacity and/or productivity is lower than the campus, please provide rationale:

The capacity and productivity of our program is lower than the campus due to the lack of advertising and updating the courses and decrease in faculty due to the retirement of the only one full-time faculty. This also resulted in the decrease in full-time equivalent students. For example: Fall 2014 had 6.9 FTE student and in Fall 2017 it dropped to 5.4 FTE student.

To increase the numbers of students enrolling in Medical Assistant Front Office Program we need to take steps such as cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, review of assessment results.

To increase retention rate all faculty need to participate Early Alert Strategies which include reaching out to students who are at risk of dropping, offering support and flexibility to the extent that it does not affect academic integrity, and connecting students to campus resources as well as encouraging the use of online resources such as NetTutor. We continuously need to review and improve our assessments as well as pedagogy to make sure they reflect the demands of today's academic and professional standards.

To increase the productivity, we need to offer the 3 medical assistant front desk program courses as fully online classes.

Our division has lined up various outreach/recruitment strategies to align with the strategic initiatives and guided Pathways Initiatives. One of the most popular is the Southeast Asian American Student Excellence (SEAASE) program. This is an outreach for Southeast Asian American students to excel academically, culturally, and professionally. Also, the Division or Business Workforce and Development will be hiring its own Outreach Coordinator as major outreach need to be utilized for the current courses. This will help improving the capacity of taking courses with the Medical Assistant Front Office Program.

