

## 2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

**CURRENT YEAR: 2021**

**PROGRAM: MEDICAL ASSISTING/PHLEBOTOMY**

**CLUSTER: HEALTH, AGRICULTURE, WORKFORCE, & KINESIOLOGY**

**LAST YEAR CPPR COMPLETED: 2017-2018**

**NEXT SCHEDULED CPPR: 2021-2022**

**CURRENT DATE: 2/26/2021**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

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

This APPW encompasses the following degrees and/or certificates:

Associate Degree in Science, Medical Assisting Certificate of Achievement, Medical Assisting Certificate of Specialization, and Phlebotomy Certificate of Specialization

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The Medical Assisting courses continues to be taught by one full-time faculty member with an instructor teaching a partial load to assist with the skills component of the program. The Medical Assisting program uses Chrome books to provide instruction on electronic medical record documentation and acquired five more in Fall 2020 to accommodate an anticipated increase in enrollment. The Phlebotomy courses are taught by part-time faculty members with each part-time member teaching a section in San Luis Obispo and North County campuses. The Phlebotomy program hires teaching Assistants every semester to assist the faculty members with the lab set-up and supervision of the high number of invasive skills checkoffs, including blood withdrawal and intramuscular injections. The projected job outlook for Medical Assistants for the next 10 years (2019-2029) is 19% (US Bureau of Labor Statistics, 2020).

The Phlebotomy program utilizes teaching assistants for lab set-up and supervision of invasive skill check-offs including finger puncture and venipuncture. Due to COVID restrictions, the later part of the Spring 2020 Phlebotomy section was taught virtually (mostly 109L – the externship portion). Typically, the students would have completed the 109L externship portion by early May 2020. But due to COVID restrictions placed by the externship facilities, most of them were not even placed in an externship slot until July – with some students finally finishing in October 2020. The Fall 2020 students were more fortunate, and all received and completed their externships in a timely manner. Due to COVID the Fall 2020 program was run as a blended, synchronous program. The students received live zoom lecture

content then met in person for skills lab. All COVID precautions were put into place and the students received skills instruction in two separate rooms to improve social distancing. The lecture portion of the course was modified to offer on-line unit testing and homework completion. The students and instructors adapted well, and the resulting class Final grades and National Exam scores were consistent with prior full face-to-face classes. The projected job outlook for Phlebotomists in the next 10 years is projected at 17% with an average annual salary of \$35,510 (U.S. Bureau of Labor Statistics 2020) and 25% with an average annual salary of \$41,490 for Californians (California Economic Development Department 2019). The Medical Assisting and Phlebotomy programs continues to have waitlists every semester between 5 and 10 students.

### **PROGRAM SUSTAINABILITY PLAN UPDATE**

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

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

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

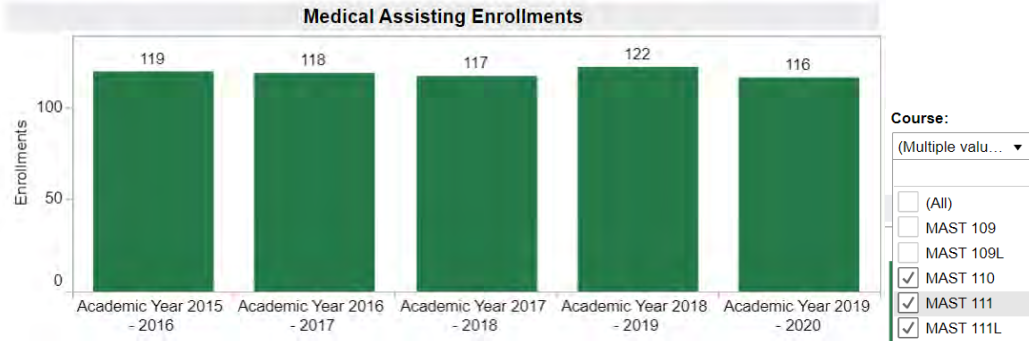
### **DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

