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| **Medical Assistant AAS Degree and Certificate Program 2023 Self-Study Report** | | | |
| **Instructions**: The following pages will guide your submission of your Academic Program Review Self-Study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by **September 22, 2023.**    **March 3,** **2023 September 21,** **2023 October 25,** **2023**  **Nov-Dec 2023 Every Fall from 2024-2027** | | | |
| **Program Under Review** | | | |
| **Degree:** Medical Assistant AAS Degree  **Certificates:** Medical Assistant Certificate | **If the program has gone through accreditation in the past year, the information from the accreditation packet can be inserted into the corresponding areas on the self-study.** | **Contact Information for lead on**  **Self-Study**  **Name:** Susan Horn & Lisa Mahone  **Campus: SMC**  **Phone:** 480-677-7788  **Email:** susan.horn@centralaz.edu  **Date of APR Completion:** 2/2024 | **Peer Reviewers Name and Role** |
| Areas in **grey** are used by the peer review team to give feedback on your self-study and do not require your contribution.  **Peer Reviewers:**  **Cheryl Boron** - Professor of Sports & Fitness  **Leslie Wooten:** Professor of English  **Amanda Potts**: Professor of Culinary Arts |

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| **I. Program Description, Mission, Vision, & Equity Statement** | | | | |
| **1. What is the description of the program as stated in the current CAC catalog:** (Should contain: description, program certifications, accreditations, awards, and skills attained.) **Description** The Medical Assistant AAS Degree prepares entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains as established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). The degree includes general education requirements and prepares individuals to perform administrative and clinical procedures in ambulatory settings, including physician's offices, clinics and group practices.  Prior to enrollment, consult the program director for specific mandatory requirements. Prior to enrollment in MDA175, Core Requirements must be successfully completed. Healthcare Provider CPR and First Aid certification is required before enrolling in MDA175 and must be current for at least 6 months after the start of MDA175. Accreditation Central Arizona College – SPC campus – AAS Degree, is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org/)) upon the recommendation of the Medical Assisting Education Review Board (MAERB).  Commission on Accreditation of Allied Health Education Programs 25400 US Highway 19 North, Suite 158 Clearwater, FL 33763 (727) 210-2350  **AAS Degree Students**  The CMA (AAMA) Certification Examination is a rigorous exam that requires a thorough, broad, and current understanding of health care delivery as evidenced by the CMA (AAMA) Certification Examination Content Outline. The exam consists of 200 multiple-choice question administered in four 40-minute segments.  The practicum coordinator will arrange for the $125 (nonrefundable) exam fee to accompany your application and final transcript. This process will begin approximately 30 days prior to completion of the student’s practicum hours. The College will not pay retest fee for students that do not pass the exam on their first attempt.  Individuals who have been found guilty of a felony or pleaded guilty to a felony are not eligible to take the CMA (AAMA) exam. However, the AAMA Certifying Board may grant a waiver based upon mitigating circumstance. It is the student’s responsibility to submit necessary documentation to the AAMA in pursuit of a waiver.    **Certificate Program Students**  American Medical Technologists (AMT) is a national agency that certifies examination-based primary designations of healthcare personnel: medical technologists, medical laboratory technicians, office laboratory technicians, medical assistants, phlebotomy technicians, dental assistants, and medical office administrative specialists. The organization's purpose is to help protect the welfare of the public by maintaining competency standards in these occupations. As an accredited member of the National Commission for Certifying Agencies (NCCA), a division of the Institute for Credentialing Excellence (ICE), AMT adheres to a number of rigorous criteria regarding the conduct of its credentialing programs. All AMT certification examinations are constructed and administered in accordance with methodologies recognized by both psychometric and credentialing communities | **Does the program description provide the following information? a) A synopsis of the program and curricular outcomes.** | | | **Peer Review Comments:**  1: Description and Skills section could be revised for clarity. Suggestions below:  The Medical Assistant AAS Degree prepares **students for employment as competent entry-level Medical Assistants. The program provides education and training** in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains as established by … (MAERB). **Degree requirements include program-specific and general education courses. Successful completion of the degree** prepares individuals to perform administrative and clinical procedures in ambulatory settings, including physician’s offices, clinics and group practices.  Looks good,  Like that there is an outside accreditation that the program reports to. |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **Program certifications, accreditations, and awards.** | | |