FTES
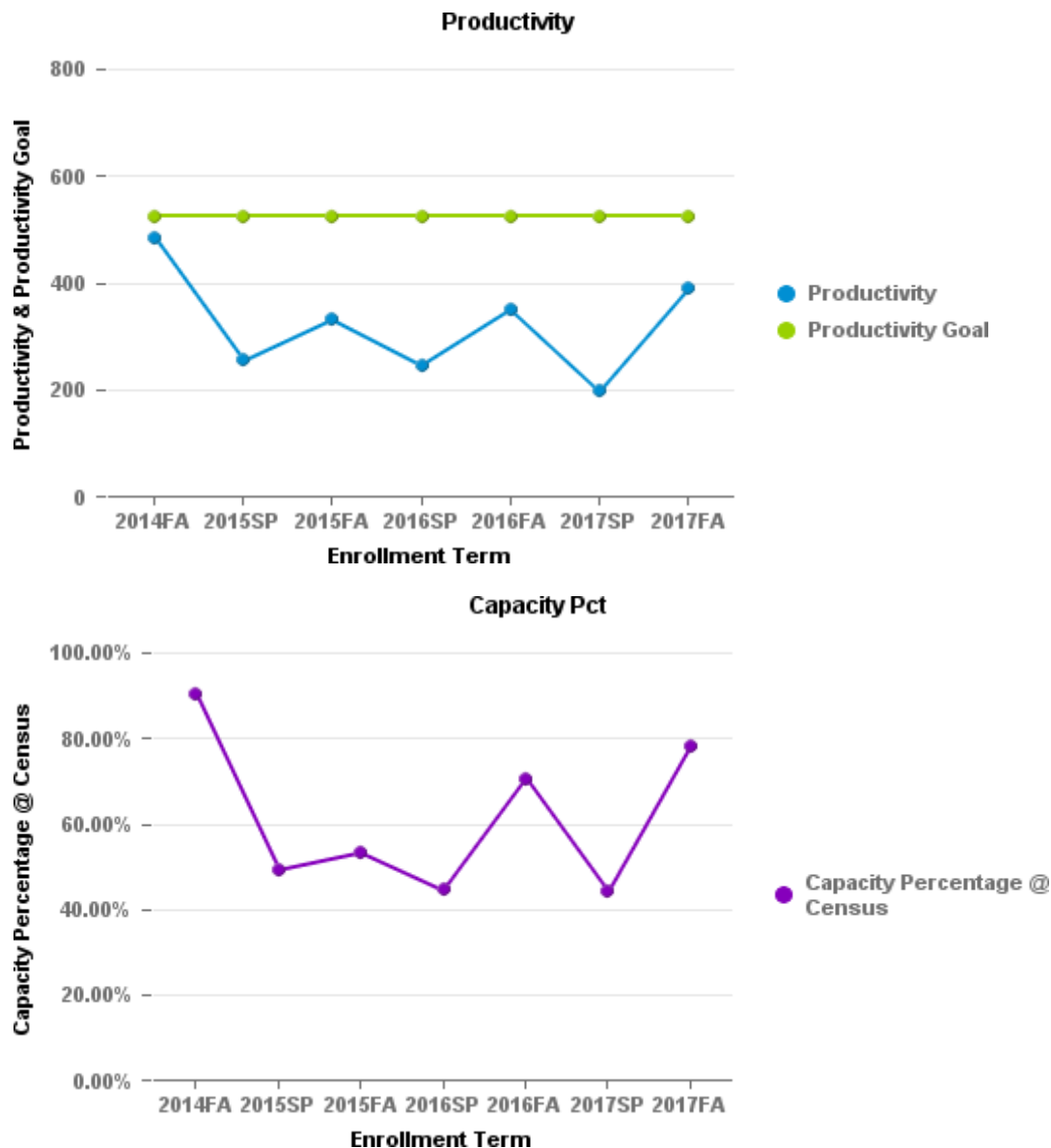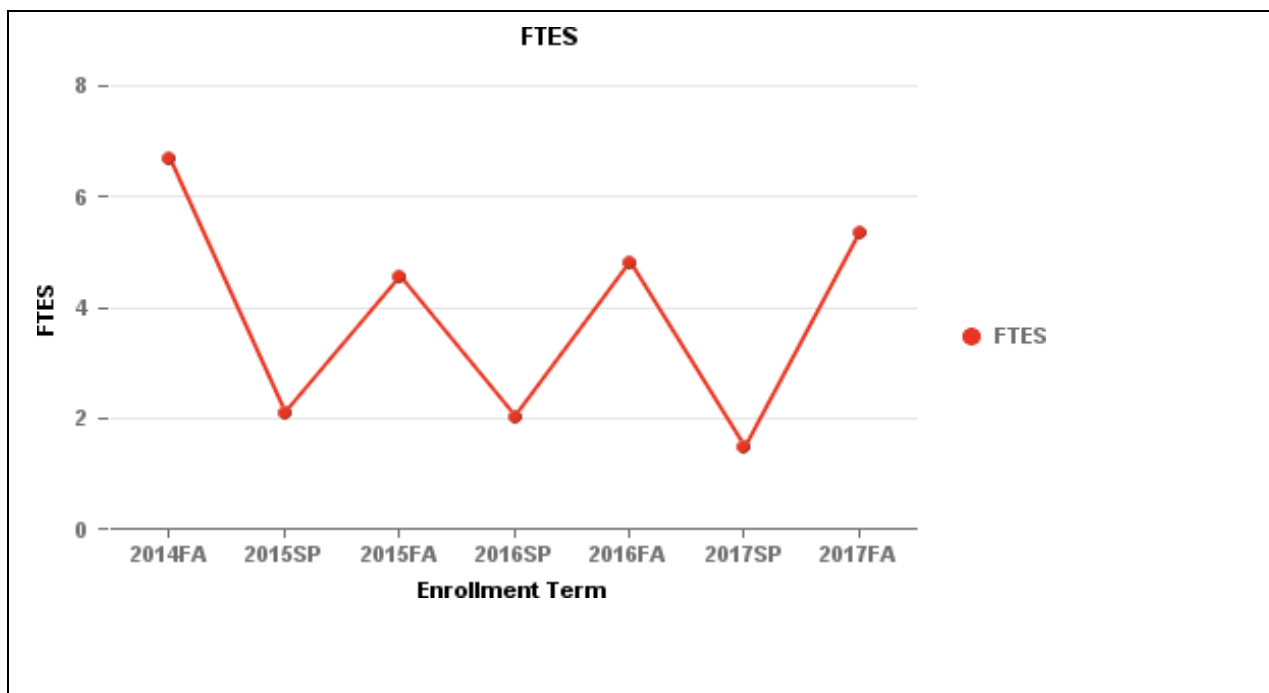
PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6 year timeline for scheduled course outline revision.

