



UNIVERSITY *of* HAWAII®

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**KAUA'I**  
COMMUNITY COLLEGE

Annual Program Review

**Medical Assisting Program (MEDA)**

**Fall 2015**

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## Program Description

Fall 2015 marked the first offering of a 42 credit certificate of achievement (CA). As annual program review is retroactive this APRU will cover the last offering of the certificate of competence (CO). The MEDA program uses a small cohort model with admission once a year in the Fall. Program courses combine classroom, intensive hands on clinical laboratory experiences in both administrative and clinical competencies. In addition, students participate in clinical hours in community ambulatory care settings that allow them to apply their new healthcare skills in a real world setting, and also serve as a bridge to future employment on Kaua'i.

The mission of the Kaua'i Community College Medical Assisting (MEDA) program is:

To prepare students for employment as medical assistants by providing them with an accessible and engaging learning environment that enables them to gain the clinical knowledge and skills to contribute to the communities' health in ambulatory healthcare settings on Kaua'i.

The main objectives of the program are to:

1. Improve access to healthcare related programs for students on Kaua'i.
2. Provide students with a college education that enables them to earn a living wage.
3. Meet the Kaua'i community work force needs for medical assistants in ambulatory care.

## Part I. Quantitative Indicators

University of Hawai'i (UH) system quantitative data for instructional programs is measured and provided for stand-alone programs with a Certificate of Achievement and/or Associate Degree only. Complete system generated APPD data will be available for the MEDA CA in Fall 2016 for the 2015-2016 academic year. Therefore, locally developed measures, data collection and formatting based on the UH system measures and national accreditation standards are used. The UH data glossary for career and technical programs defined the measures.

[Health call glossary](#)

[Health call scoring rubric](#)

Table 1 MEDA Program Demand

		13-14	14-15
2	Number of new and replacement positions county ( Kaua'i )	11	16
3	Number of MEDA majors	6	9
3b	Fall Full-Time	100%	100%
3c	Fall Part-Time	0%	0%
3d	Fall Part-Time who are Full-Time in the system	0%	0%
3e	Spring Full-Time	33%	33%
3f	Spring Part-Time	67%	67%
3g	Spring Part-Time who are Full- Time in the system	0%	0%
8	Total number of Classes Taught	9	9

Table 2 MEDA Program Efficiency

Efficiency Indicators		13-14	14-15
9	Average Class Size	6	9
10	Fill Rate	60%	90%
11	FTE BOR Appointed Faculty	1	1
16	Number of low enrolled classes	6	6

Table 3 MEDA Program Effectiveness

Effectiveness indicators		13-14	14-15
17	Successful completion(Equivalent grade C or higher)	92%	100%
18	Withdrawals(Grade =W)	1	0
19	Persistence (Fall to Spring)	86%	100%
20b	Certificates awarded	6	9

Table 4 MEDA Program Outcome Indicators

Outcome Indicator	CAHEP Benchmark	13-14 MEDA program	14-15 MEDA program
Retention /attrition	60%	86%	100%
Positive Job Placement	60%	67%	90%
Certification	60%	67%	90%
Graduate Survey Participation	30%	60%	100%
Graduate Satisfaction	80%	100%	100%
Employer Survey Participation	30%	80%	100%
Employer Satisfaction	80%	100%	100%

## Part II. Analysis of the Program

### Demand

Work force demand for medical assistants is increasing. As a consequence of providing employers with a qualified pool of applicants additional new MA positions continue to be created on Kaua'i. In 2015 new and replacement positions exceeded 2014 and 2013 numbers. Available jobs are being manually tracked by MEDA faculty to ensure accurate data for Kaua'i. This upward trend is continuing and at least 16 positions for MA's have been advertised on Kaua'i so far this year. MEDA faculty has frequent and direct contact with employers and alumni enabling faculty knowledge of and accurate data collection for job placement. The CEO of Kaua'i Medical Clinic (KMC) continues to express and provide support for the MEDA program. In addition the human resources for Hawaii Pacific Health (HPH), the major employer of MA's on Kaua'i and Oahu, has expressed interest and support of future growth of the MEDA program. Although the health care industry is a traditional employment sector in Hawaii, there are emerging new sectors within the health care industry. These sectors continue to develop and require increasing numbers of medical support staff including assistants and technicians.

