

**DALTON STATE COLLEGE
COMPREHENSIVE PROGRAM REVIEW**

Program/Subject Area: Certificate – Medical Assisting

Review Period: 2011

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program goal statement:

The Certificate in Medical Assisting prepares the student for employment in a medical office setting as a medical assistant. Upon completion of this certificate, the student is able to sit for the certification examination in medical assisting.

Program outcomes:

Students who complete the Certificate in Medical Assisting will be able to perform the following:

MEDICAL ASSISTING PROGRAM OUTCOMES

1. Maintain and use aseptic technique and understand the concept fully.
2. Perform fundamental patient care during examinations and treatments.
3. Perform basic office diagnostic procedures using a variety of testing equipment/supplies.
4. Learn about medications, their uses, and their adverse reactions.
5. Administer specific medications as directed in accordance with the physician's orders.
6. Recognize certain medical office emergencies and provide the appropriate patient care.
7. Follow basic routine office procedures in the management of the office equipment and supplies, financial record keeping, and medical records in accordance to medical law and ethics for the profession.
8. Provide quality patient care and treat those individuals as you would want to be treated in the same situation.
9. Learn the importance of confidentiality and the repercussion if broken by medical personnel.
10. Be able to recognize the relationship between anatomy and physiology of all body systems.

Student learning outcomes:

MOAS 1110: Clinical Procedures I

Upon completion of this course, the student will be able to perform the following:

1. Maintain and perform aseptic techniques used in the medical facility.
2. Obtain the patient's medical history and patient assessment data and document accurately.
3. Utilize medical terminology appropriately in the medical record.
4. Perform basic office diagnostic procedures.
5. Perform and assist with the physical examination and assessment of the patient, including the documentation of subjective and objective data.

MOAS 1111: Clinical Procedures II

Upon completion of this course the student will be able to perform the following:

1. Perform fundamental patient care during examination and treatments.
2. Assist in minor surgery.
3. Perform electrocardiography, respiratory function tests, microbiology tests, venipuncture, IV therapy, and immunizations with the appropriate documentation.
4. Screen and follow-up the patient's test results.
5. Perform emergency management for the critical patient.

MOAS 1190: Clinical Practicum

This course consists of the student working 180 hours in a medical facility.

1. The student will complete 90 hours in the clerical area of the facility.
2. The student will complete 90 hours in the clinical area of the facility.

2. MEASURES OF EFFECTIVENESS

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change
Headcount	171	172	163	181	179	4.7%
FTE	113.833	124.75	115.917	118.083		54.2%
Full-time	59	67	60	50	55	52.5%
Part-time	112	105	103	131	123	42.0%

Analysis and comments:

The instructors in the Medical Assisting program also teach ALHT 1110 and ALHT 1111 for the LPN and Phlebotomy students. The instructors also teach ALHT 1115 for the Medical Assisting students and the Phlebotomy students. The above data does not include the LPN and Phlebotomy students.

(b) Five-year enrollment summary by gender & race/ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change
Gender						
Female	162	164	159	169	234	44.4%
Male	9	8	4	12	15	66.7%
Race/Ethnicity						
American Indian					1	n/a
Asian	4	2	3	1	0	-100%
African-American	8	13	11	9	15	87.5%
Hispanic	27	20	17	28	27	0.0%
White	132	136	128	120	174	31.8%
Multiracial		1			3	n/a
Undeclared					29	n/a

Analysis and comments:

These figures show an increase of 44.4% in the number of females in the Medical Assisting program over the past five years. The figures also show an increase of 66.7% of males in the program which is a dramatic increase over the past five years. The figures show the major growth in race/ethnicity is African-American with 87.5% increase over the past five years.

(c) Average class size and credit hours

	2005-06	2006-07	2007-08	2008-09	2009-10
Average class size	13.17	12.3	12.28	14.3	17.2
Student credit hours	4718	3988	3657	3969	5445
Credit hours/FTE faculty	15	14.9	15	15	14.9

The medical assisting classes have a limit of 15 students in the MOAS 1110, MOAS 1111, and MOAS 1190 classes. These are skills-based classes with the instructor working one on one with the students. This data does not include the ALHT 1110, ALHT 1111, ALHT 1115, and OADM 1159 classes taught by the Medical Assisting instructors. These classes have an average class size of 28-30 students.

(d) Faculty teaching in program

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Faculty	2	2	2	2	1.25
Full-time Faculty	2	2	2	2	1
Part-time Faculty	0	0	0	0	1
Gender					
Male	1	1	1	1	0
Female	1	1	1	1	1
Race/Ethnicity					
American Indian/Pacific					
Asian					
African-American					
Hispanic					
White	2	2	2	2	1
Multiracial					
Tenure Status (full-time)					
Tenured	2	2	2	2	1
On-tenure track					
Non-tenure track					
Rank (full-time)					
Professor					
Associate Professor	2	2	2	2	1
Assistant Professor					
Instructor/Lecturer					
Highest Degree (full-time)					
Doctorate					
Specialist	1	1	1	1	1
Master's	1	1	1	1	
Bachelor's					
Associate's/Other					

Analysis and comments:

The Medical Assisting instructors also teach ALHT 1110 and ALHT 1111. These classes serve as a prerequisite for students who will apply for the LPN program and Phlebotomy program as well as the students who are Medical Assisting students. The Medical Assisting instructors also teach ALHT 1115. This class serves as a prerequisite for

Phlebotomy and Medical Assisting students.

