

**KAPI'OLANI COMMUNITY COLLEGE
PROGRAM REVIEW**

**MEDICAL ASSISTING
2006**

Based on data for Fall 2003 through Spring 2006

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Kapi'olani Community College Mission Statement 2003-2010

Approved October 7, 2002 by KCC Faculty Senate

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

The mission of the Health Education Unit is to develop and deliver student-centered health career programs that employ industry standards through partnerships with the healthcare community by:

- offering credit and non-credit programs to provide competent and qualified personnel to meet the needs of the healthcare industry in Hawaii,
- providing quality learning opportunities for maintaining worker competence and career mobility in a rapidly evolving healthcare field, and
- delivering friendly, courteous, individualized and student-centered instructional and related support services that promote the likelihood of student success.

Part I. Executive Summary of Program Status

This is the first report of the newly developed three-year program review. There are no recommendations from previous reports to discuss at this time.

Part II. Program Description

DESCRIPTION AND HISTORY

The Medical Assisting Program is one of eight programs in the Health Sciences Department. The program includes two full-time positions, with one designated as program director, and lecturers as needed. The program is competency-based and offers both a Certificate of Achievement and an Associate in Science degree.

The Medical Assisting Program was established in 1969 at the Pensacola campus, moved to quarters at Leahi Hospital in 1980, and since 1984 has been housed at the Diamond Head campus in Kauila Building along with all of the other Health Science programs.

The program was accredited with qualifications in 1975; deficiencies were corrected and full accreditation granted in 1976. The self-study for reaccreditation was submitted in 1987; the site visit took place in 1988, and reaccreditation granted in 1989 for the maximum term of seven years.

In the Fall of 1985 the program was modified to form a career ladder with two Certificate of Achievement options in addition to the Associate in Science degree. The Certificate programs were not eligible for accreditation, concentrating either on administrative or on clinical medical assisting. In response to a request from Maui Community College, the CA in clinical medical assisting was extending to Maui in 1991; five students completed the program. In 1992, the program was completely redesigned with a Certificate of Achievement option encompassing both administrative and clinical medical assisting, career laddered with the Associate in Science degree program. This new program received accreditation and the degree program reaccreditation with the site visit in Spring 1994 for the maximum term of seven years.

The self-study for reaccreditation was submitted in Spring 2001; the site visit was in Fall 2001. Reaccreditation was granted for both the Certificate in Achievement and Associate in Science degree programs with a progress report submitted in April 2003. The next comprehensive review (formerly called site visit) for the program will now occur no later than September 2011 according to the 2003 standards and guidelines now being implemented.

Degree Requirements

MEDA Certificate of Achievement

First Semester
BIOL 120, Anatomy and Physiology

Credits
3

MEDA 100, Introduction to Medical Assisting	3
MEDA 120, Clinical Medical Assisting	2
MEDA 120L, Clinical Medical Assisting Lab	2
MEDA 125, Clinical Office Experience	1
HLTH 110, Medical Terminology	2
MEDA 132, Computer Application in the Medical Office	3
<i>Semester Total</i>	16

<i>Second Semester</i>	<i>Credits</i>
MEDA 140, Administrative Medical Assisting	2
MEDA 140L, Administrative Medical Assisting Lab	2
MEDA 145, Administrative Medical Assisting Practicum	1
MEDA 201, Medical Law and Ethics	2
MLT 100, Introduction to the Clinical Laboratory	2
HLTH 160, Study of Diseases	3
MEDA 162, Advanced Computer Application in the Medical Office	3
<i>Semester Total</i>	15

<i>Third Semester</i>	<i>Credits</i>
PHRM 110, Basic Clinical Pharmacology	2
PHRM 115, Administration of Medications	1
MEDA 215, Externship	5
MEDA 210, Medical Assisting Critique	1
<i>Semester Total</i>	9

TOTAL CREDITS 40

Program exit point for Certificate of Achievement

A student who has completed the three semester Certificate of Achievement may earn the A.S. degree by taking the following fourth and fifth semester courses.

<i>Fourth Semester</i>	<i>Credits</i>
SP 181, Interpersonal Communications	
or	
SP 151, Personal and Public Speech	
or	
ENG 100, Expository Writing	3
FAMR 230, Survey of Human Growth and Development	
or	
PSY 100, Survey of Psychology	3
MEDA 220, Clinical Medical Assisting Specialties	2
MEDA 220L, Clinical Medical Assisting Specialties Lab	1
MEDA 225, Clinical Medical Assisting Specialties Practicum	1
FSHE 185, The Science of Human Nutrition	3
<i>Semester Total</i>	13

<i>Fifth Semester</i>	<i>Credits</i>
MEDA 250, Basic Cardiac Arrhythmias	3

MATH 100, Survey of Mathematics (or higher)	
or	
MATH 100H, Math for Health Sciences (or higher)	3
HLTH 252, Pathophysiology	3
A.S. Humanities (100 level or higher)	3
<i>Semester Total</i>	12
 <i>TOTAL CREDITS</i>	 65

MEDAS Associate in Science Curriculum

A student who elects to enter the A.S. degree program without obtaining a Certificate of Completion may enroll in the following four semester sequence of courses.

