



UNIVERSITY *of* HAWAII®

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**KAUA'I**  
COMMUNITY COLLEGE

Annual Program Review  
**Medical Assisting Program**  
**Certificate of Competence**  
**Fall 2104**

## **Program Description**

The current Medical Assisting program (MEDA) is a 23 credit certificate of competence (CO). In Fall 2015 the CO will be replaced by a 42 credit certificate of achievement (CA). 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.

[./resources\2014 Annual Report of CTE Program Data Glossary.pdf](#)

Table 1

*MEDA Program Demand*

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

Table 2

*MEDA Program Efficiency*

<b>Efficiency Indicators</b>		13-14
9	Average Class Size	10.9
10	Fill Rate	87%
11	FTE BOR Appointed Faculty	1
16	Number of low enrolled classes	6

Table 2

*MEDA Program Effectiveness*

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

Table 3

*MEDA Program Outcome Indicators*

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

**Part II. Analysis of the Program**

**Demand**

Work force demand for medical assistants is strong. The ambulatory care medical support staff needs on Kaua'i is being met by the MEDA program. As a consequence of providing employers with a qualified pool of applicants additional new MA positions are being created on Kaua'i. In 2013 new and replacement positions exceeded projections based on the needs survey completed prior to developing the MEDA CA. This upward trend has continued in 2014; 18 positions for MA's have been advertised on Kaua'i so far this year. Kathy Clark, CEO of Kaua'i Medical Clinic (KMC) is very supportive of the program and plans to move KMC towards a MA based medical support staff. In addition, Licensed Practical Nurses are currently being hired as there are not enough MA applicants for the advertised positions. Student demand for the program is growing as more people become aware that KCC offers a MA program and the role of the MA in healthcare is better understood. Class size for the MEDA CA starting in Fall 2015 will be increased to 12 to meet future community workforce needs without flooding the job market.

It has become apparent that as the current MEDA CO is not a stand-alone program, some demand indicators are not accurate. For instance, there are currently no actual MEDA majors in the system even though we have students enrolled in the MEDA program. In Fall 2015, when the MEDA CA is offered, MEDA program courses including support courses will be included ensuring accurate data collection and valid inferences can then be made.

**Efficiency**

Program efficiency is good; however improvements are expected when the MEDA CA is launched. One full time faculty member has had a teaching equivalency work load of 27+ while developing and implementing the first 2 years of the certificate program. However, due to small class size (less than 9) UH efficiency indicators suggest the program is not efficient. In contrast to other health care programs there is no faculty to student ratio mandate. However, due to the nature of the hands on learning in lab that take place during the program class size has to be limited to. Positive job placement and class size are connected and have to be carefully managed to prevent negative impact on demand indicators. In addition, classes for the first 2 years of the program did not fill. However, it is anticipated this will change in Fall 2015 when a CA will be offered, In addition, community support for the program is strong. Class size will be increased to 12 which will improve program efficiency. In addition, the program support courses will be included in the efficiency data. Average class size and fill rate are expected to improve due to these curricula changes. Currently one section of HLTH 155 and HLTH 240 are taught by MEDA program faculty. As of Fall 2015 additional sections of HLTH 155 and HLTH 140 will also be taught by the new MEDA faculty resulting in improved program efficiency. 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 has been very low, one student dropped in Fall 2013 due to personal stressors which impacted her ability to focus on the MEDA program. Graduation rates are also good; all students who persist into the spring semester graduate. Students typically succeed taking a 15 credit Fall semester. This is significant as these students often have an academic history of failure or completion of a large number of credits over a number of years without graduating. For most of these students the MEDA certificate is their first experience of success and subsequent graduation at KCC. In May 2014 all six MEDA majors graduated with a certificate of competence.

## **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. An electronic survey has been developed and will be implemented for future cohorts to track job placement and evaluate program effectiveness.

### Part III. Action Plan

The MEDA program has not undergone a comprehensive program review. It is anticipated that the MEDA CA will undergo a comprehensive program review during the national accreditation process. Based on the current planned timeline this should occur in Fall 2016.

Table 4

*MEDA Program Learning Outcomes and Program Objective Alignment*

MEDA Program Learning Outcomes	MEDA Program Objectives
1. Professional understanding and knowledge of medical office economics.	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. Effective communication skills with all members of the healthcare team.	
3. Clinical and administrative medical assisting skills in a variety of clinical settings.	
4. Ethical and legal behavior to maintain patient safety and confidentiality.	
5. The ability to think critically and apply basic concepts of medical assisting to maintain safe patient care and efficient administrative procedures.	

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 KCC campus strategic goals.