The MEDA program contributes to the UH system strategic directions through:

**Hawai'i Innovation Initiative** - workforce development linked to developing emerging sectors in Hawai'i's economy while simultaneously providing a stable workforce for the traditional employment sectors

Student demand for the program is continuing to grow as more people become aware there are jobs available for MA's on Kaua'i. In 2015 class size for the MEDA CA increased to 12 to meet future community workforce needs. However, if the employer demands for MA's continues to exceed initial projections class size may need to be further enlarged. All the MEDA owned program courses including HLTH support courses will be included in the ARPD data collected during the 2015-2015 academic year thus ensuring accurate and valid inferences for the 2015-2015 ARPU.

The MEDA program contributes to the UH system strategic directions through:

- **High Performance Mission-Driven System** - practices and policies that capitalize on the University of Hawai'i being a single system of higher education in the state that can provide students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in the most productive, cost-effective, and results-oriented manner possible.

The MEDA program serves the working age student population. In the 2014 cohort 78% of the cohort were between the ages of 25-44 or older. In addition, there is significant interest in the program from working adults not currently enrolled at Kaua'i Community College. The current 2015 cohort has

one student who reenrolled at KCC in order to pursue MEDA. In addition, the MEDA cohorts are continuing to provide an alternative for some students to dropping out of college altogether. The relatively low cost of the MEDA program and required books compared to other health care programs, and the swift time to graduation has high appeal for working adults. The use of block scheduling has also supported working adults as this enables students to work part time while completing the program. Demand for the program is also supported by students who can no longer afford to be in college and need to graduate quickly with a marketable certificate for available jobs on Kaua'i.

## **Efficiency**

Program efficiency continues to be good. One full time faculty member is assigned to the program. Analytic faculty is provided by one lecturer who was assigned one 3 credit course in the fall and one 3 credit course in the spring. This results in a high graduate to full time faculty ratio. UH efficiency indicators evaluate the student /faculty ratio using the number of majors to BOR appointed faculty. In contrast to other health care programs there is no faculty to student ratio mandate. The pedagogy and nature of the hands on learning that takes place during the lab sessions requires that the class size be limited to support student success. However, program fill rate based on program capacity is good and increasing. Class size has increased and the fill rate remains at 75% or higher for MEDA courses. However, fill rate for the HLTH courses is variable between 57% and 64%. A reduction in the number of sections offered of HLTH 140 and HLTH 155 is required to improve the fill rate to 75% or higher in HLTH courses. Currently, there is no general funded program budget allocation. Once a general funded budget is allocated the cost per SSH is expected to be comparable to the Kapiolani MEDA program.

## **Effectiveness**

The MEDA CO program is very effective. Course completion and persistence rates are excellent. Attrition was 0% for 2014-2015. Graduation rates are also excellent; 100% of students who persist into the spring semester graduate. Students succeed and persist while taking a 15 credit semester course sequence. This is important as many of these students continue to have an academic history of failure or completion of a large number of credits over a number of years without graduating. In addition this course sequence increases the speed with which students get to graduation. For most of these students the MEDA certificate continues to be their first experience of success and subsequent graduation at KCC. In May 2015 all nine MEDA program students who entered the program in Fall 2014 graduated with a certificate of competence. The MEDA program also supports underserved populations; in 2014-2015 67% of the cohort identified as Filipino or part Filipino.

The MEDA program contributes to the UH system strategic directions through:

- **Enrollment** - the identification and goals for targeted currently underserved populations.
- **Hawai'i Graduation Initiative** - increasing the number of graduates and transfers and on the momentum to get students through to graduation and transfer more quickly.