<i>First Semester</i>	<i>Credits</i>
BIOL 120, Anatomy and Physiology	3
MEDA 100, Introduction to Medical Assisting	3
MEDA 120, Clinical Medical Assisting	2
MEDA 120L, Clinical Medical Assisting Lab	2
MEDA 125, Clinical Office Experience	1
HLTH 110, Medical Terminology	2
MEDA 132, Computer Application in the Medical Office	3
<i>Semester Total</i>	16
 <i>Second Semester</i>	 <i>Credits</i>
MEDA 140, Administrative Medical Assisting	2
MEDA 140L, Administrative Medical Assisting Lab	2
MEDA 145, Administrative Medical Assisting Practicum	1
MEDA 201, Medical Law and Ethics	2
MLT 100, Introduction to the Clinical Laboratory	2
HLTH 160, Study of Diseases	3
MEDA 162, Advanced Computer Application in the Medical Office	3
<i>Semester Total</i>	15
 <i>Third Semester</i>	 <i>Credits</i>
MEDA 220, Clinical Medical Assisting Specialties	2
MEDA 220L, Clinical Medical Assisting Specialties Lab	1
MEDA 225, Clinical Medical Assisting Specialties Practicum	1
PHRM 110, Basic Clinical Pharmacology	2
PHRM 115, Administration of Medications	1
FSHE 185, Science of Human Nutrition	3
FAMR 230, Survey of Human Growth and Development	
or	
PSY 100, Survey of Psychology	3
SP 181, Interpersonal Communications	
or	
SP 151, Personal and Public Speech	
or	
ENG 100, Expository Writing	3
A.S. Humanities (100 level or higher)	3

<i>Semester Total</i>	19
<i>Fourth Semester</i>	<i>Credits</i>
MATH 100H, Math for Health Sciences (or higher) or MATH 100, Survey of Mathematics (or higher)	3
HLTH 250, Basic Cardiac Arrhythmias	3
MEDA 215, Externship	5
MEDA 210, Medical Assisting Critique	1
HLTH 252, Pathophysiology	3
<i>Semester Total</i>	15
TOTAL CREDITS	65

Note: A grade of "C" or higher must be maintained in all required courses in order for the student to continue in the program.

PROGRAM GOALS/OCCUPATIONAL PREPARATION

To provide students with the entry-level skills and knowledge necessary for performing the tasks of a medical assistant and assisting physicians in private medical offices and clinics, and hospital outpatient clinics with patient care as well as with routine office laboratory and diagnostic tests (clinical medical assisting). In addition, students are prepared to perform administrative medical office and business practices and procedures (administrative medical assisting).

PROGRAM STUDENT LEARNING OUTCOMES

MEDA Certificate of Achievement competencies:

Upon successful completion of the Certificate of Achievement in Medical Assisting, the student should be able to:

- Function in the professional role of the Medical Assistant under direct supervision of a licensed physician.
- Perform clinical patient care skills safely while assisting the physician with examination and treatments.
- Assist the physician in appraisal of the health status of patients through the application of diagnostic concepts and procedures, with prescribed diagnostic tests, follow-up care, and treatment.
- Collect routine laboratory specimens for processing safely and following acceptable procedures; perform routine office diagnostic tests and procedures accurately.
- Prepare the back office and the front office, equipment, and supplies to facilitate smooth functioning and flow of patients.
- Implement effective communication skills both written and oral, verbally and non-verbally, with patients, physicians, and other Healthcare team professionals.
- Recognize ethical and legal responsibilities in patient management and in the physician's practice, adhering to legal and governmental safety standards for patient care and record maintenance.

- Apply the basic concepts of medical economics to analyze and evaluate situations involving the delivery of and payment for medical care services.
- Recognize emergency situations and administer emergency first aid and cardiopulmonary resuscitation.
- Function and demonstrate professional characteristics expected of a beginning practicing Medical Assistant.
- Function effectively as healthcare team member in the delivery of quality patient care through knowledge and skill as a Medical Assistant.

MEDA Associate of Science Degree in Medical Assisting:

Upon successful completion of the Associate in Science degree in Medical Assisting, the student should be able to do the following in addition to the competencies listed in the Certificate of Achievement:

- Coordinate and prepare patients for specialized treatment and diagnostic procedures.
- Understand common cardiac arrhythmias and their treatment.
- Demonstrate knowledge of disease processes and alterations of function in body systems and relate to patient care.

ADMISSION REQUIREMENTS

Students are admitted to the program each semester on a first-qualified first-admitted basis until the program quota of 24 is reached. Minimum qualifications for admissions are high-school graduation, qualifying COMPASS reading score of 72 or higher and math placement into Math 25 or higher. Applicants that do not meet the minimum qualifications but submit COMPASS placement scores indicating no more than 2 semesters of courses to fulfill the minimum qualifications are also admitted into the program. This group of under qualified students are closely monitored and advised by program advisors, department counselors and Holomua counselors to encourage successful completion of the minimum qualifications and enrollment into MEDA program courses. Other requirements for admission are attendance at a program orientation session, a completed health form showing results of a complete physical examination including tuberculosis clearance and status of immunity to measles, chickenpox and rubella and payment of a fee for malpractice insurance coverage.

CREDENTIALS/CERTIFICATION

As CAAHEP accredited programs, KCC CA and AS graduates qualify to take the national certification examination. The Certified Medical Assistant® (CMA) credential is awarded to candidates who pass the American Association of Medical Assistants CMA Certification Examination. The credential must be kept current by recertification every five years by continuing education or reexamination. All Certified Medical Assistants must have current status in order to use the CMA credential in connection with any employment.

FACULTY AND STAFF

Regular Faculty

Lynn Hamada, R.N., M.P.H., Assistant Professor,
Program Director, tenured 1995
Clarice Sawai, C.M.A., B.A.