| Exemplary  3 | Adequate2 | Opportunity for Improvement 1 |
| **The skills that graduate from the program will attain.** | | |
| Exemplary  3 | Adequate2 | Opportunity for Improvement 1 |
| **2. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.**  **Student Handbook**  **Medical Assisting Vision**  The medical assisting program is committed to be the frontrunner in medical assisting education in Pinal and surrounding counties.  **Medical Assisting Mission Statement**   1. *Teaching safe, evidence based cognitive (knowledge), psychomotor (skills), and affective (behaviors) learning domains.* 2. *Reaching out to a culturally diverse population in Pinal and surrounding Counties* 3. *Understanding trend’s in medical assisting education* 4. *Empowering student learning through critical thinking, performance, and technology* | **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?** | | | **1 Vision statement could be revised for clarity. Suggestions below.**  **Could add:**  The medical assisting program is committed to be the frontrunner in medical assisting education in Pinal and surrounding counties **by preparing students for employment as competent entry level Medical Assistants.** |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |
| **3. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:**  **CAC Vision and Mission Statements:**  **Vision:**  Central Arizona’s premier choice in education and career excellence.  **Mission:**  Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed.  **Teaching. Reaching. Understanding. Empowering. Learning.** | **Is the program aligned with the college’s mission, vision, and strategic goals?** | | | **There should be a justification as to why the program mission and vision aligns with CAC’s** |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |
| **4. Equity Statement and Evidence:** What efforts have been made to make the program more equitable? [**(Resources here)**](https://www.insidehighered.com/blogs/higher-ed-gamma/how-stand-equity-higher-education)  Central Arizona College’s Equity Council has been established to guide and hold the institution accountable for the integration of diversity, equity, and inclusion into all aspects of work at the college via The Equity Plan.  The [*Equity Plan*](https://centralaz.edu/wp-content/uploads/2023/01/CACEquityPlan2022-2025.pdf) will address areas of concern to bring vivid exposure and focus on diversity, equity and inclusion in student success initiatives, college policies, employee recruitment and retention, hiring protocols and Guided Pathways curricula.  Through a reexamination of the Civility Statement and CAC’s college goals, the Equity Plan will ‘Shine a L.I.G.H.T.’ on diversity and equity for our campus and community. The plan includes **5 Spotlight Areas** including Completion, Access, Retention, Equitable Representation and Stewardship and will include a review of student success data, college policies and procedures and curriculum and pedagogy in each academic division.  **Total transparency** | **Appropriate efforts have been made to make the program more equitable?** | | | Where is this statement located so that the students in your program can see it?  What specific efforts is the program making to be more equitable? |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |

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| **II. Program Curriculum:** | | | | |
| **1. When reviewing the curriculum for the certificate and/or degree, are there any courses that need to be added, deleted, or modified?**  **NO** | **Was any information given as to possible revisions to the course description, articulation, additions, revisions, or deletions anticipated?** | | | **Peer Review Feedback:** |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |

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| **III. Program Outcomes and Assessment** | | | | |
| **1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES? If this program contains multiple degrees and/or certificates, the learning outcomes should be provided for each one.**  **Degree**  1. General Education competencies applied to the following: A.(Evaluation Level) Correlate the knowledge acquired in the general education courses to medical assistant concepts and practice. (CSLO#4)  2. Foundation for Clinical Practice: Provide patient care applied to the following: A. (Application Level) Using knowledge of anatomy and physiology, perform the following tests: vital signs, venipuncture, capillary puncture, pulmonary function testing, ECG, patient screening, administration of oral and parenteral medications, quality control measures, CLIA waived hematology, chemistry, urinalysis and immunology testing while demonstrating respect for patient diversity. (CSLO#2) B. (Evaluation Level) Using knowledge of applied mathematics, prepare and verify proper doses of medication for administration, maintain laboratory test results using flow sheets, distinguish normal and abnormal test results, nutritional values, and maintain growth charts. (CSLO#4) C. (Synthesis Level) Using knowledge of microbiology/infection control, practice standard precautions using appropriate barrier/personal protective equipment, hand washing, sterilization techniques, and specimen collection and testing while showing awareness of patient rights, feelings and concerns. (CSLO#2)  3. Applied Communications competencies applied to the following: A. (Analysis