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

## General Enrollment

### SLOCCCD Program Review Data - Enrollment

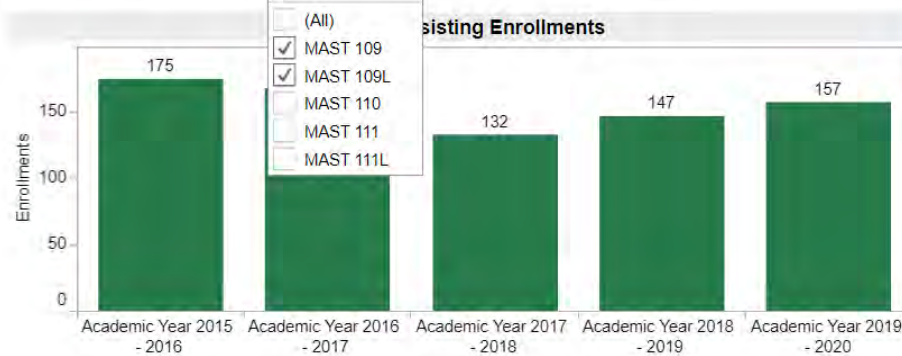
Department: 
 Course: 
 Dual Enrollment: 
 Prison:



The chart above demonstrates overall enrollment for MAST for Medical Assisting Basic 2-week course (MAST 110), Medical Assisting Fast Track theory course (MAST 111) and externship (MAST 111L). Due to COVID-19, MAST 110 was delivered online in Fall 2020. MAST 111 was and continues to be delivered in a hybrid modality with asynchronous lecture and face to face instruction for the skills component of the course. Externship MAST 111L continues to be delivered at medical office sites. Enrollment numbers have remained consistent over the past 5 years with a small decrease in the 2019-2020 academic year potentially due to COVID in Spring 2020. The small decrease is most likely due to the stay at home orders implemented by the state during the pandemic. The Medical Assisting program continues to demonstrate strong enrollment numbers reflecting the needs of the community. The image above is a representation of the students in MAST 110,111, and 111L.

### SLOCCCD Program Review Data - Enrollment

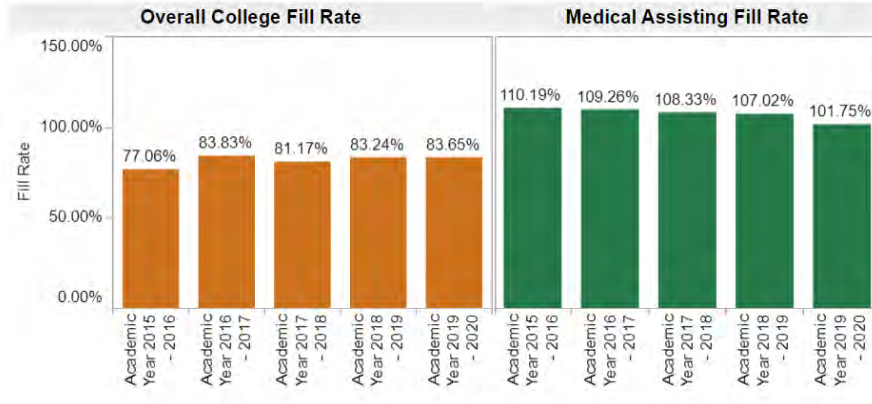
Department: 
 Course: 
 Dual Enrollment: 
 Prison:



## General Student Demand (Fill Rate)

### SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

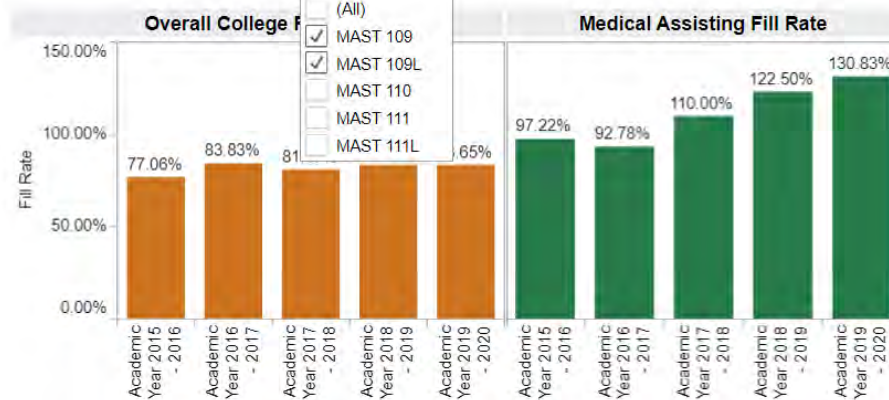


Course: (Multiple valu...