Lecturers

Tina Maekawa, C.M.A., A.S.
Mae Santos, C.M.A., A.S.
Amy Tousman, R.D.
Sandy Gresham, R.N.
Joan Kanemoto, R.N.
Other lecturers/instructors to teach support HLTH courses

RESOURCES

The following are program resources projected to need maintenance, upgrading, replacing or acquiring in the next 2-5 years.

- 17 laptops currently available (24 laptops needed when program at capacity)
- 20 transcription sets including earphones, pedals and program CD (24 needed when program at capacity)
- 1 Spirometer (replacement needed immediately)
- 2 Electrocardiography machines
- 4 OPTEC 2000 vision machines
- 4 audiometers
- 1 autoclave
- 1 otoscope/ophthalmoscope set
- 2 adult mannequins
- 1 computer projector
- 1 printer
- 1 DVD player
- 1 current set of MEDA skills on DVD
- Yearly contract renewal with local office software company (CONNxTMD)
- 3 computers, 3 monitors, 3 printers and upgraded software for program faculty/lecturers to maintain and enhance online delivery of curriculum

A \$200.00 Program Fee will be assessed each new student entering the program beginning Fall 2006. Students pursuing a Certificate of Achievement will be limited to 3 program fee assessments and students pursuing the Associate in Science Degree will be assessed a total of 4 program fee assessments.

COMMUNITY CONNECTIONS/ADVISORY COMMITTEES/EXTERNSHIPS

Adjunct Faculty

Vivien Asakura, C.M.A.	Mary Benito, M.A.
Neal Atebara, M.D.	Margaret Cheung, M.D.
Lois Chinen, L.P.N.	Linda Chiu, M.D.
Clayton Chong, M.D.	Maxell Cooper, M.D.
Tyronne Dang, M.D.	J. Edward DeBoard, M.D.
Aileen Denny, M.D.	Kevin Hara, M.D.
Susan Van Ham, R.N.	Phyllis Higa, C.M.A.
Maile Howick, R.N.	Raymond Itagaki, M.D.
Marybel Joaquin, C.M.A.	Keichi Kobayashi, M.D.
Rae Kobayashi, R.N.	William Lau, M.D.
Sharon Lawler, M.D.	Herbert Lim, M.D.
Panu Limpisvasti, M.D.	Trisha Loo, C.M.A.
Christopher Mai, M.D.	Linda Makino, Office Mgr.
Kathleen Matsumura, R.N.	Eugene Matsuyama, M.D.
Flora Medina-Manuel, M.D.	Raquel Meyer, C.M.A.
Arlene Meyers, M.D.	Janet Nakagawa, C.M.A.
Susan Nakamoto, R.N.	Gail Navor, C.M.A.
Irene Ohbe-Arakaki, M.D.	Kelly Okimoto, C.M.A.
John Olkowski, M.D.	Karen Ono, C.M.A.
Sylvia Pager, M.D.	Candace Park, R.N.
Wealth Ramos, C.M.A.	Denise Redfern, C.M.A.
Richard Ridao, M.D.	Jodi Rosado, C.M.A.
Nora Salvador, C.M.A.	Sheri Shimata, C.M.A.
Maria Smith, C.M.A.	Barbara Suenishi, C.M.A.
Shigemi Sugiki, M.D.	Donna Takasaki, C.M.A.
Joshua Tan, M.D.	Richard Tsou, M.D.
Ricky Valdez, C.M.A.	Paula Wicklund, R.N.
Georgiana Yap, R.N.	

Advisory Committee (as of Fall 2005)

The program advisory committee meets regularly to discuss and advise on curriculum, recruitment, and other matters. In between, because most of the members are adjunct faculty, there is frequent contact with individual members.

M. Lou Hefley, M.D. Straub Clinic & Hospital	Maile Howick, R.N. Kaiser Medical Center Clinics
June Morioka, R.N., C.M.A. Program Director, Retired	Glenda Kaalakea, R.N. Straub Clinic & Hospital
Niranjan Rajdev, M.D. Honolulu Medical Group	Rose Sakamoto, C.M.A. Physicians' Exchange
Joan Young, R.N., C.M.A. Program Director, Retired	Franklin Young, M.D. Medical Advisor Private Practice

Externship Sites

All students complete 50 hour rotations in both clinical and administrative sites and a 225 hour externship. AS degree students complete an additional advanced clinical rotation. Affiliation agreements include both private physician offices and clinics in a wide range of specialty practices. The majority of sites are on Oahu with several sites each on Maui and Hawaii. There are over 30 active private physician office sites and agreements with larger organizations and their satellite clinics that include Hawaii Pacific Health, Kaiser, The Queen's Medical Center, Honolulu Medical Group, the Veterans Affairs Pacific Islands Health Care System, HMSA HealthPass and the Waianae Coast Comprehensive Health Center.

DISTANCE DELIVERED/OFF CAMPUS PROGRAMS

A cohort of fourteen students were officially accepted into the Medical Assisting Program in Spring 2004. Their classes were held at the Waianae Health Academy and taught by KCC program faculty. Their preparatory courses actually began in the Summer of 2003 with Human Anatomy and Physiology and Medical Terminology. Certificates of Achievement were awarded to seven students at the KCC Spring 2005 commencement.

