

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

I. OVERVIEW

		Date Submitted:	Nov. 24, 2009
Discipline	MEDAS	Dean:	Dr. Rebecca Kenney
Department Chair			
Mission/ History <i>Brief, one paragraph</i>	<p>This program is designed to prepare students as entry-level Medical Assistants to help with the needed demand in health care. The program was established at Merritt College three years ago at the requests of local health clinics (the Native American, Spanish Unity Council/La Clínica de la Raza, and Asian Health clinics). These clinics were seeking bilingual Medical Assistants to assist with the population that they each serve. This course consists of a one semester 15 unit course in medical assisting consisting of both didactic and clinical laboratory instruction. This course includes content in medical terminology, patient rights, obtaining medical histories, taking vital signs, assisting with physical exams, collecting specimens, giving medications including injections, performing basic laboratory tests (ECG, inspirometry, audiometry, and Snellen tests), maintaining examination rooms and medical instruments and equipment, and clerical duties associated with maintaining medical records. This course is followed by a 3 unit required internship consisting of 160 hours of on the job training and 20 hours of employee training (customer service).</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Annual Trend Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	24.84	59%	2.98	8.34	
2007/08	15.62	N/A	1.6	9.76	
2006/07	N/A	N/A	N/A	N/A	

2005/06	18.6	N/A		1.74	10.68	
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	Fall						
	2004	2005	2006	2007	2008	CODE	Comments
Quantitative Assessments							Please note this data is not accurate.
1. Enrollment (duplicated)	n/a	21	n/a	20	8		
2. Sections (master sections)	n/a	1	n/a	1	0		
3. FTEF	n/a	1.07	n/a	0.83	0.90		
4. FTES	n/a	9.61	n/a	8.76	1.93		
5. FTES/FTEF	n/a	8.98	n/a	10.56	2.14		
6. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	There is a tremendous shortage of healthcare workers who are culturally and linguistically matched to clients. The workforce shortage is particularly acute for community health clinics because they need to attract and retain workers from a limited, and in some cases, non-existent pool of bilingual/bicultural healthcare workers. This program provides training in medical assisting over one full semester plus an internship that will prepare students for entry level positions. Because of the shortage of health care workers in our community, these students many of which were previously unemployable can find positions as entry level medical assistants after one semester of classes and a 180 hour internship.
9. College strategic plan relevance	

Check all that apply

- New program under development
- Program that is integral to the college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche.
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.

Other _____

With our partners at the Unity Council, individuals who have little or no resources or support systems are recruited, prepared, and supported in their endeavors to obtain training that will prepare them for entry level positions in our community. Candidates receive assistance in obtaining financial aide, registration, purchasing textbooks and uniforms, and other tasks we often taken for granted but for these students are serious obstacles in taking the steps to further their education. After the completion of the intense one semester course, the students obtain assistance in placements for their internship. This often leads to employment at the clinic where they completed their internship.

Upon the completion of this program, students are urged to continue their coursework to further their education.

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

10.ACTION PLAN -- Include overall plans/goals and specific action steps.

In the Spring and Summer of 2009, the MA program met all of our goals, plans, and specific action steps that we identified in our unit plan last year listed below. These changes have brought about dramatic improvement in the MA Program. The academic program is vastly improved and student success as of this date, has improved dramatically.

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Additional Planned Educational Activities

11. Health/safety/legal issues:	CPR and First Aide Certification needs to be completed before admission or during the first six weeks of the program.
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Student Learning Outcomes (SLOs) 2008/09		
12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES <input checked="" type="checkbox"/> _____	NO _____
12a. If you answered no to question 12 then, what percentage have you completed?		
13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.	___ In progress ___ course outcomes ___ In progress ___ program outcomes _____ institutional learning outcomes	

BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			
Fund 14			
Fund 17	\$200	\$0	
Measure A			
VTEA	\$3065	\$2793	

Total			
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ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		8	1.93	0.70	0.00	0.20	0.90	78%	

Comments			
<i>Current</i>	<i>If filled</i>	<i>If not filled</i>	<i># FTE (faculty assigned)</i>
<p>One director with 3.75 equated hours release. 0.75 FTE full time faculty member and 0.33 FTE extra service assignment. During the Spring term we will need to hire 0.33 FTE (part time) to teach a new course in front office administration. For a total of .66 PT or Extra Service in Spring and .33 PT or Extra Service in Fall.</p>		0.33 FTE part time for course on front office management	One director with 3.75 equated hours release. 0.75 FTE full time faculty member and 0.33 FTE extra service assignment.

<p><i>Faculty Staff Requests 2010-2011:</i></p> <p>An additional 0.33 pt faculty for Spring</p>

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

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IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics: Ethnicity			
Ethnicity	Baseline Fall 05 & 07	Fall 08	College
African American	24%	26% (7)	36%
Asian	22%	33% (9)	16%
Filipino	10%	0%	3%
Hispanic/Latino	46%	30% (8)	14%
Native American	N/A	N/A	1%
Other	N/A	N/A	2%
White	2%	11% (3)	21%
Unknown	N/A	N/A	6%

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Student Demographics: Gender			
Gender	Baseline Fall 05 & 07	Fall 08	College
Female	100%	96% (26)	31%
Male	0%	4% (1)	69%
Not Supplied	N/A	N/A	0%

Analysis
1. What are you doing to increase access?

Student Retention Rate: Ethnicity <i>Students who receive a grade other than w</i>		
Ethnicity	Baseline Fall 05 & 07	Fall 08
African American	90%	29% (7)
Asian	100%	56% (9)
Filipino	100%	0%
Hispanic/Latino	84%	75% (8)
Native American	N/A	N/A
Other	N/A	N/A
White	100%	67% (3)
Unknown	N/A	N/A
Average	90%	56% (27)
College Retention Average: 72%		

Student Retention Rate: Gender		
Gender	Baseline Fall 04-07	Fall 08
Female	90%	58% (26)
Male	0%	0% (1)
Not Supplied	N/A	N/A

Analysis
1. If your disciplines retention rate is beneath the colleges rate, then why?
2. If your retention rate is below the college rate, then what are you doing to increase retention?
3. If your retention rate is above the college's rate do you have any best practices to share?

Student Course Completion Rate (SCCR):Ethnicity		
Ethnicity	Baseline Fall 05 & 07	Fall 08
Asian	30%	0% (7)
African American	78%	0% (9)
Filipino	0%	0%
Hispanic/Latino	26%	0%
Native American	N/A	N/A
Other	N/A	N/A
White	0%	0%
Unknown	N/A	N/A
Average	37%	0% (27)
College SCCR Average:60%		

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Student Successful Course Completion Rate (SCCR): Gender		
Gender	Baseline Fall 05 & 07	Fall 08
Male	N/A	0% (26)
Female	37%	0% (1)
Not Supplied	N/A	N/A

Analysis
1. If your disciplines successful course completion rate (SCCR) is beneath the colleges rate, then why?
2. If your sccr is below the college rate, then what are you doing to increase it?
3. If your sccr is above the college's rate do you have any best practices to share?