## Program Outcomes

The MEDA program is meeting its outcomes. Program outcomes are based on national accreditation standards. Students are passing the certification exam and gaining employment as a MA on Kaua'i. Program outcomes are tracked using both graduate and employer surveys. These surveys meet accreditation standards and assess program satisfaction and program effectiveness of preparation for employment. Participation in survey completion is good by both graduates and employers.

*Table 5 MEDA Program Learning Outcomes and Program Objective Alignment*

MEDA Program Learning Outcomes	MEDA Program Objectives
1. Demonstrate effective communication skills with all members of the healthcare team <i>(affective)</i> .	The main objectives of the program are to: <ol style="list-style-type: none"> <li>1. Improve access to healthcare related programs for students on Kaua'i.</li> <li>2. Provide students with a college education that enables them to earn a living wage.</li> <li>3. Meet the Kaua'i community work force needs for medical assistants in ambulatory care.</li> </ol>
2. Demonstrate ethical and legal behavior to maintain patient safety and confidentiality <i>(affective)</i> .	
3. Apply medical office business, financial and administrative concepts and practices <i>(cognitive)</i> .	
4. Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures <i>(cognitive)</i> .	
5. Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting <i>(psychomotor)</i> .	

All program learning outcomes have to be met in order to meet the program objectives. The program objectives support the mission of the program. The MEDA program objectives are aligned with the current KCC campus strategic goals.

### **Part III. Action Plan**

The MEDA program has not undergone a comprehensive program review. The MEDA CA will undergo a comprehensive program review during the national accreditation process. Site visit for MEDA program accreditation is planned for Spring 2017.

Table 6 below illustrates the action plan

Table 6 Action Plan(s)

Campus Strategic Priority or Goal & MEDA program objective alignment	Program Action Item	Program Performance Indicator	Person(s) Responsible	Timeline	Resources Needed	Status
<b>ACCESS: To provide open access to educational excellence for a diverse student population.</b>						
<u>Action Focus</u> 1.1 Outreach Marketing and recruitment 1.2 Retention 1.3 Placement and Scheduling 1.4 Support services  <i>MEDA Program Objective: Improve access to healthcare related programs for students on Kaua'i.</i>	1.1 Outreach Marketing and recruitment	1.1 80% fill rate in MEDA program courses	MEDA program coordinator	1.1 spring 2016	1.1 MEDA program Coordinator assigned time	Pending
	1.2 Retention	1.2 90% persistence fall to spring	MEDA Faculty	1.2 spring 2016	1.2 Full time MEDA faculty	1.2 Met 2015 Ongoing
<b>LEARNING &amp; TEACHING: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning</b>						
<u>Action Focus</u> 2.1 Articulation 2.2 Curriculum: quality, relevance, currency, appropriate for diverse population 2.3 Remedial/Developmental 2.4 Student Learning Outcomes: Assessment 2.6 Academic Support 2.7 Facilities maintain, enhance, rejuvenate  <i>MEDA program objective: Provide students with a college education that enables them to earn a living wage.</i>	2.2 Curriculum: quality, relevance, currency, appropriate for diverse population	2.2 CAHEP Accreditation	MEDA program coordinator	2.2 Spring 2017	2.2 MEDA Program Coordinator assigned time.	2.2 Pending
	2.3 Remedial/Developmental	2.3 90% graduation rate	MEDA faculty	2.3 spring 2016	2.3 Full time MEDA faculty	2.3 Met 2015 ongoing
	2.4 Student Learning Outcomes: Assessment	2.4 of remedial students				
<b>WORKFORCE DEVELOPMENT: To provide a trained workforce by offering programs that prepare students for both employment and future career development.</b>						
<u>Action Focus</u> 3.1 Articulate programs with workforce needs 3.2 Increase rates of student certification, licensure, job placement and/or transfer to appropriate baccalaureate programs.	3.1 Articulate programs with workforce needs	3.1 Increase the enrollment of 25-49 years olds in MEDA program by 3%	MEDA Program Coordinator	3.1 Fall 2016	3.1,3.2 MEDA Program	3.1, 3.2 Pending
	3.2 Increase rates of student certification, licensure, job placement and/or transfer to appropriate baccalaureate programs.					