Table 5

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>						
<p><u>Action Focus</u></p> <p>1.1 Outreach Marketing and recruitment 1.2 Retention 1.3 Placement and Scheduling 1.4 Support services</p> <p><i>MEDA Program Objective: Improve access to healthcare related programs for students on Kaua'i.</i></p>	<p>1.1 Outreach Marketing and recruitment</p> <p>1.2 Retention</p>	<p>1.1 100% fill rate in MEDA program courses</p> <p>1.2 Increase persistence by 3%</p>	<p>MEDA program coordinator</p> <p>MEDA Faculty</p>	<p>1.1 Fall 2015</p> <p>1.2 Fall 2015</p>	<p>1.1 MEDA program Coordinator assigned time</p> <p>1.2 Full time MEDA faculty</p>	<p>Pending</p> <p>1.2 Fulltime tenure track position advert pending</p>
<b>LEARNING &amp; TEACHING: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning</b>						
<p><u>Action Focus</u></p> <p>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</p> <p><i>MEDA program objective: Provide students with a college education that enables them to earn a living wage.</i></p>	<p>2.2 Curriculum: quality, relevance, currency, appropriate for diverse population</p> <p>2.3 Remedial/Developmental</p>	<p>2.2 CAHEP Accreditation</p> <p>2.3 Increase Graduation with MEDA CA by 3%</p>	<p>MEDA program coordinator</p> <p>MEDA faculty</p>	<p>2.2 Spring 2017</p> <p>2.3 Fall 2015</p>	<p>2.2 MEDA Program Coordinator assigned time, accreditation fees</p> <p>2.3 Full time MEDA faculty</p>	<p>Pending</p> <p>2.3 Full time MEDA faculty position approved to begin fall 2015</p>
<b>WORKFORCE DEVELOPMENT: To provide a trained workforce by offering programs that prepare students for both employment and future career development.</b>						
<p><u>Action Focus</u></p> <p>3.1 Articulate programs with workforce needs 3.2 Increase rates of student certification, licensure, job placement and/or transfer to appropriate baccalaureate programs.</p> <p><i>MEDA Program Objective: Meet the Kaua'i community work force needs for medical assistants in ambulatory care.</i></p>	<p>3.1 Articulate programs with workforce needs</p> <p>3.2 Increase rates of student certification, licensure, job placement.</p>	<p>3.1 Increase the enrollment of 25-49 years olds in MEDA program by 3%</p> <p>3.1 CAHEP accreditation 3.2 Increase certification, job placement rates by 3%</p>	<p>MEDA Program Coordinator</p>	<p>3.1 Fall 2016</p> <p>3.2 Fall 2016</p>	<p>3.1,3.2 MEDA Program Coordinator Assigned time</p>	<p>Pending</p>
<b>PERSONAL DEVELOPMENT: To provide life-long learning opportunities in the areas of personal and professional development.</b>						
<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. 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</i></p>	<p>4.2 Foster personal enrichment of students by providing opportunities that broaden their college experience.</p>	<p>4.2 Continuing education course offering by spring 2016 4.2 Annual Continuing education course offering every spring</p>	<p>MEDA Program Coordinator</p>	<p>4.2 Spring 2016</p> <p>4.2 Spring 2017</p>	<p>4.2 MEDA program Coordinator assigned time</p>	<p>Pending</p>

<i>for students on Kaua'i.</i>						
<b>COMMUNITY DEVELOPMENT: To contribute to community development and enrichment through campus leadership and collaboration.</b>						
<u>Action Focus</u>	<b>Program Action Item</b>	<b>Program Indicator of Improvement</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Status</b>
5.1 Establish active collaborative arrangements to support community goals and needs.  <i>MEDA Program Objective: Meet the Kaua'i community work force needs for medical assistants in ambulatory care.</i>	5.1 Promote program sustainability	5.1 Increase in MEDA program advisory board participation by 3%.  5.1 CAHEP Accreditation  5.1 Fulltime MEDA faculty with 27 TE's instructional workload	MEDA Program Coordinator	5.1 Fall 2015  5.1 Fall 2016  5.1 Fall 2015	5.1 MEDA program Coordinator assigned time  5.1 Full time MEDA faculty	Pending  5.1 Fulltime tenure track position advert pending



## **Part IV. Resource Implications**

### **MEDA Faculty**

A full time MEDA faculty is required for the sustainability of the program. A nursing faculty position was recently become vacant and this was converted into a MEDA faculty position. Advertisement of this new position is pending. Currently a full time nursing instructor is assigned to the MEDA program. Due to the higher cost of nursing faculty this is not a fiscally appropriate long term faculty assignment. Long term fiscally responsible sustainability of the MEDA program will require a second full time MEDA faculty/program coordinator position.