Part III. Quantitative Indicators for Program Review

DATA
CREDIT
MEDICAL ASSISTING
Demand

Enrollment / Admission	F05	F04	F03	F04-F05 Diff	% Change
Number of majors	50	53	48	-3	-5.66
Number of new majors	14	15	13	-1	-6.67
Number of applicants	26	28	29	-2	-7.14
Number of FTE majors	38.08	46.17	41.00	-8.09	-17.52
Number of FTE faculty	1.80	2.13	2.60	-0.33	-15.49
Number of student semester hours	457	554	492	-97	-17.51

Employment Opportunities	
Current positions	3,590
Projected positions	5,180
Average openings per year	230

Effectiveness

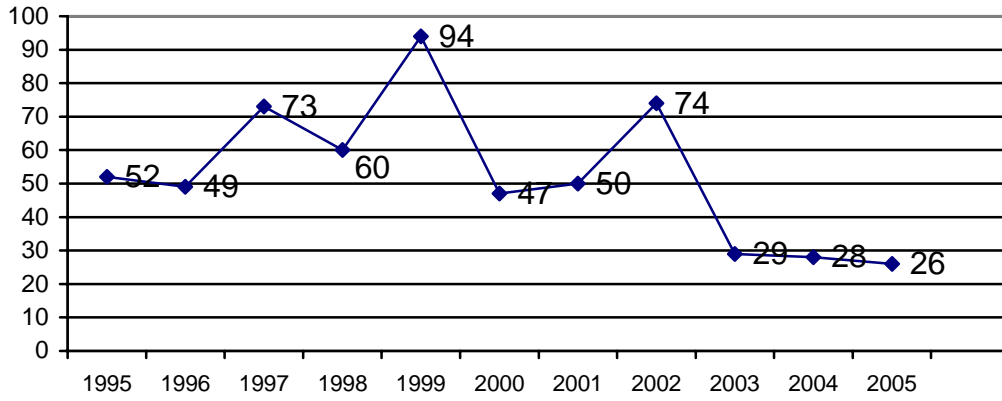
Satisfaction	
Students	3.80
Employers	4.00

Program	Cohort 02 05	Cohort 01 04	Cohort 00-03	F01-F02 Diff	% Change
Pass rate on license/certificate exam	94.40%	100.00%	73.00%	-5.60	-5.60
Cohort graduation rate	61.50%	61.50%	75.00%	0.00	0.00
	AY 05	AY 04	AY 03	F01-F02 Diff	% Change
Number of degrees/certificates awarded	25	17	29	8	47.06

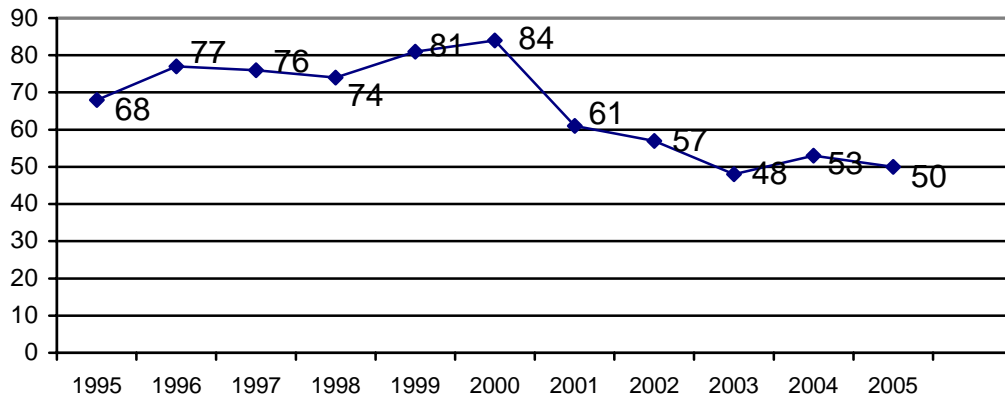
Efficiency

Program	F05	F04	F03	F04-F05 Diff	% Change
FTE students per FTE faculty	21.16	21.68	15.77	-0.52	-2.40
Average class size	9.07	10.87	10.88	-1.80	-16.56
Occupancy rate	45.52%	59.06%	54.55%	-13.54	-22.93

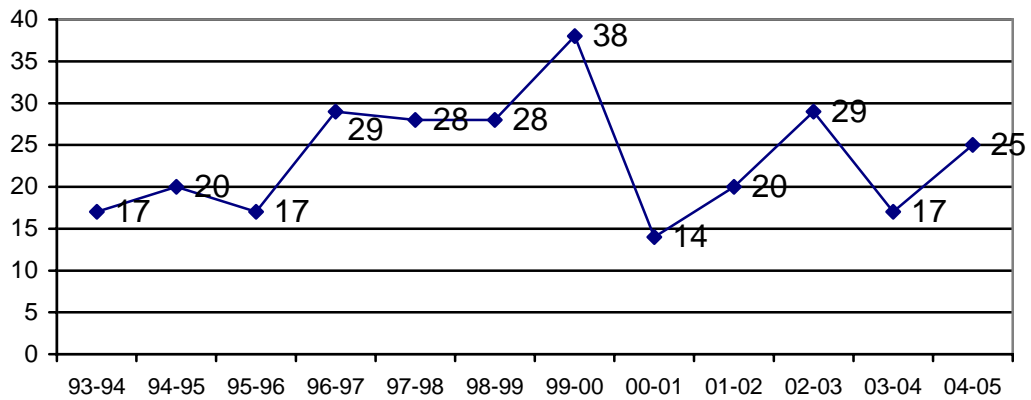
Applications



Majors



Graduation



**More Data for Program Review
MEDICAL ASSISTING**

Demand

Enrollment	AY '05 - '06	AY '04 - '05	AY '03 - '04
Semester Hours for Program Majors in All Program Classes	464	658	607
Student Semester Hours for All Program Classes	587	732	793
Number of Classes Taught	28	34	36
Semester Hours Taught	61	75	80

