**Academic Program Review Peer Review Panel Report -   
Rubric, Comments and Recommendations**

**Medical Assistant A.A.S. Degree**

**Date of Review: 9/20/18**

**Names and positions of reviewers:**

**Member Dianna Davis Position Student Services Generalist**

**Member Melissa Busby Position Director of Early Childhood Ed**

**Member John Foust Position Professor of Admin. Justice**

**Member Position**

**I. Program Description, Vision and Outcomes**

1. Does the program description provide the following information?

1. A synopsis of the program and curricular outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

c) Program certifications, accreditations and awards

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

d) The skills that graduates from the program will attain

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

***Comments on the program’s description***

The description is clear and concise and the skills are consistent with the requirements of the accrediting body.

2. Does the program have a mission and/or a vision statement? If so, are the program’s mission or vision statements clear and reflective of the program?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

3. Is the program aligned with the college’s mission, vision, and strategic goals?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

***Comments on the program’s mission/vision statement and alignment to college’s mission/vision statement***

The program lists the outdated college mission and vision. Once updated to the new mission/vision, the description of how the program aligns to the college’s mission/vision and role in our diverse communities could use more detail. The program description might also be broadened to include the specific career opportunities available to Medical Assistants.

**II. Program Enrollment and Graduation Trends**

1. Has the program enrollment trends for the program increased, remained consistent or decreased?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Increasing* | 2 | *Consistent* | 1 | *Decreasing* |

2. Were the factors influencing enrollment trends discussed?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *No information was given* |

3. Was information given on how the program typically recruits students and markets the program?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *No information was given* |

4. Have the graduation rates increased in the past 5 years?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Increasing* | 2 | *Consistent* | 1 | *Decreasing* |

5. Has the number of program enrollees or graduates who studied at an in-state baccalaureate level institution during the past 5 years increased, stayed consistent or decreased?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Increasing* | 2 | *Consistent* | 1 | *Decreasing* |

***N/A***

6. Were graduation trends and efforts to help students to help students achieve completion addressed?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *No information was given* |

7. Was a summary of the Program Enrollment and Graduation Trends provided, and was there a reflection of areas of strengths and improvement for the program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *No information was given* |

***Comments on the programs enrollment and graduation trends***

The self study report states that there is an upward swing in enrollment, but the data provided in the tables do not support the statement that there is an increase in enrollment. Aside from a statements about the previous program Director being unavailable, not enough detail was provided to describe why there is such a low graduation rate. It is also unclear why the removal of the HESI exam gives students more of a chance to work in the field of medical assisting. The self study report states the current Director is “currently in talks with Education Assessment Corporation and MedTrak to elevate the program and make it more appealing to students coming in to the school” (p. 3). Perhaps enrollment will increase the implementation of more specific strategies for recruitment and marketing.

**III. Program Curriculum**

1. Was a curriculum comparison chart provided for each degree and certificate in the program?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *All were included* | 2 | *Missing one or more* | 1 | *Not included* |

2. After reviewing the Curriculum Comparison Charts of the other institutions was information given into courses that could be added, combined or deleted for the certificate and/or the degree?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

3. Was any information given as to possible revisions to the courses description, articulation, additions, revisions or deletions anticipated?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

***Comments on program curriculum***

The program curriculum appears to cover all areas required by the program accreditation. CAC’s program requires fewer credits than the other programs included in the comparison chart. There is no explanation given for this difference. The comparison chart does not indicate whether or not the other programs are accredited or maintain a regional accreditation. There are no details provided about which changes, specifically, the Director feels “need to be done to keep us a major contender for the medical assisting program” (p. 3) or which course descriptions, additions, revisions, or deletions are anticipated.

**IV.** **Program Outcomes and Assessment**

1. Are the student learning outcomes for the program provided and are they relevant to the programs goals?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

2. Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained. If not, mark not applicable (NA)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* | *NA* | *Not applicable* |

3. Are department/program strategies for determining how to assess learning outcomes described and is information provided on how assessment results are collected, analyzed and discussed?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

4. Is a common assessment being conducted to assess the MSLO’s for a common course in the program?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

5. Is a common assessment being conducted to assess the CSLO’s for a common course in the program? Is data included on the results?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

6. Is an explanation provided on how MSLO and CSLO assessment results have been used to improve instruction and/or student learning over the past 5 years?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

7. Was information given on how the program supports current or future needs for the job market in Pinal County, the state and/or the United States?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

8. Was information provided on whether there are any specific in-state baccalaureate programs into which this program is particularly suited for transfer, and/or if there are any articulation agreements in place for a degree graduates?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

N/A

9. Was information given on how the program gets feedback on its program and curriculum from external sources such as advisory boards, employers, articulation task forces, accreditors, etc.?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

***Comments on Program Outcomes and Assessments***

The self study report states “Each of the four (4) CSLOs are achieved by following the standards and policies set forth by MAERB” (p. 5), but data are not included to indicate how the program assesses the CSLO’s. It is also not clear ***how*** the MSLO and CSLO assessment will be “used to make the major changes to be utilized in the near future” (p. 5). The program Director sits on the CAVIT Advisory Board this could provide the opportunity for collecting data about community and student needs, and may also support increased recruitment and dual enrollment.