Level) Use concepts of effective verbal, nonverbal and written communications to analyze appropriate means of effective communication with patients verbally, nonverbally and in documentation of patient care. (CSLO#4)  4. Medical Business Practices competencies applied to the following: A. (Synthesis Level) Using knowledge of administrative functions, manage scheduling and organization of patient medical records using electronic health care records and hardware and software to maintain office system while incorporating time management principles to maintain effective office functions. (CSLO#2) B. (Analysis Level) Using knowledge of basic practice finances, apply basic bookkeeping procedures to manual and computerized systems used in ambulatory health care with implementation of time management principles to maintain effective office functions. (CSLO#4) C. (Application Level) Using knowledge of managed care and insurance and procedural and diagnostic coding, apply these policies and procedures to implementing both managed care and insurance plans using third party guidelines and using effective communication with patients and managed care and insurance providers. (CSLO#2)  5. Medical Law and Ethics competencies applied to the following: A. (Synthesis Level): Integrate knowledge of appropriate local, state and federal health care legal and ethical regulations and laws in providing patient care, practice within the standard of care and scope of practice for a medical assistant, apply HIPAA rules in regard to confidentiality, privacy and release of information, accurately document information and demonstrating sensitivity to patient rights. (CSLO#2)  6. Safety and Emergency Practices competencies applied to the following: A. (Analysis Level) Using knowledge of safety and emergency practices, apply quality control measures in following health and safety policies and procedures to prevent illness and injury including recognition of the effects of stress on all persons involved in emergency situations. (CSLO#4)  Certificate  1. Foundation for Clinical Practice: Provide patient care applied to the following: A. (Application Level) Using knowledge of anatomy and physiology, perform the following tests: vital signs, venipuncture, capillary puncture, pulmonary function testing, ECG, patient screening, administration of oral and parenteral medications, quality control measures, CLIA waived hematology, chemistry, urinalysis and immunology testing while demonstrating respect for patient diversity. (CSLO#2) B. (Evaluation Level) Using knowledge of applied mathematics, prepare and verify proper doses of medication for administration, maintain laboratory test results using flow sheets, distinguish normal and abnormal test results, and maintain growth charts. (CSLO#4) C. (Synthesis Level) Using knowledge of microbiology/infection control, practice standard precautions using appropriate barrier/personal protective equipment, hand washing, sterilization technique and specimen collection and testing while showing awareness of patient rights, feelings and concerns. (CSLO#2)  2. Applied Communications competencies applied to the following: A. (Analysis Level) Using concepts of effective verbal, nonverbal and written communications, analyze appropriate means of effective communication with patients verbally, nonverbally and in documentation of patient care. (CSLO#4)  3. Medical Business Practices competencies applied to the following: A. (Synthesis Level) Using knowledge of administrative functions, manage scheduling and organization of patient medical records using electronic health care records and hardware and software to maintain office system while incorporating time management principles to maintain effective office functions. (CSLO#2) B. (Analysis Level) Using knowledge of basic practice finances, apply basic bookkeeping procedures to manual and computerized systems used in ambulatory health care with implementation of time management principles to maintain effective office functions. (CSLO#4) C. (Application Level) Using knowledge of managed care and insurance and procedural and diagnostic coding, apply these policies and procedures to implementing both managed care and insurance plans using third party guidelines and using effective communication with patients and managed care and insurance providers. (CSLO#2)  4. Medical Law and Ethics competencies applied to the following: A. (Synthesis Level) Integrate knowledge of appropriate local, state and federal health care legal and ethical regulations and laws in providing patient care, practice within the standard of care and scope of practice for a medical assistant, apply HIPAA rules in regard to confidentiality, privacy and release of information, accurately document information and demonstrating sensitivity to patient rights. (CSLO#2)  5. Safety and Emergency Practices competencies applied to the following: A. (Analysis Level) Using knowledge of safety and emergency practices, apply quality control measures in following health and safety policies and procedures to prevent illness and injury including recognition of the effects of stress on all persons involved in emergency situations. (CSLO#4) | **Are the Program Learning Outcomes (PLOs) for the program provided and are they relevant to the program’s goals?** | | | **Peer Review Feedback:**  **well written and containing Blooms and CSLOs** |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?**  **Accreditor surveys**  **No** | **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)** | | | Commission on Accreditation of Allied Health Education Programs? We are curious as to how it plays a role. |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **3. Assessment Results: Use this Assessment Reporting Form to share your assessment results. Attach assessment data or rubrics as an appendix. (Click on the link to attach your Assessment Reporting Form)**  <https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EdR7sTwCRDZCjfq1ew3FfawBGQZDx0_N-i0hOwEtUVjvuw?e=USls7t> | **The information in the Assessment Reporting Form should answer the following questions** | | |  |