- (All)
- MAST 109
- MAST 109L
- MAST 110
- MAST 111
- MAST 111L

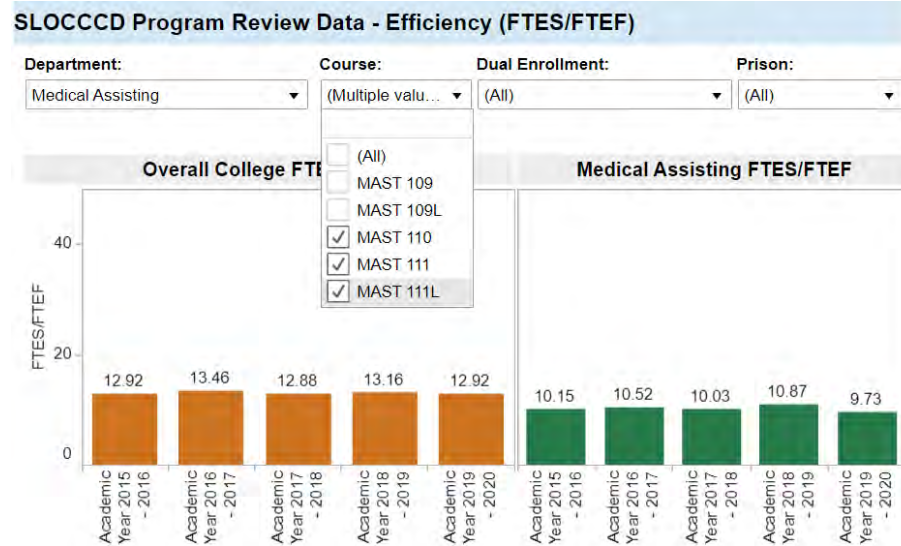
### SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

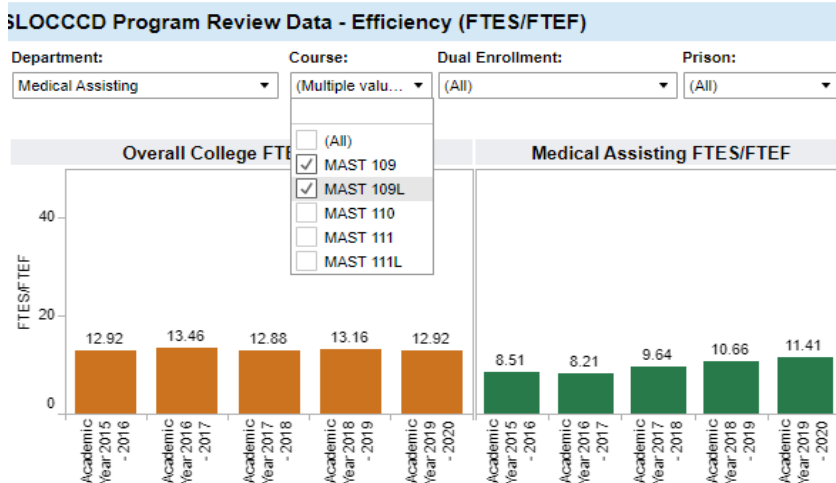


The 2019/2020 fill rate of 131% indicates about 5 added students per the term. Accepting (increasing the fill) of students is dependent upon potential externship sites and the number of students who drop the course in the first two weeks. The department has continued seeking additional externship placements – but with COVID, most facilities are reluctant to make any changes at this time.

General Efficiency (FTES/FTEF)



The above chart shows the Medical Assisting efficiency rate which is approximately 3% below the college’s overall efficiency rate. Each semester the program has a class size of 20 students. Due to the nature of invasive skills students need to perform including injections, venipuncture and capillary punctures, a second instructor is needed for the skills portion of the class to ensure the safety of the students and environment. The Medical Assisting program performs many other hands on competencies that require direct supervision from the instructors.