### **MEDA Program Coordinator**

The MEDA program does not currently have a program coordinator. A MEDA program coordinator is required to meet the strict and extensive accreditation standards, ongoing program management, development and evaluation. Three credits of assigned time per semester are required to meet these responsibilities.

### **MEDA Program Annual Budget**

An annual budget is required for sustainability of the MEDA program. The recent reorganizing of the HED division budget has provided a small annual budget of \$3,000 for the MEDA program. The student's professional fees currently cover the student curriculum and lab needs. However, due to the small class size these fees are not sufficient to purchase larger, expensive lab items like an autoclave. It is envisioned that once all the required lab equipment is in place the budget will also offset future program costs related to accreditation annual fees.

### **Accreditation Fees**

Future accreditation will ensure program sustainability and consistent program quality. Medical assisting is a growth healthcare profession. The MEDA program will need to be accredited to meet the ongoing needs of the Kaua'i community and program graduates. The current professional fees and program budget will not be sufficient to cover initial accreditation and comprehensive review fees.

	Cost
Base fee for initial application	\$1200.00
Program director accreditation workshop attendance	\$2000.00
Comprehensive Review Fee	\$2300.00
CAAHEP annual fee	\$450.00
MAERB annual fee	\$1200.00

## **Health Sciences Laboratory Renovation**

The current use for the health sciences laboratory is very different from the projected use when it was first built. The nursing program no longer uses the lab on a regular basis. The lab is used by MEDA program three days a week and the Nurse Aide students two days a week. Currently MEDA students are packed together into a small area at one end of the lab. Based on a class size of 12, the MEDA program needs six workstations in the lab, which will require reconfiguring the lab space. The lab needs to be remodeled and reconfigured to meet current use and ensure adaptability for future use as healthcare programs are developed and revised. This resource need will likely be met by capital improvement funds in 2017.

## Part V. Program Learning Outcomes and Assessment

IINSTITUTIONAL 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.	Effective communication skills with all members of the healthcare team.	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.	Effective communication skills with all members of the healthcare team Clinical and administrative medical assisting skills in a variety of clinical settings.	Yes
<b>Reading:</b> Read, evaluate, and interpret written material critically and effectively.	Clinical and administrative medical assisting skills in a variety of clinical settings. Professional understanding and knowledge of medical office economics.	Yes
<b>Symbolic Reasoning:</b> Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.	Clinical and administrative medical assisting skills in a variety of clinical settings. Professional understanding and knowledge of medical office economics.	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.	Ethical and legal behavior to maintain patient safety and confidentiality. The ability to think critically and apply basic concepts of medical assisting to maintain safe patient care and efficient administrative procedures.	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.	Clinical and administrative medical assisting skills in a variety of clinical settings. Professional understanding and knowledge of medical office economics.	Yes
<b>Technological Competency:</b> Identify, allocate, and utilize technological resources effectively.	Clinical and administrative medical assisting skills in a variety of clinical settings. Professional understanding and knowledge of medical office economics.	Yes
<b>Teamwork:</b> Participate proactively and interact cooperatively and collaboratively in a variety of settings.	Clinical and administrative medical assisting skills in a variety of clinical settings. The ability to think critically and apply basic concepts of medical assisting to maintain safe patient care and efficient administrative procedures.	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.	The ability to think critically and apply basic concepts of medical assisting to maintain safe patient care and efficient administrative procedures. Ethical and legal behavior to maintain patient safety and confidentiality.	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.	Ethical and legal behavior to maintain patient safety and confidentiality. The ability to think critically and apply basic concepts of medical assisting to maintain safe patient care and efficient administrative procedures.	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 3. Employer satisfaction with MEDA graduates is consistently high. The MEDA program advisory board meets once a year and consists of industry members, graduates and community clinical agencies. Feedback from the advisory board is positive.

**B. What is the expected level of achievement for your PSLOs?**

Program Benchmark: 70%

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	80% MEDA students met benchmarks	None
HLTH 240	Written paper Test Personal ethical framework	2,3,4	90% MEDA students met benchmarks	None

**G. Describe your next steps.**

A 42 credit MEDA certificate of achievement will be implemented in Fall 2015. Future program evaluation and review will include additional MEDA program and support courses. New fulltime MEDA faculty will support fiscal sustainability of the program. A successful accreditation application will ensure a future comprehensive program evaluation and review.

**Part VI. Programs Cost Per SSH**

This will be filled in by the VCAA's office with the help of the Business office and clerk-stenos.

**Part VII. Capacity Collect Alternative Measurement**

If your program has an externally mandated (e.g. professional accreditation or licensing) capacity of less than 16 students per faculty, the program may be eligible for alternative efficiency health call calculation.

For help with Part VII, please contact:

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