| **A. What PLOs and/or MSLOs and CSLOs did you assess this year?**  **Name of Practicum Student Being Evaluated:**  **INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Indicate in the appropriate box the student’s level of competency, if applicable, or access to the specific task.**    **Psychomotor & Affective Competencies, , , , ,**  **, Competency, Competent, Needs Work, Student was able to observe, Not Available at this site**  **I. Anatomy, Physiology, and Pharmacology, , , , ,**  **I.P.1, Accurately measure and record:**  **a. blood pressure**  **b. temperature**  **c. pulse**  **d. respirations**  **e. height**  **f. weight (adult and infant)**  **g. length (infant)**  **h. head circumference (infant)**  **i. oxygen saturation, , , ,**  **I.P.2, Perform the following procedures:**  **a. electrocardiography**   **b. venipuncture**   **c. capillary puncture**   **d. pulmonary function testing, , , ,**  **I.P.3, Perform patient screening following established protocols, , , ,**  **I.P.4, Verify the rules of medication administration:**  **a. right patient**  **b. right medication**  **c. right dose**  **d. right route**  **e. right time**  **f. right documentation, , , ,**  **I.P.5, Select proper sites for administering parenteral medication, , , ,**  **I.P.6, Administer oral medications, , , ,**  **I.P.7, Administer parenteral (excluding IV) medications, , , ,**  **I.P.8, Instruct and prepare a patient for a procedure or treatment, , , ,**  **I.P.9, Assist provider with a patient exam, , , ,**  **I.P.10, Perform a quality control measure, , , ,**  **I.P.11, Collect specimens and perform:**  **a. CLIA waived hematology test**  **b. CLIA waived chemistry test**  **c. CLIA waived urinalysis**  **d. CLIA waived immunology test**  **e. CLIA waived microbiology test, , , ,**  **I.P.12, Provide up-to-date documentation of provider/professional level CPR, , , ,**  **I.P.13, Perform first aid procedures for:**   **a. bleeding**   **b. diabetic coma or insulin shock**  **c. stroke**  **d. seizures**  **e. environmental emergency**  **f. syncope, , , ,**  **II. Applied Mathematics, , , , ,**  **II.P.1, Calculate proper dosages of medication for administration, , , ,**  **II.P.2, Record laboratory test results into the patient's record, , , ,**  **II.P.3, Document on a growth chart, , , ,**  **II.P.4, Apply mathematical computations to solve equations, , , ,**  **II.P.5, Convert among measurement systems, , , ,**  **III. Infection Control, , , , ,**  **III.P.1, Participate in bloodborne pathogen training, , , ,**  **III.P.2, Select appropriate barrier/personal protective equipment (PPE) , , , ,**  **III.P.3, Perform hand washing, , , ,**  **III.P.4, Prepare items for autoclaving, , , ,**  **III.P.5, Perform sterilization procedures, , , ,**  **III.P.6, Prepare a sterile field, , , ,**  **III.P.7, Perform within a sterile field, , , ,**  **III.P.8, Perform wound care, , , ,**  **III.P.9, Perform dressing change, , , ,**  **III.P.10, Demonstrate proper disposal of biohazardous material**  **a. sharps**  **b. regulated waste, , , ,**  **IV. Nutrition, , , , ,**  **IV.P.1, Instruct a patient regarding a dietary change related to a patient's special dietary needs, , , ,**  **V. Concepts of Effective Communication, , , , ,**  **V.P.1, Respond to nonverbal communication, , , ,**  **V.P.2, Correctly use and pronounce medical terminology in health care interactions, , , ,**  **V.P.3, Coach patients regarding:**  **a. office policies**  **b. medical encounters, , , ,**  **V.P.4, Demonstrate professional telephone techniques, , , ,**  **V.P.5, Document telephone messages accurately, , , ,**  **V.P.6, Using technology, compose clear and correct correspondence, , , ,**  **V.P.7, Use a list of community resources to facilitate referrals, , , ,**  **V.P.8, Participate in a telehealth interaction with a patient, , , ,**  **VI. Administrative Functions, , , , ,**  **VI.P.1, Manage appointment schedule, using established priorities, , , ,**  **VI.P.2, Schedule a patient procedure, , , ,**  **VI.P.3, Input patient data using an electronic system, , , ,**  **VI.P.4, Perform an inventory of supplies, , , ,**  **VII.Basic Practice Finance, , , , ,**  **VII.P.1, Perform accounts receivable procedures to patient accounts including posting:**  **a. charges**  **b. payments**  **c. adjustments, , , ,**  **VII.P.2, Input accurate patient billing information in an electronic system, , , ,**  **VII.P.3, Inform a patient of financial obligations for services rendered, , , ,**  **VIII. Third-Party Reimbursement, , , , ,**  **VIII.P.1, Interpret information on an insurance card, , , ,**  **VIII.P.2, Verify eligibility for services, , , ,**  **VIII.P.3, Obtain precertification or preauthorization with documentation, , , ,**  **VIII.P.4, Complete an insurance claim form, , , ,**  **VIII.P.5, Assist