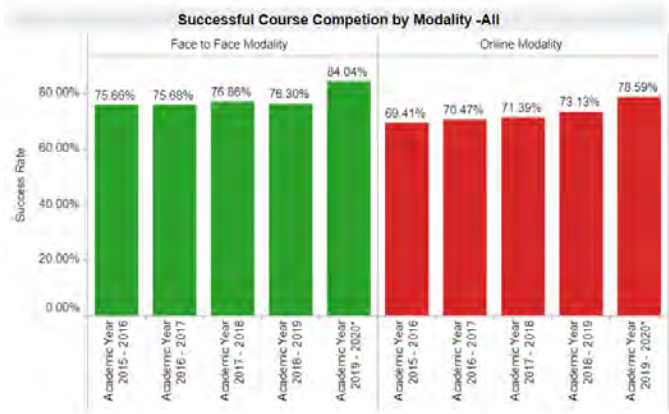


The General Efficiency chart above demonstrates the relative Phlebotomy program efficiency. Due to the program skills requirement (many times a one-on-one instructor/TA to student), the efficiency is decreased in comparison to the college due to the nature of the program requiring one-on-one observation for invasive skills. Additionally, due to the State of California mandated hours of specific instruction, student vacancies left by students who drop in week 2 are not able to be filled. Additionally, students not scoring 70% or greater on the Final Exam in MAST 109 are not allowed to progress to 109L. This happens with 1-2 students each semester.

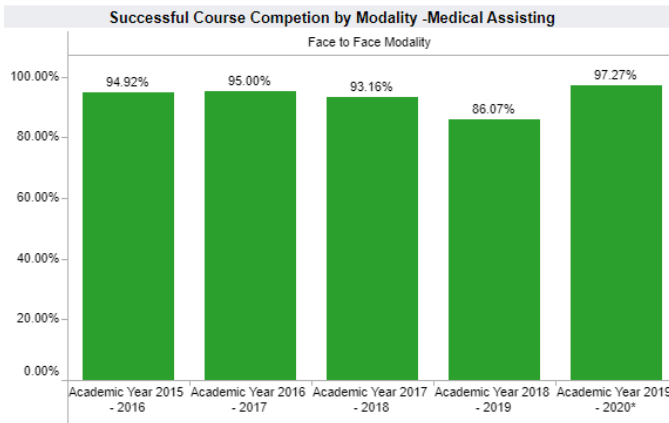
Student Success—Course Completion by Modality

**SLOCCCD Program Review Data: Successful Course Completion**

Select Department: (All) Course: (All) Legend: Face to Face Modality (Green), Online Modality (Red)



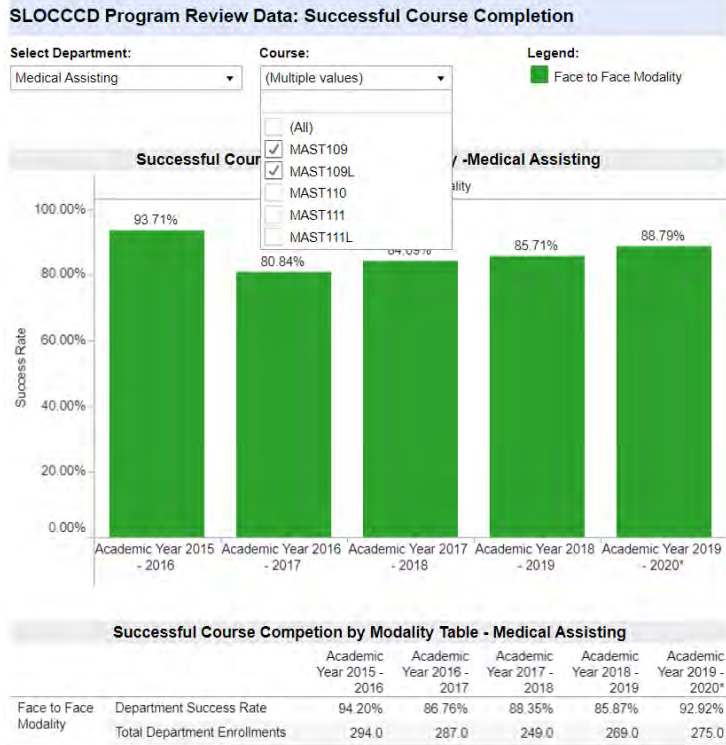
|                       |                              | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* |
|-----------------------|------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| Face to Face Modality | Department Success Rate      | 75.66%                    | 75.68%                    | 76.66%                    | 76.30%                    | 84.04%                     |
|                       | Total Department Enrollments | 52,399                    | 53,120                    | 53,586                    | 52,830                    | 51,883                     |
| Online Modality       | Department Success Rate      | 69.41%                    | 70.47%                    | 71.39%                    | 73.13%                    | 78.59%                     |
|                       | Total Department Enrollments | 9,950                     | 10,438                    | 12,311                    | 14,888                    | 16,965                     |



|                       |                              | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* |
|-----------------------|------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| Face to Face Modality | Department Success Rate      | 94.20%                    | 86.76%                    | 88.35%                    | 85.87%                    | 92.92%                     |
|                       | Total Department Enrollments | 294.0                     | 287.0                     | 249.0                     | 269.0                     | 275.0                      |