<p><i>MEDA Program Objective: Meet the Kaua'i community work force needs for medical assistants in ambulatory care.</i></p>	<p>3.2 Increase rates of student certification, licensure, job placement.</p>	<p>3.1 CAHEP accreditation 3.2 Increase certification, job placement rates by 3%</p>		<p>3.2 Fall 2016</p>	<p>Coordinator Assigned time</p>	
<p><b>PERSONAL DEVELOPMENT: To provide life-long learning opportunities in the areas of personal and professional development.</b></p>						
<p><u>Action Focus</u></p> <p>4.1 Foster faculty and staff currency of expertise in their areas of responsibility through support of professional development activities.</p> <p>4.2 Foster personal enrichment of students by providing opportunities that broaden their college experience.</p> <p><i>MEDA program objective: Provide students with a college education that enables them to earn a living wage.</i> <i>MEDA Program Objective: Improve access to healthcare related programs for students on Kaua'i.</i></p>	<p><b>Program Action Item</b></p> <p>4.2 Foster personal enrichment of students by providing opportunities that broaden their college experience.</p>	<p><b>Program Indicator of Improvement</b></p> <p>4.2 Course offering to support continuing education by spring 2017</p>	<p><b>Person(s) Responsible</b></p> <p>MEDA Program Coordinator</p>	<p><b>Timeline</b></p> <p>4.2 Spring 2017</p>	<p><b>Resources Needed</b></p> <p>4.2 MEDA program Coordinator assigned time</p>	<p><b>Status</b></p> <p>Pending</p>
<p><b>COMMUNITY DEVELOPMENT: To contribute to community development and enrichment through campus leadership and collaboration.</b></p>						
<p><u>Action Focus</u></p> <p>5.1 Establish active collaborative arrangements to support community goals and needs.</p> <p><i>MEDA Program Objective: Meet the Kaua'i community work force needs for medical assistants in ambulatory care.</i></p>	<p><b>Program Action Item</b></p> <p>5.1 Promote program sustainability</p>	<p><b>Program Indicator of Improvement</b></p> <p>5.1 Increase in MEDA program advisory board participation by 3%.</p> <p>5.1 CAHEP Accreditation</p> <p>5.1 Fulltime MEDA faculty position supported by general funded budget allocation</p>	<p><b>Person(s) Responsible</b></p> <p>MEDA Program Coordinator</p> <p>MEDA Program Coordinator</p> <p>Administration</p>	<p><b>Timeline</b></p> <p>5.1 Fall 2016</p> <p>5.1 Spring 2017</p> <p>5.1 Spring 12016</p>	<p><b>Resources Needed</b></p> <p>5.1 MEDA program Coordinator assigned time</p>	<p><b>Status</b></p> <p>Pending</p>

## Part IV. Resource Implications

### Resource Assessment

#### Teaching and Learning Environment

The health sciences clinical laboratory space was not designed for the current required teaching and learning use. This space requires remodeling and furnishing to meet current teaching practices. As the type and amount of health sciences programs continue to diversify the learning and teaching environment of the clinical lab needs to be able to adapt to meet those unique needs. A space that can accommodate both the current diverse groups of healthcare related programs and potential new programs in the future is required. The current space is barely adequate to meet the MEDA students' learning needs and a remodel is essential to close the gap between the current environment and the preferred learning and teaching environment.

This MEDA program resource request supports the UH system strategic directions:

**Modern Teaching and Learning Environments** - ensuring that students and faculty have the learning and teaching environments appropriate for the 21<sup>st</sup> century and the sustainability practices to maintain those environments

The MEDA program currently uses room 128 in the health sciences building; the physical space and classroom equipment meets students' current learning and teaching needs. However, it has become apparent that the students are not being adequately supported by janitorial services. Students have complained this semester about the dirty classrooms and bathrooms. Trash is not being emptied. This issue has been addressed by instructing MEDA students and faculty to empty their own trash as janitors do not like to enter dirty classrooms when they start work in the morning. It appears that the current janitorial schedule for servicing the classroom and lab has not adapted to the changing needs of students. A large number of afternoon and evening classes are held in the health sciences building. Janitorial services start at 630am end at 230pm every day which no longer aligns with class schedules and classroom use. When MEDA students are on campus they have limited if any janitorial support services provided to them or the classrooms they use. The increased use of health sciences classrooms this semester due to the library closure has also increased the number of students requiring janitorial support for their classrooms, labs and bathrooms.