a patient in understanding an Explanation of Benefits (EOB), , , ,**  **IX. Procedural and Diagnostic Coding , , , , ,**  **IX.P.1, Perform procedural coding, , , ,**  **IX.P.2, Perform diagnostic coding, , , ,**  **IX.P.3, Utilize medical necessity guidelines, , , ,**  **X. Legal Implications, , , , ,**  **X.P.1, Locate a state's legal scope of practice for medical assistants, , , ,**  **X.P.2, Apply HIPAA rules in regard to:**  **a. privacy**  **b. release of information, , , ,**  **X.P.3, Document patient care accurately in the medical record, , , ,**  **X.P.4, Complete compliance reporting based on public health statutes, , , ,**  **X.P.5, Report an illegal activity following the protocol established by the healthcare setting, , , ,**  **X.P.6, Complete an incident report related to an error in patient care, , , ,**  **XI. Ethical and Professional Considerations , , , , ,**  **XI.P.1, Demonstrate professional response(s) to ethical issues, , , ,**  **XII. Protective Practices, , , , ,**  **XII.P.1, Comply with safety practices, , , ,**  **XII.P.2, Demonstrate proper use of:**  **a. eyewash**  **b. fire extinguishers, , , ,**  **XII.P.3, Use proper body mechanics, , , ,**  **XII.P.4, Evaluate an environment to identify unsafe conditions, , , ,**  **Affective , , , , ,**  **A.1, Demonstrate critical thinking skills, , , ,**  **A.2, Reassure patients, , , ,**  **A.3, Demonstrate empathy for patients' concerns, , , ,**  **A.4, Demonstrate active listening, , , ,**  **A.5, Respect diversity, , , ,**  **A.6, Recognize personal boundaries, , , ,**  **A.7, Demonstrate tactfulness, , , ,**  **A.8, Demonstrate self-awareness, , , ,** | **Are the PLO’s or MSLOs that were assessed identified and the department/program strategies for assessing learning outcomes described and information provided on how assessment results are collected, analyzed, and discussed?** | | | **1** To respond to the question with more clarity, an explanation of the Practicum Evaluation Form would be beneficial. For example, does the assessment refer to a PLO, MSLO or CSLO? Is it a new or revised form? Indicate how each item is rated (i.e. on a scale of 1/needs improvement to 5/excellent). |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **B. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)**  **EAC is used for assessment. Everything is loaded in to EAC to pull reports needed for accreditation** | **Was the assessment method and criteria identified?** | | | **2** |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **c. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined to be proficient? (i.e., 70% = proficient)**  8 proficient | **Was data provided on assessment results on how many students were proficient?** | | | **2** |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **D. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  They only improvements were to update program to 2022 Standards and Guidelines from CAAHEP/MAERB | I**s an explanation provided on how MSLO and CSLO assessment results have facilitated changes/improvements to the outcomes of the assessment process?** | | | Specific information as to what updates to the program were made should have been identified and why**.** |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **IV. Program Graduates** | | | | |
| **1. Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**  **AAMA is nationwide and internationally accredited in 191 countries.**  **Uses Campus Insight and AAMA website for job market details** | **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?** | | | **Peer Review Feedback:** |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**  **None** | **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)** | | |  |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **3. Indicate if there are any articulation agreements in place for degree graduates.**  **No** | **Are articulation agreements in place for degree graduates?** | | | **2** |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **4. Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**  Advisory board and surveys that are needed by CAAHEP/MAERB | **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.?** | | | **2**  **How many times a year do you meet? Agendas? Who is on the list?** |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **V. Program Specific Resources:**  *In this section, please focus on program specific resources. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* | | | | |
| **1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (i.e.: learning center, library) and student support (i.e.: advising) available to the program over the past 5 years:**  Everything was adequate. | **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?** | | | **Peer Review Feedback:**  More of an explanation should have been provided. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. Does the program have sufficient resources to be effective and relevant? Explain:**  **At the moment we are at a stand still with waiting for new building to be completed. It will be more effective and conducive to student learning.** | Sufficient Resources | Insufficient Resources | No Response | Consider using business advisory to evaluate your supply and inventory needs. |