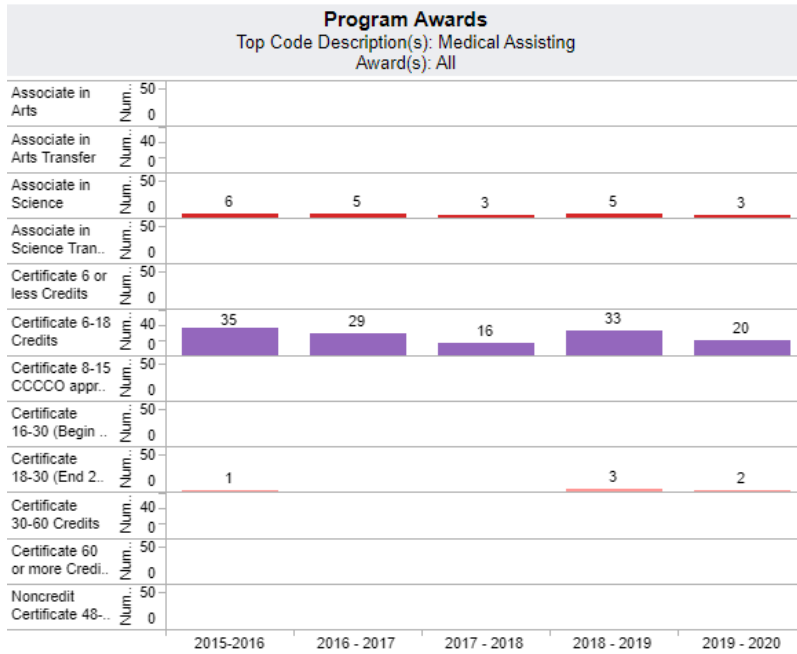


Course completion rates for these programs have remained steady for the past five years and are above the overall college success rate with a completion rate ranging between 86% to 97%. In the 2019-2020 academic year the program achieved a 97% completion rate the highest since 2015. Due to the pandemic, clinical externship sites in Spring 2020 were not willing to accept students during the usual time frame. The instructor worked diligently during the summer and early fall to ensure all 17 students completed the externship MAST 111L in Fall 2020 when medical offices began to accept student externs.



The Student Success **chart above** demonstrates completion rates for Phlebotomy has remained fairly steady, with a slight increase in the 2019/2020 year. The overall success rates average for the past 5 years has ranged between 80% and 93% and are above the overall college success rate of 75% - 84%.