(e) Percent of classes taught by full-time faculty

2005-06	2006-07	2007-08	2008-09	2009-10
100%	100%	100%	100%	90%

Analysis and comments:

In 2009-2010 we lost a Medical Assisting instructor. A part-time instructor was hired to teach the MOAS 1110 and MOAS 1111 classes.

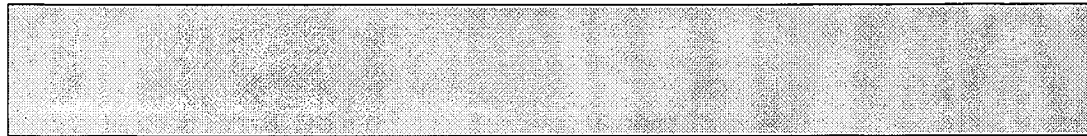
The Medical Assisting instructors teach all the MOAS classes as well as ALHT 1110, ALHT 1111, ALHT 1115, and OADM 1159.

(f) Number of degrees conferred

2005-06	2006-07	2007-08	2008-09	2009-10
2	2	2	2	2

Analysis and comments:

Dalton State College offers two degrees for this program. A Certificate and an Associate Degree in Medical Office Administration.



(g) Placement rates: Five-year summary of job placement rates, if applicable

2005-06	2006-07	2007-08	2008-09	2009-10
78.26%	73.91%	72.0%	72.00%	73.33%

Analysis and comments:

The Dalton State College Medical Assisting Program has met the threshold of greater than 70% for the past five years. This threshold is required by the Medical Assisting Education Review Board.

(h) Average cost per credit hour

	2005-06	2006-07	2007-08	2008-09	2009-10
Cost per FTE					1068.00
Cost per hour					71.18

Analysis and comments:

I do not have the information for the previous years.

(i) Cost per FTE Faculty

2005-06	2006-07	2007-08	2008-09	2009-10
				12,068.00

Analysis and comments:

I do not have the information for the previous years. 2009-2010 Debbie Gilbert taught 1,482 credit hours. This data was calculated by Mike Doyle and Eunice Cooper for the School of Technology.

(j) Summary and evidence of achievement of program outcomes

Describe the extent to which students have achieved current program outcomes

The final class the medical assisting student takes is the MOAS 1190 class. This class is a clinical assignment in a medical facility. The students perform the skills they learned and mastered in the previous classes. Students are graded for MOAS 1190 by both the class instructor and the students' supervisors in the medical facility. The medical facility must complete a check-off list for both the clerical and clinical area. We have 95% of our Medical Assisting students receive an A in the MOAS 1190 class.

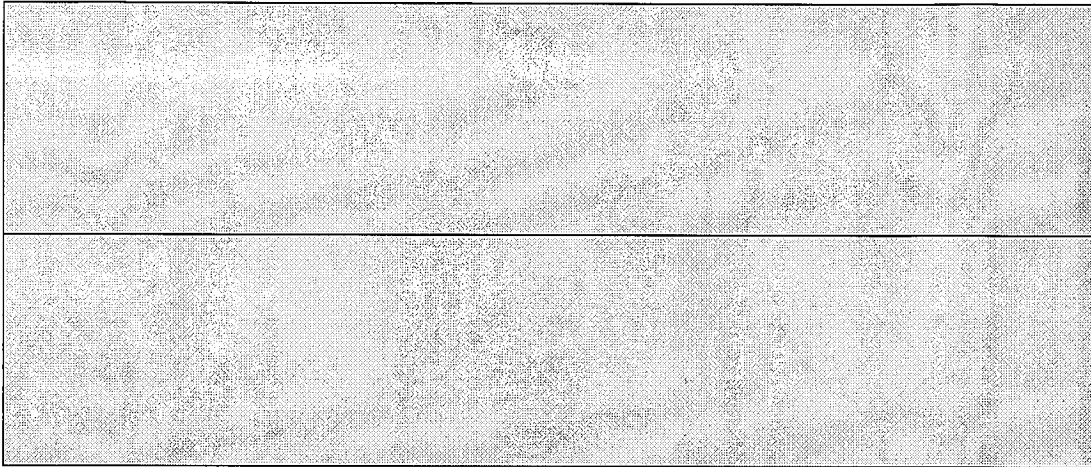
The Medical Assisting students who sit for the Certification Examination have a high percentage of passing rate. The passing rate at present is 85%.

(k) Summary and evidence of achievement of student learning outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

As stated above, the student must be able to perform the skills learned in MOAS 1110 and MOAS 1111 to successfully complete MOAS 1190.

Spring 2011 is an example of our students' abilities. Fifty percent of the Medical Assisting students are already employed in field and they will not graduate until May. The current graduating class also has 30% of the graduates returning to school in the summer to obtain a higher degree. We have a large number of students who go back to school to obtain the LPN and RN degree.