Effectiveness

Program	AY '05 - '06	AY '04 - '05	AY '03 - '04
Persistence of Majors (Fall to Spring)	86.67%	82.35%	78.95%
Transfer Rates (for Fall Cohorts)	NA	NA	NA
Success at Another UH 4-Year Campus (for Fall Cohorts)	NA	NA	NA

MEDA --Perkins Core Indicators	1P1	1P2	2P1	3P1	3P2	4P1	4P2
2002-2003	76.00	93.10	75.86	80.00	91.67	6.78	6.90
2003-2004	77.78	95.00	75.00	72.73	93.75	7.69	6.25
2004-2005	84.62	92.59	59.26	86.67	100.00	3.39	0.00

Efficiency

Program	AY '05 - '06	AY '04 - '05	AY '03 - '04
Semester Hours Taught by Lecturers	13	25	41
Percent of Classes Taught by Lecturers	25.00%	35.29%	50.00%
FTE Workload	2.26	2.78	2.96

Part IV. Assessment Results Chart for Program SLOs (3-5 year trend)

- The MEDA program SLOs are assessed in the courses required for the program. (See the program SLO chart below.) Students who receive a C or higher in the courses (or 85-90% ratings on competency testing) have achieved the outcomes. Because students must earn a GPR of 2.0 or higher for all courses applicable toward the degree, all students who graduate have achieved the outcomes. In addition, passing the optional certification exam indicates that students meet the knowledge and skills outcomes required for entry-level positions. Grading rubrics are currently being developed to achieve accuracy and consistency in evaluation of clinical skills.

Program	Cohort 02-05	Cohort 01-04	Cohort 00-03	F01-F02 Diff	% Change
Pass rate on license/certificate exam	94.40%	100.00%	73.00%	-5.60	-5.60
Cohort graduation rate	61.50%	61.50%	75.00%	0.00	0.00
	AY 05	AY 04	AY 03	F01-F02 Diff	% Change
Number of degrees/certificates awarded	25	17	29	8	47.06

SLO Chart

Medical Assisting Program

Method of Assessment

- a Quizzes / Exams
- b Written Assignment / Evaluation
- c Research Paper / Case Studies
- d Oral Presentation
- e Group Discussion
- f Skills Testing
- g Site Preceptor Evaluation

Program Learning Outcomes	Courses Where Outcomes are Achieved/Assessed	Method of Assessment	Grading Rubrics or Benchmarks	Where Results are Available or Published
1 Function in the professional role of the Medical Assistant under direct supervision of a licensed physician	MEDA 100 - Intro	a, b, e	The department has started the process of developing and implementing the use of rubrics and other benchmarks for assessment/evaluation	Student grades/records to be maintained by the Program Director
	MEDA 120 - Clinical	a, b, c, e		
	MEDA 120L - Clinical Lab	a, f		
	MEDA 125 - Externship	b, g		
	MEDA 140 - Administrative	a, b, c, e		
	MEDA 140L - Admin Lab	a, b, d, e, f		
	MEDA 145 - Externship	b, g		
	MEDA 132 - Computer App	a, b, f		
	MEDA 162 - Computer App	a, b, f		
	MEDA 201 - Law & Ethics	a, b, c, e		
	MEDA 210 - Critique	a, b, c, d, e		
MEDA 215 - Externship	b, g			
HLTH 110 - Med Term	a, b, c			

		HLTH 160 - Study Disease	a, b, c, e
2	Perform clinical patient care skills safely while assisting the physician with examination and treatments	MEDA 120 - Clinical	a, b, c, e
		MEDA 120L - Clinical Lab	a, f
		MEDA 125 - Externship	b, g
		MEDA 215 - Externship	b, g
		MEDA 220 - Adv Clinic	a, b, c, d, e
		MEDA 220L - Adv Clinic	a, b, c, d, e, f
		MEDA 250 - Cardiac Arryth	a, b, c, e, f
		HLTH 110 - Med Term	a, b, c
		MLT 100 - Clinc Lab	a, b, f
		PHARM 115 - Admin Meds	a, b, c, f
3	Assist the physician in appraisal of the health status of patients through the application of diagnostic concepts and procedures, with prescribed diagnostic tests, follow-up care, and treatment	MEDA 120 - Clinical	a, b, c, e
		MEDA 120L - Clinical Lab	a, f
		MEDA 125 - Externship	b, g
		MEDA 215 - Externship	b, g
		MEDA 220 - Adv Clinic	a, b, c, d, e
		MEDA 220L - Adv Clinic	a, b, c, d, e, f
		HLTH 110 - Med Term	a, b, c
		MLT 100 - Clinc Lab	a, b, f
		PHRM 110 - Basic Pharm	a, b, c, e
		PHARM 115 - Admin Meds	a, b, c, f
4	Collect routine laboratory specimens for processing safely and following acceptable procedures; perform routine office diagnostic tests and procedures accurately	MEDA 100 - Intro	a, b, e
		MEDA 120 - Clinical	a, b, c, e
		MEDA 120L - Clinical Lab	a, f
		MEDA 125 - Externship	b, g