## Degrees and Certificates Awarded



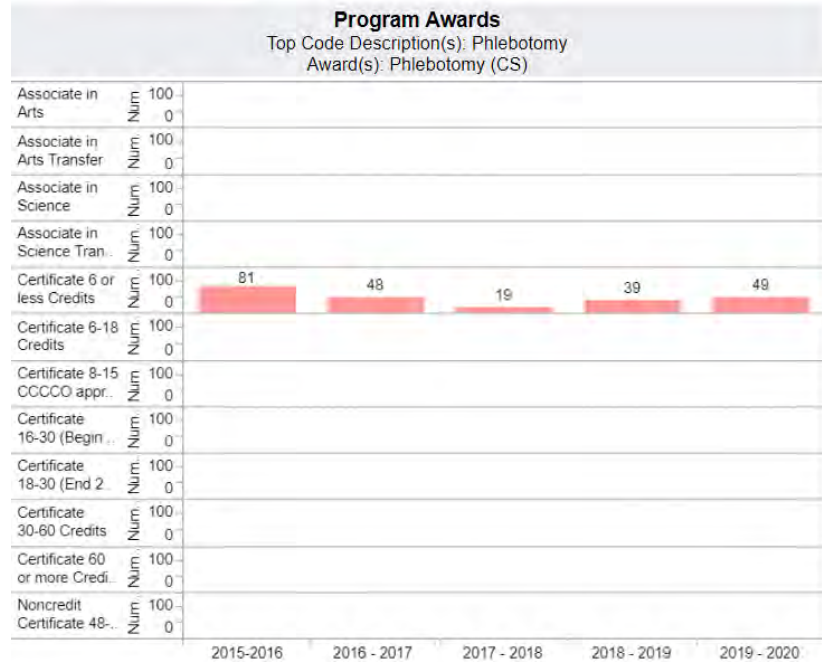
**Program Awards Table**

| Award T.                     | Award                  | 2015-2016 | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 |
|------------------------------|------------------------|-----------|-------------|-------------|-------------|-------------|
| Associate in Science         | Medical Assisting (AS) | 6         | 5           | 3           | 5           | 3           |
|                              | <b>Total</b>           | 6         | 5           | 3           | 5           | 3           |
| Certificate 6-18 Cre..       | Medical Assisting (CS) | 35        | 29          | 16          | 33          | 20          |
|                              | <b>Total</b>           | 35        | 29          | 16          | 33          | 20          |
| Certificate 18-30 (End 2...) | Medical Assisting (CA) | 1         | 0           | 0           | 3           | 2           |



### SLOCCCD Program Review Data: Degrees and Certificates Awarded

**Program:** 
**Award Type:**

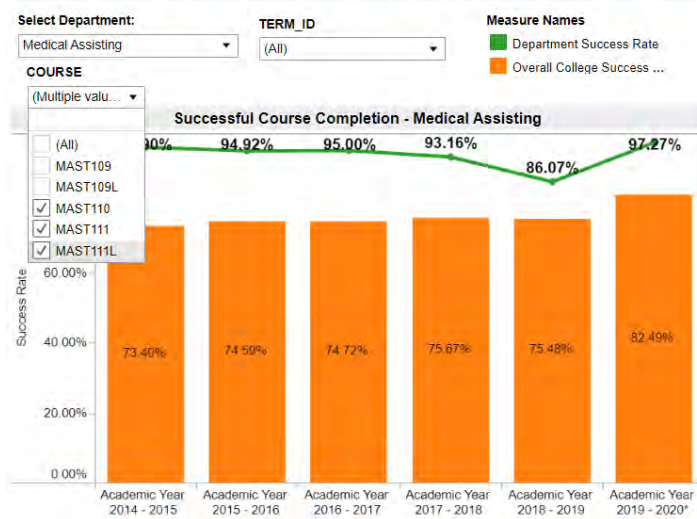


**Program Awards Table**

| Award Type               | Award              | 2015-2016 | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 |
|--------------------------|--------------------|-----------|-------------|-------------|-------------|-------------|
| Certificate 6 or less .. | Phlebotomy (CS)    | 81        | 48          | 19          | 39          | 49          |
|                          | <b>Total</b>       | 81        | 48          | 19          | 39          | 49          |
|                          | <b>Grand Total</b> | 81        | 48          | 19          | 39          | 49          |

## General Student Success – Course Completion

### SLOCCCD Program Review Data: Successful Course Completion

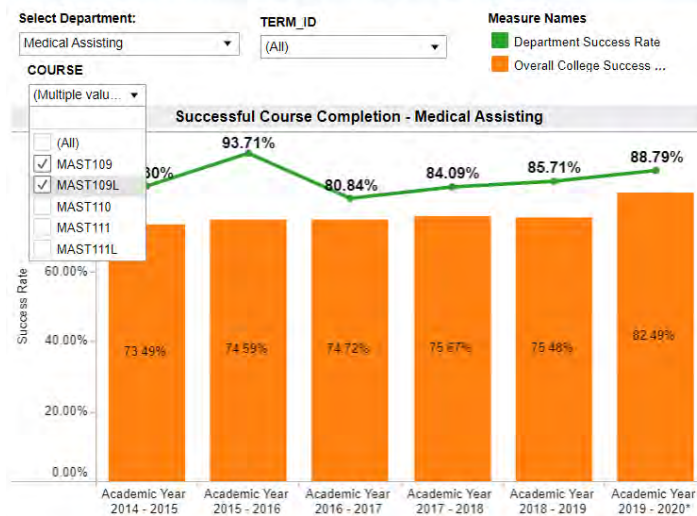


Medical Assisting Success Rate Table

|                      | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* |
|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| Department Success.. | 94.92%                    | 95.00%                    | 93.16%                    | 86.07%                    | 97.27%                     |
| Total Enrollments    | 119                       | 120                       | 117                       | 122                       | 116                        |

Successful course completion for **Medical Assisting** was 97% for the 2019-2020 academic year and is 15% above the college course completion rate of 82.49%. Completion rate is highest since the 2014-2015 academic year.