| **3. What future goals does the program have? Will extra resources and funding be required to achieve it?**  **At the moment we are awaiting the new building to be completed before we can look at future goals** | **Were future goals identified along with the extra resources and funding that would be required to achieve them?** | | | We would like to know where the program is now so we can see what can be added to improve the student experience. |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **4. Are there any anticipated budgetary needs within next 5 years that would support action plans for program improvement.**  **Waiting for new building to be complete before we can make any assumptions** | Sufficient Resources | Insufficient Resources | No Response | It sounds like the resources are sufficient for now**.** |

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| **VI. Program Alignment with Institutional Strategic Goals:** | | | | |
| **1. How is the program directly or indirectly helping the College achieve its current strategic goals? Consider each strategic goal and provide a brief comment or description on how the program works to achieve it.**     |  |  | | --- | --- | | **CAC Strategic Goals:** | **Aligned Program Goals:** | | **Student Success**  *Ensure student success through retention, persistence, completion, and transfer* | **All of the successes are monitored through our ARF report that we complete yearly for MAERB** | | **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities* | **Working with SunLife through their Governors Grant to aid Pinal County and Maricopa residents that are not working, part time working, homeless etc. To gain education** | | **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region* | **Most of our students are hired by their practicum sites** | | **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment* | **Students are able to contact us at anytime with help in lifelong learning and CAC for cultural enrichment** | | **Environment**  *Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*. | **Will be made better with new building** | | **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community* | **Keeping costs consistent** | | **Infrastructure**  *Ensure a physical and technological infrastructure that supports changes in learning and working environment* | **Will come with new building** | | **Was a description provided on how the program has directly or indirectly assisted the college in achieving its strategic goals.** | | | **Peer Review Feedback:**  2 |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **VII. Program Effectiveness for Graduates** | | | | |
| **1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?**  Data is obtained through surveys that are required by MAERB | **Was information provided on how the program measures the success of the degree and certificate program graduates?** | | | **Peer Review Feedback:**  Can you include that data?  What do you do with it after you get it?  What initiatives are created with the data? |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **VIII. Program Improvement Efforts** | | | | |
| **1. Describe efforts made to improve the program during the past five years."** (For example, this can include professional development, curriculum revision, the purchase of equipment, using assessment to enhance instruction, etc.)  **We have added a class and removed two classes to be compliant with accreditation** | **Was a description provided of the ways the program has engaged in program improvement?** | | | What are the classes? Why? Justify the change. This is a place to document your program’s growth. |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |

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| **IX. Data and Trends** | | | | |
| **Leave this section Blank for now. It will be inputted by IR. You will be asked to comment on the trends and information indicated by the data.** [**(Click here for Data Package)**](https://centralaz.sharepoint.com/:x:/s/AcademicProgramReview/EfcXzbPZdq9Oh6--R_c_DnkBiw2Osr2Ua7Udt1yl9T5bqg?e=aWsKCS) | | | | |
| **1. Program enrollment data for the past 5 years**      A. Discuss and explain the factors influencing the enrollment trends: COVID had an impact of enrollment  B. How has the program typically recruited students and marketed the program:  Word of mouth, phone calls, emails, and walk in students. etc | **Has the program enrollment trends for the program increased, remained consistent or decreased?** | | | **Peer Review Feedback:**  There is a large female population of students may want to do some direct marketing towards male student population.  2  2  Would like the information on your national student averages included in the document. If this is audited and looked at by the Higher Learning Commission, we want to show that documentation. |
| Increasing 3 | Consistent 2 | Decreasing 1 |
| **Were the factors influencing enrollment trends discussed?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **Was information given on how the program typically recruits students and markets the program?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **2. Program graduation rate trends for the past 5 years**    **Awards: Medical Assistant**  **2018 – AAS = 2, Certificate = 1**  **2019 – AAS = 14, Certificate = 1**  **2020 – AAS = 10, Certificate Deactivated**  **2021 – AAS = 6, Certificate Deactivated**  **2022 – AAS = 1, Certificate Reactivated = 1**  A. Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?  Main reason students don’t graduate is that the failed their practicum because they don’t take it seriously. We do the best we can do to make them understand the importance of taking their practicum seriously. | **Have the graduation rates increased in the past 5 years?** | | |