5	Prepare the back office and the front office, equipment, and supplies to facilitate smooth functioning and flow of patients	MEDA 120 - Clinical	a, b, c, e
		MEDA 120L - Clinical Lab	a, f
		MEDA 125 - Externship	b, g
		MEDA 132 - Computer App	a, b, f
		MEDA 162 - Computer App	
		MEDA 140 - Administrative	a, b, c, e
		MEDA 140L - Admin Lab	a, b, d, e, f
	MEDA 145 - Externship	b, g	
6	Implement effective communication skills both written and oral, verbally and non-verbally, with patients, physicians, and other healthcare team professionals	MEDA 120L - Clinical Lab	a, f
		MEDA 125 - Externship	b, g
		MEDA 140 - Administrative	a, b, c, e
		MEDA 140L - Admin Lab	a, b, d, e, f
		MEDA 145 - Externship	b, g
		MEDA 215 - Externship	b, g
	MEDA 220L - Adv Clinic	a, b, c, d, e, f	
7	Recognize ethical and legal responsibilities in patient management and in the physician's practice, adhering to legal and governmental safety standards for patient care and record maintenance	MEDA 201 - Law & Ethics	a, b, c, e
		MEDA 140 - Administrative	a, b, c, e
8	Apply the basic concepts of medical economics to analyze and evaluate situations involving the delivery of and payment for medical care services	MEDA 140 - Administrative	a, b, c, e
		MEDA 140L - Admin Lab	a, b, d, e, f
		MEDA 201 - Law & Ethics	a, b, c, e
9	Recognize emergency situations and administer emergency	MEDA 120 - Clinical	a, b, c, e

	first aid and cardiopulmonary resuscitation	MEDA 120L - Clinical Lab HLTH 160 - Study Disease First Aid CPR Certification*	a, f a, b, c, e
10	Coordinate and prepare patients for specialized treatment and diagnostic procedures	HLTH 160 - Study Disease MEDA 220 - Adv Clinic MEDA 220L - Adv Clinic MEDA 225 - Externship	a, b, c, e a, b, c, d, e a, b, c, d, e, f b, g
11	Understand common cardiac arrhythmias and their treatment	MEDA 250 - Cardiac Arryth MEDA 220 - Adv Clinic MEDA 120L - Clinical Lab	a, b, c, e, f a, b, c, d, e a, f
12	Demonstrate knowledge of disease processes and alterations of function in body systems and relate to patient care	HLTH 160 - Study Disease MEDA 225 - Externship	a, b, c, e b, g
13	Function and demonstrate professional characteristics expected of a beginning practicing medical assistant	MEDA 125 - Externship MEDA 145 - Externship MEDA 210 - Critique MEDA 215 - Externship MEDA 225 - Externship	b, g b, g a, b, c, d, e b, g b, g
14	Function effectively as healthcare team members in the delivery of quality patient care through knowledge and skill as a medical assistant	MEDA 100 - Intro MEDA 120 - Clinical MEDA 120L - Clinical Lab MEDA 125 - Externship MEDA 140 - Administrative MEDA 140L - Admin Lab MEDA 145 - Externship	a, b, e a, b, c, e a, f b, g a, b, c, e a, b, d, e, f b, g

MEDA 132 - Computer App	a, b, f
MEDA 162 - Computer App	a, b, f
MEDA 201 - Law & Ethics	a, b, c, e
MEDA 210 - Critique	a, b, c, d, e
MEDA 215 - Externship	b, g
MLT 100 - Clinc Lab	a, b, f
HLTH 110 - Med Term	a, b, c
PHRM 110 - Basic Pharm	a, b, c, e
PHARM 115 - Admin Meds	a, b, c, f

* Program requirement prior to initial clinical rotation

Part V. Curriculum Review and Revision

Curriculum Review

The following courses will be reviewed and revised as needed in AY 2006-2007 in keeping with the recommended policy of reviewing a minimum of 20% of existing courses each year.

MEDA 140	Admin Medical Assisting
MEDA 140L	Admin Medical Assisting Lab
MEDA 145	Admin Medical Assisting Practicum
MEDA 201	Medical Law and Ethics
MEDA 210	Medical Assisting Critique
MEDA 215	Externship

Curriculum Revision

The required one semester 4 credit anatomy and physiology course (BIOL 130) was changed to a 3 credit anatomy and physiology course (BIOL 120). There is less emphasis on microanatomy and pathophysiology. It continues to be a required course in the first semester and is accepted as a prerequisite for subsequent courses in the curriculum requiring anatomy and physiology. The revised course is more appropriate for the needs of the medical assisting student.

Part VI. Survey Results

See Satisfaction Table in Part III.

Graduate employment

All graduates are employed who wish to be employed. A small number work part-time while continuing their education in fields like nursing, forensics, radiological technology and massage therapy. Demand for graduates continues to be greater than the supply.

Former student satisfaction

Students are generally satisfied with the program as indicated on the last conducted survey.

Part VII. Analysis of Program

Alignment with mission

The Medical Assisting Program is aligned with the following college mission goals:

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.

- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

Strengths and weaknesses based on analysis of data

Enrollment

Fifty continuing students and part-time students registered for Fall 2005. Fifteen new students entered in Fall 2004, another 6 students in Spring 2005, and 15 students in Fall 2005.

Occupancy

The clinical lab courses are kept small (12 maximum) because of the need to closely oversee and correct individual student performance of clinical procedures. Other classes are not divided into sections. Enrollment varies with as many as 25-30 in the introductory class and 10-12 in the third and fourth semester classes. Part of this may be attributed to the exit of the certificate majors. We still need to look at possibly decreasing the cap to 12 student openings for the third and fourth semester classes so the occupancy rate will more accurately reflect the course norms.