### SLOCCCD Program Review Data: Successful Course Completion

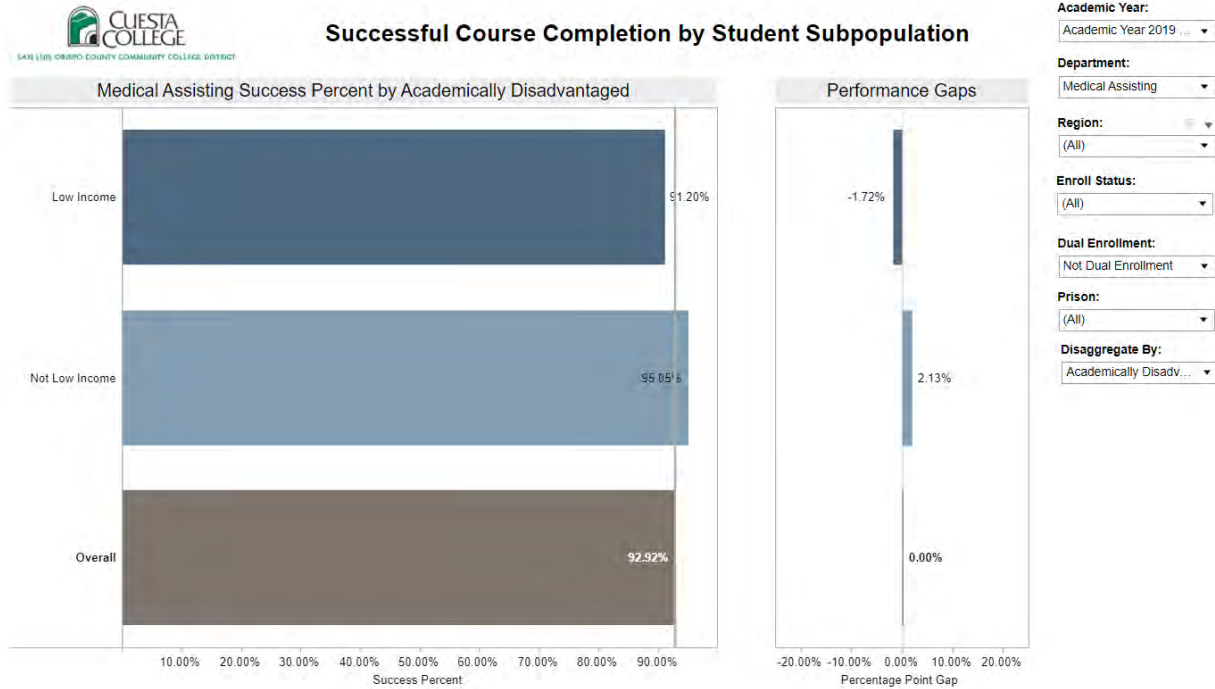


Medical Assisting Success Rate Table

|                      | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* |
|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| Department Success.. | 93.71%                    | 80.84%                    | 84.09%                    | 85.71%                    | 88.79%                     |
| Total Enrollments    | 175                       | 167                       | 132                       | 147                       | 159                        |

The General Student Success chart shows the course completion rates for **Phlebotomy** which continues to exceed the overall college success rate and had a measurable increase in the 2019/2020 period over the 2018/2019 period.

Disaggregated Student Success



**OTHER RELEVANT PROGRAM DATA (OPTIONAL)**

In Fall 2019 the **Medical Assisting** program received approval to hire a part-time instructor for the skills portion of the course. This part-time instructor position has been instrumental in providing consistency and ensuring a safe learning environment for the students. The class was restructured to have a skills day on Thursdays to accommodate scheduling providing a more consistent schedule for a part-time instructor load and students. This new structure decreases the amount of days students attend campus which has been conducive for the COVID restrictions. The class was also divided into smaller groups with an early and late group attending campus to comply with COVID restrictions. This restructuring has provided the opportunity to have two instructors teach and supervise all skills on a more consistent schedule. This permanent teaching position has also afforded the program more stability and provides a safer environment for students to learn required skills. The Medical Assisting program’s curriculum was also reorganized and beginning in Fall 2021, MAST 111 will change to MAST 111A to include both the

lecture and skills component of the course, and MAST 111L will change to MAST 111B which will be the externship portion of the program. Most of the medical assisting students who complete the program go on into the community and get jobs as Medical Assistants while others pursue programs in other healthcare fields including registered nursing and physician assistant. It is difficult to track how many students become Certified Medical Assistants, but its average is about 2 or 3 students per semester.