**V. Program Specific Resources**

1. Was the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students over the past 5 years evaluated?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

2. Were future goals identified along with the extra resources and funding that would be required to achieve it?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

***Comments on program specific resources***

The self study report states that “budgetary resources are the most difficult to manage” (p. 5) and a description is provided as to how additional technology would support the program and students.

Future goals were identified but extra resources were not clearly identified for funding. Perkins funding was listed as one possible resource, and the self study report also describes some no cost changes that will support future goals.

**VI. Program Effectiveness for Graduates**

1. Was information provided on how the program measures the success of the degree and certificate program graduates?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

2. Was any qualitative or quantitative information provided to determine the success of graduates in obtaining a job in the field of study?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

3. If the program serves to prepare students for an external certification or licensure, was it identified, and were percentages provided for the amount of students who earn/achieve it?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* | *NA* | *Not applicable* |

***Comments on program effectiveness for graduates***

The data provided for graduates that obtain jobs in the field appears to be a guess or estimate. It is unclear if there is actual data being collected the program about the number of students who are employed or continue on into other programs.

**VII. Program Continuous Quality Improvement**

1. Was a description given on how the program has used operational planning goals to achieve quality improvement over the past 5 years?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

2. Was a description provided on the ways the program has engaged in continuous quality improvement?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

***Comments on program’s* continuous quality improvement**

The program utilizes suggestions from the advisory board and surveys from students and practicum sites to implement CQI. The self study report does not indicate the specific CQI requirements of the program accreditation but does state an intent to make the program more competency based and “real world” focused in the future.

**VIII. Program alignment with institutional strategic goals**

1. Was a description provided on how the program has directly or indirectly assisted the college in achieving its strategic goals?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

***Comments on program’s* alignment with institutional strategic goals**

The description was very vague and not much detail was provided on how the program assisted the college in achieving its strategic goals

**IX. Evaluation of Program Strengths, Viability and Areas for Improvement**

1. Were areas of strengths and areas for improvement identified? Is an evaluation provided on whether or not the program is still viable? Were the next steps for the program and possible action plans identified?

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| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

***Comments on program’s* evaluation of strengths, viability and areas for improvement**

Improvements have already been made to the program with plans of other changes to continue to offer a quality program, but the improvements are still in progress.

**X. Overall Evaluation of the APR Self Study**

1. Are key findings that arose from the analysis and review process clearly presented?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

2. Does the review provide a clear direction and vision for the program moving forward?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

Data was provided from external licensure attainment.

3. Does the review present specific strategies and recommendations for moving the program forward?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | *Exemplary* | 2 | *Developing* | 1 | *Inadequate/Needs Attention* |

Specific strategies are identified to move the program forward, but the self study states that it is still going to take some time to recover from not having a director in place. Future directions could be more clear and specific.

**Final Score on the Quality of the APR Self Study:**

**If all sections were applicable:**

|  |  |  |
| --- | --- | --- |
| * **Exemplary 108 – 91 (85% and above)** | **Good 90 - 76 (70 – 84%) 78** | **Needs Attention 75 and less (69% and below)** |
| * The program self-study fully addressed the core criteria in their self-study and review process. It discussed how goals and objectives are linked to the college mission and strategic goals. The program's student learning outcomes, curriculum comparison and assessment results have informed changes in curriculum, pedagogy, and instructional resources. Action Plans for continuous quality improvement were identified based on the results of the self-study process | The program self-study addressed the core criteria in their self-study and review process, but some information was missing. It discussed how goals and objectives are linked to the college mission and strategic goals, and included action plan strategies, but more data, statistics and specific goals could have been identified. The program's student learning outcomes, curriculum comparison and assessment were given but specific information on how it would affect pedagogy and instructional resources was not provided. | Not all of the core criteria were addressed and there was information and statistics missing in many of the self study areas. A reflection of how the self study will lead to the development of an Action Plan for continuous quality improvement was not provided. |

**If 2 of the sections were not applicable:**

|  |  |  |
| --- | --- | --- |
| **Exemplary 102 – 87 (85% and above)**  Same criteria as above | **Good 86 - 71 (70 – 85%) -**  Same criteria as above  **82** | **Needs Attention 70 - Below (69% and below)**  Same criteria as above |

|  |
| --- |
| **Identified Strengths and Recommendation for Program Action Plan:** |
| The reviewers noted the strengths of the program, and would like to recommend the following actions to be considered when working with the dean to develop an action plan as a result of the Academic Program Review process.  **Strengths:**  -Growth in enrollment  -Student pass rate on licensure exam  -Changes identified and implemented to make a more viable program  -Accreditation maintenance  **Action Plan Recommendations:**  -Address the decrease in graduation rate  -Identify the retention tools used to assist students to continue to do well in courses and stay in the program  -Identify a more solid recruitment or marketing plan  -Increase level of detail and attention given to the self-study report process. A more detailed and complete report will also be supportive to the ongoing accreditation review process.  *Please also see strengths and recommendations included in comments above.* |