Continuing majors, new majors and applicants have slightly decreased. Part of that may be attributed to the Waianae cohort of students that entered the program in Spring 2004 and graduated in Spring 2005. Another contributing factor may be attributed to an increase in other institutions now operating schools of medical assisting in the community. However, many of the practicum clinical sites continue to prefer Kapiolani Community College's students at their sites as both students and employees.

Applicants are identified as individuals that have submitted the UH system application and identified MEDA as their major, completed an ASAP form for the MEDA program and have submitted either transcripts demonstrating course completion of minimum qualifications or

produced recent COMPASS Placement Test scores. In the past, minimally, an applicant was any student submitting a UH systems application with MEDA as a major.

We have both full time and part-time students enrolled in the program. Students are aware that most of the courses are offered every semester. Attending part-time or stopping out of the program for one or two semesters will not delay their graduation unreasonably.

Approximately 60% of the Certificate of Achievement and 40% of the AS degree program courses are either online completely, online as an option or a hybrid of both an online and face to face course. Several face to face classes also use online components. These courses must be student friendly or they will become an additional challenge resulting in increased attrition. Faculty (full time and lecturers) need the time and resources to continually upgrade these courses. Information in the medical field is constantly changing. New and better software applications and hardware are constantly being developed. The student population is much more technologically savvy than they were when these courses first went online. They are demanding a better quality online course or at the minimum, an online course that compares to other online courses that they have taken. It is becoming more of an expectation that online courses have the requisite bells and whistles to adequately deliver the information visually and aurally. The challenge is to deliver changing information in a technologically advancing medium to consumers with a wide range of ability and access.

Evidence of quality and student learning

94.4% of the graduates from Fall 2004, Spring 2005 and Summer 2005 (both Certificate of Achievement and Associate in Science Degree recipients) choosing to take the National certification examination passed on their first attempt. Results of the January 2006 exam that the Fall 2005 graduates took are not yet available. All students are encouraged to take the exam immediately following graduation. Even though it is not a requirement for employment, most medical offices/clinics require passing the exam.

All graduates who wish to be employed are employed. In general, both graduates and employers are satisfied with the education and training received while enrolled in the program as indicated on our most recent survey.

Resource sufficiency

As indicated in Part II, current program equipment and resources will be needing maintenance, upgrading and/or replacement over the next 2-5 years. There are also items needed at this time. The institution of Program Fees will help in the acquisition of some of the smaller equipment and resource needs. However, the costs of some of the items currently range between \$5,000 and \$7,000. Continuing to receive a program budget from the college is necessary.

Recommendations for improving outcomes

1. Implement measures to increase enrollment
2. Implement measures to decrease attrition
3. Provide time, training and resources for faculty to upgrade delivery of online courses (ongoing)
4. Maintain, upgrade and replace program resources as needed

Part VIII. Action Plan

1. Implement measures to increase enrollment

We are currently implementing a modified open acceptance policy. All students applying to the program are accepted as MEDA majors as long as they either meet the stated minimum requirements or their COMPASS Placement Test scores indicate that they are not more than 2 semesters of classes away from meeting the minimum qualifications. We will continue to accept those students that meet the minimum qualifications outright but we are now accepting those students that are under qualified if they are not more than 2 semesters from meeting the minimum qualifications. Our justification for this new open acceptance policy is that by being identified as MEDA majors we will be better able to monitor, advise and retain the under qualified applicant/major. We will also be working with the Holomua staff to advise and assist these students along the way. By creating these connections between the under qualified students, the program advisors and the Holomua advisors, we hope to keep these students enrolled, interested and encouraged to eventually meet the minimum qualifications and enroll in the major program courses.

We are currently in the developmental stages of a new and exciting project with the DOE. Our introductory 100 level course (MEDA 100) is being reviewed as a possible course that secondary students can take and earn both high school and college credits if completed successfully. They will have an opportunity to learn more about the medical assisting profession and our program at Kapiolani Community College. We are hoping that this will encourage them to attend college and consider entering the MEDA Program at Kapiolani Community College since those credits will directly apply toward a Certificate of Achievement or Associate in Science degree in Medical Assisting.

Opportunities to provide service to the community and gain exposure to a greater audience will continue. Participation in activities such as the annual spring high school visitation, the Summer Health Science Institute, the Palolo Community Health Fair, Blood Pressure Certification workshops for other college programs, the DOE and the community will continue.

2. Implement measures to decrease attrition

Working with the Holomua staff in the advising and monitoring of the newly admitted underqualified students will create more support for these students and increase retention of this group. Also, being a program major will create a stronger connection and therefore commitment to succeed and obtain the Certificate of Achievement or the AS degree. Financial aid opportunities are more available for health program majors.

Opportunities for more in class face to face student/student, student/instructor interaction will be available in Fall 2006 for first semester online courses. First semester challenges for new students will be addressed as soon as they are detected. The goal is to address them early enough so the student will see that options for success in the semester are still available and before they appear insurmountable.

3. Provide time, training and resources for faculty to upgrade delivery of online courses (ongoing)

One full time faculty instructor has been accepted into the online distance learning masters degree program based at the UC Hayward campus. She has requested 3/4 time status to enable her to complete her masters program. Her experience as a distance learning student and the expertise she will bring to our program during and after the completion of her masters degree will be invaluable.