## **Faculty**

A full time general funded MEDA faculty is required for the current use, sustainability and future growth of the program. This position was approved in the 2014-2015 APRU. It was subsequently posted in spring 2015. However, this position was withdrawn by administration due to fiscal short falls. In addition, hiring of a full time MEDA faculty is further complicated by the UH system minimum qualifications not being in alignment with MEDA program accreditation standards. As a consequence, a request was submitted the VCAA Dire in February 2015 to submit for approval to the CCAO revised MEDA MQ's that align with accreditation standards. A full time general funded MEDA faculty, in addition to the currently assigned faculty, continues to be required for future sustainability and growth of the program. If fiscal short falls continue this year realignment or reallocation of general funding from other departments may need to be actively considered. The communities need for MA's is increasing beyond initial need survey projections; in order for the college to meet the communities' future needs a full time general funded MEDA faculty is required.

## **Program Budget**

The program has no general funds allocated budget. It is anticipated that the 2014 allocation of the HED division budget of \$3,000 for the MEDA program will continue. It is projected that the MEDA program will receive a general funds budget allocation to support hiring of a full time MEDA faculty with reallocation from funds from other departments as necessary.

## **Program Coordinator**

A request for assigned time for program coordination was made in the 2014-2015 APRU. Subsequently, this request was denied by VCAA Dire. The MEDA program ongoing coordination has resulted in a robust program that meets the college, community and student's needs. As from the inception of the MEDA program, in 2014 program coordination continued to be provided as "service" by the current MEDA faculty. A program coordinator is required to meet the extensive accreditation standards, community liaison and clinical coordination, as well as ongoing program management, development and evaluation. Two- three credits of assigned time per semester are being requested to adequately meet these responsibilities.

## **Accreditation**

Program accreditation will ensure program sustainability and consistent program quality. Medical assisting is a growing healthcare profession on Kaua'i and accreditation will meet the ongoing

needs of the Kaua'i community and program graduates. Although the request for fees was approved in the 2014-2015 ARPU in spring 2015 this was withdrawn by administration due to a fiscal short falls. As a consequence, a UH foundation MEDA program account has been set up to receive donations to cover initial and future accreditation fees. However, administration was subsequently able to fund a comprehensive review fee of \$2400 for accreditation expenses by using MEDA program division allocation monies. Therefore, \$2400 is being re-requested in this APRU per administration directions to cover the comprehensive site visit fee and reimburse the division allocation monies. According to the accreditation agency any additional fees related to the site visit will not be submitted until after the site visit in spring 2017 and therefore they will be included in corresponding future APRU's.

## Resource Request

*Table 7 Resource Request*

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
Recruit and relocate ?	Annual salary MEDA Faculty ?	20 years	MEDA BOR appointed faculty is hired
Health Sciences Laboratory Renovation ?	?	30 years	Health sciences laboratory meets students ongoing teaching and learning needs
Comprehensive fee \$2400	NA	NA	MEDA program is will obtain program accreditation