The **Phlebotomy** program continued its success despite the significant challenges posed by the COVID pandemic. Students enrolled in the Spring 2020 semester who would normally have completed their externships in May 2020, were still in externship locations until October 2020. Most students finally completed the required hours and externship requirements. However, due to the disruption in placements and the prolonged externship schedule, two students had to leave the program and were issued excused withdrawals. The Fall 2020 students were more successful obtaining placement, and all finished within the designated time frame (December 2020).

### Cuesta National Exam Statistics

#### *Testing Date May 2019*

- Cuesta had a 100% passing rate
- Nationally the passing rate was 78.5%
- Cuesta's average score was 88%
- Nationally the average score was 76.7%

#### *Testing Date Dec 2020*

- Cuesta had a 95% passing rate
- Nationally the passing rate was 70%
- Cuesta's average score was 84.6%
- Nationally the average score was 73.9%

Phlebotomy moved from full face-to-face in Spring 2020 (except after the March COVID shutdown) to a blended, synchronous session for Fall 2020. Much of the instructional content was moved to an on-line basis with homework and take-home tests being completed on-line using Proctorio assisted testing. Both students and instructors adapted well – as indicated by the class grades and performance on the National Exam. The Fall 2020 classes were split among two rooms to ensure safety and social distancing compliance. The program, due to the didactic portion being via zoom, was able to drop down from 4 TAs to 3 TAs.

The Phlebotomy program continues to deliver quality instruction and is fortunate to have very seasoned instructors – both of whom have been active as phlebotomists and phlebotomy managers for 20-30 years as well as Cuesta faculty for over 10 years.

## PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

### CHECKLIST:

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

### NARRATIVE:

The Student Learning Outcomes for both the Medical Assisting and Phlebotomy programs are current and Allied Health meetings are held monthly for faculty and staff to review program needs and Student Learning Outcomes.

### PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

The present **Medical Assisting** instructor will be retiring at the end of Spring 2021 and the college is currently looking to hire part-time instructors to teach the program with the goal of a full-time replacement to be in place for Fall 2022. The program only has one full-time instructor who oversees all components of the program. Medical Assisting is the only program in Nursing and Allied Health, which is not accredited, and it is a goal for it to achieve accreditation in the near future. However, a full-time instructor is needed to lead this charge and undertake any needed curriculum changes required to attain accreditation. We do not know at this time if classes will go back to pre-pandemic operations with face to face lectures. The Medical Assisting and Phlebotomy Programs have requested streaming media with an annual subscription to complement lecture and skills content. The program will be implementing curriculum changes starting Fall 2021 which will more clearly identify each component of the program and differentiate between lecture, skills lab, and externship hours. With the implementation of Phlebotomy attaining its own prefix starting Fall 2021, the Medical Assisting program will be the only program with the MAST designation which will also provide clarity for students when searching for either of these programs and offer more program specific Tableau data extraction.

The **Phlebotomy** program has requested the purchase of centrifuges to spin down blood samples, and acrylic tabletop shields behind which collected samples are processed and poured off for testing. This request not only facilitates meeting one of our SLOs (*Collect and understand how to maintain the integrity of collected specimens*) but allows us to respond to feedback obtained from our externship facilities. That feedback indicates our student would be more valuable employees with more emphasis placed on learning the post-blood collection sample processing. Additionally, the State of California is now requiring specific documentation related to post-collection sample handling. We have also requested moving to live-stream videos as most of the hard video collection used in the course is about 10 years old. The live-streaming service will also facilitate student learning as the students can view the videos as many times as they want during the semester.

Anticipated changes in curriculum, scheduling or delivery modality: The curriculum committee approved the change to move Phlebotomy to its own prefix designation of PHLEB and away from its current MAST prefix. This will help students more easily find our program in the catalogue, understand the Phlebotomy program is a separate entity from Medical Assisting, and allow for more program specific data extraction using Tableau views. This will be implemented in Fall 2021.

Levels, delivery, or types of services: The program added a weekly, voluntary interactive study group facilitated by one of the teaching assistants. Students responded positively to this opportunity. The session is offered via zoom and recorded so students can access the session at any time should they not be able to attend at the time offered.

Facilities Changes: Due to COVID, both the Tuesday and Thursday sections had to use two rooms to offer the skills portion of the class to comply with social distancing. Depending on the pandemic situation in Fall 2021, the multi-room use may continue.

### PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

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

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

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