| Increasing 3 | Consistent 2 | Decreasing 1 |
| **3. Students who enroll in a four-year college**  **NA**  **4. Data on students who earn external certification or licensure.**  **Student sit for CMA and/or RMA accreditation exams after they complete their practicum** | **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?** | | |
| Increasing 3  NA | Consistent 2 | Decreasing 1 |
| **5. Average Salary for Students and Graduates and/or job placement information.** | **Were graduation trends and efforts to help students to achieve completion addressed?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **6. Data Summary:** Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement.  We receive a report for MAERB yearly with our student standings with the national average. We are usually above the national average. | **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**. | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |

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| **X. Evaluation of Program Strengths, Viability and Areas for Improvement:** | | | | |
| **1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and Action Plan Ideas.**  **I feel that once we move into the new building with industry standard equipment the enrollment with continue to rise.** | **Were areas of strength and areas for improvement identified? Is an evaluation provided on whether the program is still viable? Were the next steps for the program and action plans identified?** | | | **Peer Review Feedback:**  We would like more information. A SWOT analysis. I would love to know more about what makes you proud of your program. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **XI. Overall Evaluation of the APR Self Study** | | | |
| **Are key findings that arose from the analysis and review process clearly presented? yes** | | | **Peer Review Feedback:**  Overall adequate (2) with some suggestions for improvement (1) in several areas. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **Does the review provide a clear direction and vision for the program moving forward? yes** | | | We would like to see goals sent for the program. It seems like everything is on hold for the new building, but it doesn’t give a clear view of what is happening for students currently in the program. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **Does the review present specific strategies and recommendations for moving the program forward? yes** | | | **We would be interested in a re-evaluation of the program after moving into the new building. We would like to see clear goals created for the program and student experience.** |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **Scoring Rubric**  **If all sections were applicable:** | | | |
| **Exemplary 99 - 84 (85% and above)** *If all sections were applicable:*  The self-study program fully addressed the core criteria in the 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 improvement were identified based on the results of the self-study process. | **Good 83 - 69 (70 – 84%)**  *If all sections were applicable:*  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. | **Opportunity for Improvement 68 and less (69% and below)**  *If all sections were applicable:*  Not all 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 an Action Plan for improvement was not provided. | **Peer Review**  **Feedback:** |
| **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 | Opportunity for Improvement 70 - Below (69% and below) Same criteria as above |  |

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| **Identified Strengths and Recommendation for Program Action Plan:** |
| The reviewers noted the program's strengths and recommended 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:**   * Student enrollment has increased since 2018 * A new building with state-of-the-art equipment is in the works. * The Certificate for Medical Assisting was reactivated in 2022. * What specific efforts is the program making to be more equitable? Where are the equity statements located?   **Action Plan Recommendations:**   * We recommend that the program create an advisory or stakeholders committee that will help direct improvements when moved into the new building. * AAS degrees awarded for Medical Assistant remains low. Are there any actions planned to increase the number of AAS graduates? * The AAS degree program is accredited by CAAHEP |
| **Academic Review Process Insight Statement**  Take a moment to reflect on how this process has helped guide the direction of your program. |
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| **Instructions**: In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified because of the academic program review process. | | |
| **Goal/Action 1: (**Type your goal here.)  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 2:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 3:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 4:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **One Year Action Plan Update**  To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2023 | | |
| **Two Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2024 | | |
| **Three Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2025 | | |
| **Four Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2026 | | |