Development of a lecturer pool that is trained in both classroom and online teaching is a priority. Identifying a core group of classroom lecturers will begin this summer.

Release time to support professional development will be possible when trained and qualified lecturers are identified and available.

4. Maintain, upgrade and replace program resources as needed

A Professional Fee of \$200 per semester, beginning Fall 06 will provide funding for equipment replacement and repairs and supplies.

Part IX. Budget Implications

1. Implement measures to increase enrollment

Russell Kinningham (Health Science Counselor) and I are currently identifying the first cohort of underqualified students who will be admitted into the MEDA program in Fall 2006. There are no budget implications at this time. Depending on the success of this endeavor, there may be a need for additional release time for the Program Director, Health Science Counselor and Holomua Advisor when the cohort numbers increase and when more than one cohort of underqualified majors is progressing at the same time.

2. Implement measures to decrease attrition

No budget implications at this time.

3. Provide time, training and resources for faculty to upgrade delivery of online courses (ongoing)

-Additional lecturer hours will need to be funded to accommodate the reduction to 3/4 time of one full time faculty.

-Funding for release time for faculty training new lecturers in both classroom and online delivery will need to be included in the budget.

-Funding for ongoing professional development for faculty to upgrade skills in online delivery of courses and for purchase of software and equipment to adequately deliver those courses.

-Funding will be needed for anticipated increase in lecturer pay grade for current lecturers

4. Maintain, upgrade and replace program resources as needed

Program fees will help in this area. However, with the high cost involved to replace many of the items listed in Part II, funding beyond what is collected from program fees will be necessary. To maintain a program that is current in the wide range of skills that are required of our entry level medical assisting graduates, these resources must be maintained, upgraded and replaced.

Appendix: Data Elements

MEDICAL ASSISTING

Demand

Enrollment/Admission

Number of Majors -- The number of students who are accepted as majors into the program during [Fall 2005](#) as of [March 2006](#).

Source: [SCT ODS](#)

Number of New Majors -- The number of new students who are registered for 1 semester hour or more and who have been accepted into the program during [Fall 2005](#) plus the number of continuing students who are registered for 1 semester hour or more and who change their major to this one as of [March 2006](#).

Source: [Department Statistics](#)

Number of Applicants -- The number of new students selecting this major on the common application form plus the number of continuing students who change their major to this one for consideration for [Fall 2005](#) as of [March 2006](#).

Source: [Department Statistics](#)

Number of FTE Majors -- The number of the total student semester hours in this program during [Fall 2005](#) as of [March 2006](#) divided by 12.

Source: [SCT ODS](#)

Number of FTE Faculty -- The number of course-semester hours taught in this program divided by 15 during [Fall 2005](#) as of [March 2006](#).

Source: [SCT ODS](#)

Number of Student Semester Hours (SSH) -- The sum of semester hours taken by all students who are majors of this program in all regular credit courses [Fall 2005](#) as of [March 2006](#).

Source: [SCT ODS](#)

Employment Opportunities

Current Positions -- The number of current statewide jobs [2002](#) in the category for which students in this program are being trained.

Source: [Occupational Employment Outlook for the State of Hawaii, 2002-2012](#)

Projected Positions -- The estimated number of statewide jobs in [2012](#) in the category for which students are being trained.

Source: [Occupational Employment Outlook for the State of Hawaii, 2002-2012](#)

Average Openings Per Year -- The estimated number of job openings in this category per year. The number of openings includes both those resulting from turnover in existing jobs and from expansion of the industry.

Source: [Occupational Employment Outlook for the State of Hawaii, 2002-2012](#)

Effectiveness

Satisfaction Surveys

Students: On a scale of 1 to 4 with 4 being the highest, the mean for the issue of overall satisfaction with the program, based on a survey conducted by the Office of Planning & Institutional Research and the Career Personal Development Unit.

Source: [2005 Graduate-Student Survey](#)

Employer: On a scale of 1 to 4 with 4 being the highest on the item dealing with overall performance.

Source: [Department Surveys](#)

Program

Pass Rate on License/Certificate Exam – The total number of [Spring 2005](#) graduates who passed the certification exam divided by the total number of the same cohort students who took it.

Source: [Department Statistics](#)

Cohort Graduation Rate -- The proportion of majors who enrolled for the first time in the program in [Fall 2002](#) and who graduated by [Spring 2004](#). Majors counted are those new students who are registered for 1 semester hour or more and who have been accepted into the program plus those continuing students who are registered for 1 semester hour or more and who change their major to this one.

Source: [Department Records](#)

Number of Degrees/Certificates Awarded -- The total number of degrees and certificates awarded to students of this program during the academic year [2004-2005](#).

Source: Prior data: [Department Statistics](#)

Current data: [SCT ODS](#)

Efficiency

FTE Students per FTE Faculty -- The number of the total student-semester hours (numerator) divided by 12 as of [March 2006](#) over the number of course-semester hours offered in the program (denominator) divided by 15 as of [March 2006](#).

Source: FTE Students: [SCT ODS](#)

FTE Faculty: [SCT ODS](#)

Average Class Size -- The sum of the number of students registered in each program course divided by the number of courses offered in the program as of [March 2006](#).

Source: [SCT ODS](#)

Occupancy Rate -- The total number of students registered in each program course divided by the sum of the number of openings for these courses as of [March 2006](#). For these indicators, the upper and lower cutoff points are set at 80% and 65% universally.

Source: [SCT ODS](#)