   According to CurricuNet, BIS-017 has been updated in 2016. The update for BIS- 016 is in progress.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

There are currently 3 courses in the program:
BIS 016: Medical Front Office Skills
BIS 017: Medical Terminology
BIS 162: Medical Coding

The courses are part of Medical Assistant Front Office Certificate program or an AA degree program. Students who are enrolled in BIS certificate or degree programs take the courses as part of their requirements. Students in other divisions enroll in the courses to meet elective requirements or to enhance or upgrade their knowledge and skills. The programs and courses are reviewed by the faculty and advisory board to ensure that they are relevant and current and meet the needs of industry. Courses must be updated regularly, as this is required by the college curriculum committee and is state mandated.

The program has remained relevant in the discipline and real-life experiences for students due to the following:

 a. State-of-the-art computers, equipment, and resources are used in class rooms and labs.
 b. Programs and courses are reviewed and updated. Books and resources must be updated to keep abreast of any changes in the field such as, coding procedures or software versions.
 c. New programs and certificates are being considered and written.
 d. Our faculty have industry experience and currently working in industry

3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

The classes that are lecture/lab hold orientations for students to review procedures for the lab component. These orientations are part of the course requirements. Orientations make it easy for the students to understand the expectations of the course. The hybrid and online courses also schedule orientations. Syllabi and courses guidelines are explained further at the orientations. Orientations help in making the labs effective and efficient.

Medical assistant front office faculty uses Canvas, the course management system, to enhance their courses and provide resources for students. The use of Canvas in classes provides accessibility to all course materials for the students.

 A hands-on approach is being used in teaching.

Incorporating firsthand experience in the business world with textbook information is important. Many of the adjunct faculty have industry experience in their respective fields that they include in their lectures.

Speakers from industry are sometimes invited to speak to a class on a certain topic in their area of expertise.

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

Medical Assistant Front Office program and certificate will be reviewed to ensure that the programs remain relevant and current. The Medical Assistant Front Office certificate continues to show growth. A back office certificate is being written to complement the front office certificate so that students will be able to train for both environments, thereby making their skills more valuable and appealing to the employers. Certificates under consideration are the Medical Assistant Back office, and Health Technology Management (HIT). The timeline for making these modifications is in progress and will be completed by 2020.

5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…)

The articulations with high schools and metro education centers are coordinated by a counseling staff member. Articulation agreements ensure that the enrollment process for students is smooth as they transition to EVC. The process involves reviewing the content and credits of the high school, adult education courses to the college courses.

If the courses are aligned, it would allow the students entering college to receive college credit for the completed courses. This process makes the transition easy to college for the students and benefits the college.

---

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29). Please also indicate how the course SLOs have been mapped to the PLOs.
   If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

   Program Learning Outcomes:
   Upon successful completion of this program, students will be able to:
   - Apply for employment as a Medical Office Assistant or an Office Assistant. Secure an entry-level position in an office environment (ILO: Personal Development)
   - Manage the front office in the healthcare environment (ILO: Inquiry and Reasoning)
   - Handle scheduling appointments (ILO: Communication)
   - Read, interpret, and produce medical documents (ILO: Information Competency)
   - Process insurance forms and claims (ILO: Information Competency)
   - Handle patient concerns. (Social Responsibility)
   - Handle patients' accounts using a medical billing application (ILO: Information Competency)

The course SLOs have been mapped to the PLOs as follows:

BIS-016 - Medical Front Office Skills

This course teaches skills that are required in the healthcare office environment such as appointment scheduling, processing medical forms, transcription of medical documents, and handling patients. Students will work with a software application such as Medisoft. Hands-on experience is emphasized for all required tasks.

   The SLO's for BIS-016 are as follows:
   - Perform tasks efficiently in a medical office per industry standard
   - Use a billing software to handle all patients' inquiries, schedules, and accounts
   - Handle and maintain daily office routine
   - Read and write office correspondences
   - Manage schedules for medical staff
   - Transcribe and format medical documents accurately and efficiently
   - Format and produce error-free medical forms and documents

BIS-017 – Medical Terminology

The healthcare setting and environment will be covered. Emphasis will be placed on mastering medical terms, abbreviations, spelling rules for component parts, body systems, combining forms, prefixes, and suffixes. Students will learn to use medical terms correctly in medical forms and documents.