(I) Evidence of program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

The Medical Assisting Program has a great placement rate. Please note the following data:

2005	73.33% placement rate
2006	72.00% placement rate
2007	72.00% placement rate
2008	73.91% placement rate
2009	78.26% placement rate

Surveys are sent to all employers who hire Dalton State College Medical Assisting Students. Please note the following data:

- 2005 the program had employer survey of 100% for positive responses of the medical assisting students they had employed.
- 2006 the program had employer survey of 87.5% for positive responses of the medical assisting students they had employed.
- 2007 the program had employer survey of 100% for positive responses of the medical assisting students they had employed.
- 2008 the program had employer survey of 100% for positive responses of the medical assisting students they had employed.
- 2009 the program had employer survey of 100% for positive responses of the medical assisting students they had employed.

The retention rate for students after they enter the Medical Assisting Program is 95.69% for the past five year period.

The Medical Assisting field is growing and is very much in demand in this service area.

The Medical Assisting instructors receive calls from the medical facilities in the service area that need medical assistants in their offices. The medical assisting instructors also service as a job placement coordinator.

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

What improvements have occurred since the last program review or assessment?

The Dalton State College Medical Assisting Program is required to submit an annual report to the Medical Assisting Education Review Board to continue our accreditation. The Certificate In Medical Assisting is accredited by the Commission on Accreditation of Allied Health Education Programs. The next on-site review will be in 2015. The Director of the Medical Assisting Program updates and reviews the curriculum on a yearly basis.

The program has added the MOAS 1111 class that expands the students' clinical skills. The program has also added the ALHT 1111 class that expands the students' medical terminology background. The program has added prerequisite requirements that require the students to have a C or better in ALHT 1110, ALHT 1111, MATH 1102, BIOL 1100, and MLTS 1101 before they may begin taking the MOAS classes. (Approved 4-10 by Academic Council) The student must have an overall GPA of 2.5 to register for MOAS classes. (Approved 4-11 by Academic Council)

The Medical Assisting Program is also working on including a class in pharmacology and nutrition to the program.

The Medical Assisting Program is working on adding a Medical Assisting Seminar to the curriculum that students would take their final semester. This class would help prepare the student for the Certification exam.

The Medical Assisting Program Director has applied to be a site reviewer for the Medical Assisting Education Program. This would help bring new ideas to the program.

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

We have revised and added MOAS 1111 to the curriculum. This gives the students more knowledge and training in the clinical setting. The students learn how to perform electrocardiography, respiratory function testing, microbiology tests, venipuncture, and IV therapy in MOAS 1111.

Medical Terminology was revised to add an additional class, ALHT 1111. This class expands on medical terminology as well as teaching basic anatomy pertaining to the body system being covered.

The contact hours for the clinical class, MOAS 1190, have been expanded to 180 hours. The Medical Assisting student works 90 hours in the front office (performing clerical duties) and 90 hours in the back office (performing clinical duties).

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

The Medical Assisting Program has been praised by both the students and the medical facilities in the service area on the quality of the program. The employers have shown their satisfaction with our students in the employer survey.

Employer Survey with overall positive results:

2005	100%
2006	87.5%
2007	100%

2008 100%
2009 100%

The overall percentage of employer survey positive responses for the past five years is 97.14%

Weaknesses and concerns:

We need more of our Medical Assisting students to take the certification examination. The director of the Medical Assisting program is currently working on a plan to increase students' participation. Unfortunately, in the service area, most of the medical facilities do not require the Medical Assistant to be certified for employment.

During the 2009-2010 school term, the medical assisting program lost a full-time faculty member. The program was conducted totally with one full-time instructor and two part-time staff instructors during this time period. One of the part-time staff taught the ALHT 1110 and ALHT 1111 night classes. Mrs. Gilbert advised all the Medical Assisting and Medical Transcription students during that time period. In January of 2011 a full-time instructor has been added to replace the position of Mr. Earley.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issue/concern:

Our goal is for all the Medical Assisting students to sit for and pass the Medical Assisting Certification Examination. Our accreditation body, the Commission on Accreditation of Allied

Health Education Programs, now looks at the school's medical assisting graduates who sit for and pass the examination.

Specific action(s):

To develop a medical assisting seminar class that would require the student to sign up for the examination as part of the class. The class would prepare the student to pass the certification examination.

Expected outcomes:

The Medical Assisting students will take and pass the certification examination.

Time frame:

The Medical Assisting Program Director plans to have this class developed and presented to Academic Council by Fall 2012.

Person(s) responsible:

Debbie Gilbert

Resources needed:

The Medical Assisting program was staffed with one full-time instructor (August 2009 till December 2010). Debbie Gilbert has been the director of the Medical Assisting program since August 2009. With the replacement of the other full-time position, the program director will have time to develop the seminar class and continue working on updating and improving the program.

Prepared by

Deborah S. Gilbert

Date 4/28/11

Reviewed by

_____ Date _____

Reviewed by Chair of Program Review Subcommittee

_____ Date _____

Reviewed/Approved by Vice President for Academic Affairs

Deborah S. Gilbert Date 6/30/11