## Part V. Program Learning Outcomes and Assessment

INSTITUTIONAL SLO'S: Kauai Community College	PROGRAM SLO'S: Medical Assisting (MEDA)	Assessed
<b>Written Communication:</b> Write in clear and organized Standard American English to present, explain, and evaluate ideas, to express feelings, and to support conclusions, claims, or theses.	Demonstrate effective communication skills with all members of the healthcare team ( <i>affective</i> ).	Yes
<b>Oral Communication:</b> Speak in understandable and organized Standard American English to explain ideas, to express feelings, and to support conclusions, claims, or theses. Receive, construct meaning from, and respond to spoken and/or nonverbal messages.	Demonstrate effective communication skills with all members of the healthcare team ( <i>affective</i> ).  Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).	Yes
<b>Reading:</b> Read, evaluate, and interpret written material critically and effectively.	Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).  Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ).	Yes
<b>Symbolic Reasoning:</b> Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.	Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).  Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ).	Yes
<b>Integrative Thinking:</b> Use problem-solving skills and creative thinking strategies to make connections among ideas and experiences and to synthesize and transfer learning to new and varied situations.	Demonstrate ethical and legal behavior to maintain patient safety and confidentiality ( <i>affective</i> ).  Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	Yes
<b>Information Literacy:</b> Locate, retrieve, evaluate, and interpret the value of information gained from reading text materials, making observations, and using electronic media, and reflectively use that information.	Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).  Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ).	Yes
<b>Technological Competency:</b> Identify, allocate, and utilize technological resources effectively.	Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).  Apply medical office business, financial and administrative concepts and practices ( <i>cognitive</i> ).	Yes
<b>Teamwork:</b> Participate proactively and interact cooperatively and collaboratively in a variety of settings.	Perform clinical and administrative medical assisting skills appropriate for entry-level practice in an ambulatory care setting ( <i>psychomotor</i> ).  Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	Yes
<b>Respect for Diversity:</b> Demonstrate cognitive, affective, and behavioral skills and characteristics that are respectful of others' opinions, feelings, values, and individual expression.	Demonstrate ethical and legal behavior to maintain patient safety and confidentiality ( <i>affective</i> ). Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	Yes
<b>Ethics:</b> Demonstrate an understanding of ethical issues in public and personal contexts that can be used to make sound judgments and decisions.	Demonstrate ethical and legal behavior to maintain patient safety and confidentiality ( <i>affective</i> ).  Apply critical thinking skills and concepts of medical assisting to maintain quality patient care and efficient administrative procedures ( <i>cognitive</i> ).	Yes

## A. Provide Evidence of Industry Validation

The MEDA program uses the standards established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Information on industry standards and program validation can be found in Table 4. Employer satisfaction with MEDA graduates is consistently high. The MEDA program advisory board consists of industry members, graduates and community clinical agencies. Feedback from the advisory board’s annual meeting is positive and there have been no recommendations for any significant change. Karl Hinson is head of Hawaii Pacific Health work force development continues to support hiring of KCC MEDA program graduates and supports expansion of MA programs both here and on Oahu.

## B. Expected level of achievement for PSLOs

- Program Benchmark: 70%

## C-F. Courses that have been assessed, assessment methods or instruments used; results of program assessment; other comments.

C. Courses assessed	D. Assessment Methods	PSLO assessed	E. Results of program assessment	F. Other comments
MEDA 105	Tests & quizzes Group presentation Reflective paper	2,3,4,5	100% MEDA students met benchmarks	None
MEDA 120	Tests Clinical exams Group presentation	2,3,4,5	100% MEDA students met benchmarks	None
MEDA 125	Clinicals Portfolio	1,2,3,4,5	100% MEDA students met benchmarks	None
MEDA 123	Tests Clinical exams Clinicals	2,3,4,5	100% MEDA students met benchmarks	None
MEDA 143	Tests Clinical exams Clinicals Group presentation Resume	1,2,3,4	100% MEDA students met benchmarks	None
MEDA 176	Tests Clinical exams Group presentation Written Paper	1,3,4,5	100% MEDA students met benchmarks	None
HLTH 155	Tests Group presentation Written Paper	2,3	90% MEDA students met benchmarks	None
HLTH 240	Written paper Test	2,3,4	90% MEDA students met benchmarks	None

	Personal ethical framework			
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**G. Next steps.**

Continue assessment and evaluation of program learning outcomes.

**Part VI. Programs Cost Per SSH**

		Program year
		14-15
15	Cost per SSH	This will be filled in by the VCAA's office with the help of the Business office and clerk-stenos.