The SLO's for BIS-017 are as follows:

- Define healthcare terminology correctly
- Spell medical terminology correctly
- Identify the different careers in the healthcare field
- Explain the content and use of medical forms and documents
- Differentiate the various healthcare settings
- Practice confidentiality in the healthcare environment

BIS-162 – Medical Coding

The SLO's for BIS-162 are as follows:

- Use the CPT manual correctly
- Recognize and identify the symbols used in the CPT manual
- Understand modifiers
- Follow correct coding procedures for medical documents
- Assign medicine codes correctly
- Apply ICD-9 official coding guidelines
- Assign correct codes to various diagnosis statements
- Initiate documentation for reimbursements

2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...).

Medical assistant front office has completed SLO course assessments to date for all of the 3 courses. Overall, there are very minimal changes, as most of the results are positive in meeting the objectives of the courses. At the program level, the Medical Front Office program is in progress and near completion. More information can be viewed at the college's website at http://evcwebs.sjeccd.edu/SLO/Program/BWF/BIS%20Medical%20Front%20Office.pdf.

Evidence of dialogue can be found in meeting minutes for our division's November 7th meeting:

Business & Workforce Development PDD Division Meeting Minutes November 7, 2018 | 3:30PM

I. Upcoming Events

a. Nov. 8 – Campus Forum – Mishra (12:30 -1:30)

b. Nov. 14 – International Week

c. Nov. 15 – MS3 Building fire drill

d. Nov. 20 – Turkey Giveaway

e. Nov. 27 – President's Investiture – (3:30 – 5:30 VPA)

f. Nov. 28 – Advanced Manufacturing Symposium (4:00 – 6:00 Gullo II)

g. Dec. 4 – English finals

h. Dec. 6 – President's Holiday celebration

II. Welcome new staff

a. Kim – Interim Admin

b. Arathy – Fellow under Prop 39 – Energy Efficiency in Auto and BIM

c. Marcus – Stemcore

d. Karla – Dual enrollment, non-credit, basic skills

e. Quyen – Graphic arts, social media, catalog/schedule design

f. Claudia – T&I Coordinator

g. Miguel – Auto tool room

h. Tram – Counselor for dual enrollment, non-credit

i. Alfred – Dual enrollment

j. Tammy – Apprenticeship consultant

III. Updates

a. SLO's are at 50%. If you need help, see Brad Carothers. Submit syllabus with matching SLO from CurricUNET. You can e-mail syllabus to Kim. Plan for Spring 2019.

b. Make sure if you are absent to let us know and if you have a substitute.

c. Guided Pathways – Eventually the schedule will be mapped out in advance for every program.

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

Plans for improvement are to continue utilizing results from SLOs. Faculty will continue to improve the learning environment and resources for the students.
Our two success stories are-

We have partnered with McGraw Hill Connect (Publisher) to perform in (EHR)electronic health records case studies simulations to improve on their skills in healthcare Technology.

Also, have a partnership with (NHA) National healthcare Associations to take the certification exam for Medical Administrate Assistant (CMAA)

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

   There is no full-time faculty for Medical Assistant Front Office program. We have only two adjunct faculty-

   a. Patricia Siqueiros:

   Education:

   BA-Management University of Phoenix

   MBA – University of Phoenix

   Certified Medical Assistant – American Association of Medical Assistant

I have worked in Hospital Management over 15 years and taught private colleges for 8 years. I have also worked as a Medical Assistant in administrate and clinical settings. I have joined EVC in 2016.

Area of Expertise: Health Care Technology, Hybrid (on-line) training and Job development

How does my position contribute to program success: I have many years of experience in teaching the Medical Assistant Front and back office program. My healthcare experience enhances my teaching in providing realistic experiences.

   b. Patricia Marudous

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

   Patricia Siqueiros:

Professional Development in the last three years:

Attended workshops and Conferences to keep current of changes in the Healthcare business and technology

AAMA webinars on ICD-10 coding

AAMA membership meetings

Hybrid/on-line training workshop

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

   Prior years we didn't receive Fund 10 for supplies and materials. Fund 10 has only paid for that two current adjuncts in need.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

   Fund 17 is Perkins last year and this year at 7K- 10K and strong workforce current year at 18K to revamp/change/update the programs.

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and access program adequacy. List any changes to technology of equipment since the last program review.

   We need our own lab updated to provide hands on experience for Health Information Technology (HIT) and Medical Front Office specialty software and tablet base computer.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.
N/A

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests Full-time faculty is needed	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Facilities N/A	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Technology N/A	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Equipment/Supplies N/A	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: