Medical Assisting Program Advisory Committee Meeting
Date: October 22, 2020   Zoom Meeting
Minutes

Attendance:

TIME	TOPIC	DISCUSSION/ACTION
	1. Welcome and Introduction	
	2. Announcements:	Medical Assisting Recognition Week; week of October 19, 2020
	3. Membership updates	N/A
	4. Program Updates	• Program has purchased pediatric mannequins • Updates have been made to the student professional behavioral evaluations for continued improvement of soft skills in the workplace. o Copy of eval form located in powerpoint • Preauthorization hands-on skills is still pending
	5. Program Statistics and Outcome Attainment	a) Enrollment Numbers b) Retention numbers for 2019 – 81%; 2020 – 78% (1 return – 83 %) c) Placement numbers for 2019 – 94%; 2020 – 78% (4 students currently completing externship and 1 is out for medical. d) Certification numbers for 2019 – 100% passrate; 2020 – data is not available, first student scheduled for December
	6. Program changes	a. MAT 100 Administrative Procedures: Synchronous/Hybrid b. MAT 112 Medical Terminology and Anatomy Systems: Synchronous/Hybrid c. Working through Covid-19; setting up precautions in the lab settings d. New learning resource system: Canvas e. New Pharmacology text geared towards Medical Assistants f. Adapted the 4th edition of the Todays Medical Assistant text

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TIME	TOPIC	DISCUSSION/ACTION
		g. Up for review: "What Language Does Your Patient Hurt In"
	7. Meeting Evaluation and meeting adjourned	

Next Meeting: NEXT _____ ADVISORY COMMITTEE MEETING –

National Medical Assistant Recognition Week

Sharing News and Knowledge

Introductions

What blood cells are shaped like doughnuts?

Follow up from last Advisory Meeting

-We have purchased new pediatric mannequins

-Updates to the Student Professional Behavioral Evaluations for continued improvement of soft skills in the workplace.

-Preauthorization hands on skill still pending

Matters related to what sense are referred to as olfactory?

Professional Evaluation

MAT Student Professional Behavioral Evaluation   Date _____

Name: _____   Evaluation □ 1 □ 2 □ 3

□ MAT 100	□ MAT 200
□ MAT 106	□ MAT 109
□ MAT 205	□ MAT 207

Key: 1.5 = below average/unacceptable
3.0 = average/acceptable
4.5= above average/acceptable

Quality of Work and Preparedness (Being prepared and striving for excellence in performing work)
1.5 Often not prepared and does not seem to have quite enough concern about the quality of his/her work; work contains an unacceptable percentage of errors or shows evidence of minimal effort
3.0 Quality of work is adequate and is prepared most of the time
4.5 Work is consistently close to perfection and student is consistently prepared for class and skills.

Productivity/Persistence (ability to continue in spite of difficulty)
1.5 Fails to finish work on time, gives up easily or puts forth little effort; sometimes does not finish work as assigned or has a tendency to give up easily
3.0 Follows through on assignments
4.5 Consistently follows through on assignments despite challenges; never gives up

Relations with Others (ability to appropriately get along with others)
1.5 Has occasional difficulty; shows lack of respect or patience or avoids others; disruptive at times
3.0 Gets along with others; handles routine interactions appropriately
4.5 Excellent ability to deal with others; is respected by peers and faculty; respects peers and faculty

Willingness to Assume Responsibility/Cooperation (appropriately and willingly works with others)
1.5 Uncooperative when asked to perform a task; irritates others; is inclined to be quarrelsome
3.0 Does not consistently cooperate with others
4.5 Cooperates with others in an agreeable manner

Interpersonal Skills/Acceptance of Criticism (willing to consider suggestions and observations)
1.5 Frequently rejects or is defensive of appropriate criticism; demonstrates hostility or defensiveness to faculty or peers
3.0 Accepts appropriate criticism without defensiveness or hostility
4.5 Accepts appropriate criticism; offers suggestions for improvement

Professional Evaluation cont....

Manual Skills
    1.5 Inconsistent in mechanical skills; needs frequent repeat demonstrations
    3.0. Appears unsure on first exposure to new equipment; slowly develops ease in operation
    4.5 Manipulates equipment with ease and confidence

Self Confidence (believes in oneself; assured)
    1.5 Overconfident; unaware of own limitations or inability to act independently; Indecisive; cannot proceed
        without reassurance
    3.0 Generally acts independently with minimal reassurance
    4.5 Approaches assignments with full knowledge and no hesitation; checks when appropriate

Punctuality and Attendance (coming to work/class on appointed days and times)
    1.5 Chronically late or absences excessive to expectations
    3.0 Occasionally late or absent
    4.5 Never late or absent with the exception of a rare emergency

Professional Appearance (adherence to dress code; practices good hygiene)
    1.5 Sometimes untidy or careless about appearance or hygiene; doesn't follow dress code (uncovered body
        art, inappropriate nails or jewelry)
    3.0 Generally neat and clean; adheres to dress code
    4.5 Always adheres to dress code; properly attired at all times

Communication (ability to give and receive clear, accurate information; uses appropriate terminology for situation)
    1.5 Does not consistently communicate adequately or clearly; terminology is inadequate for situation
    3.0 Standard communication; uses terminology appropriately
    4.5 Consistently uses good communication with tact and professionalism; excellent use of terminology

Opportunities for Improvement and General Comments:

_____
_____
_____
_____
_____
_____

        Total Points _____
        (Acceptable range is 30 or higher 45 maximum)

Faculty Member Signature(s)   **Date:** _____

_____   _____

_____

Program Goals

Retention >30%

2019: 81%

2020: 78% with 1 return=83%

Placement >30%

2019: 94%

2020: 78% (4 students currently completing externship and 1 is going to give birth soon)

Certification >30%

2019: 100% passrate

2020: No data , first student scheduled in December

Program Changes

MAT 100 Administrative Procedures: Synchronous/Hybrid

MAT 112 Medical Terminology and Anatomy Systems: Synchronous/Hybrid

Working through COVID-19 precautions in the lab settings

New Learning Resource System: CANVAS

New Pharmacology Text geared towards Medical Assistants

Adapted the 4th edition of the Todays Medical Assistant text

Up for review: "What Language Does Your Patient Hurt In"

Who discovered the smallpox vaccine?

Future for the Program
-Front line workers
-Early college market

-What disease does an endocrinologist generally study?

-Patients who present with traumatic injuries are evaluated using what score?

-An overgrowth of scar tissue is called a _____

-A zoonotic disease is an illness that…

-Bromodosis is…

A. Food poisoning
B. A caffeine high
C. Stinky feet
D. A fasting regimen

2020 Annual Report

MAERB

Institution Name: **Kalamazoo Valley Community College**

City, State: **Kalamazoo, MI**

ID Number: **6003**

Program Type: **Certificate**

Year	Retention	Graduate Participation	Graduate Satisfaction	Job Placement	Employer Surveys Sent	Employer Satisfaction	Exam Participation	Exam Passage	# Graduates by Admission Year	# Graduates by Year of Graduation
	>=60%	>=30%	>=80%	>=60%	=100%	>=80%	>=30%	>=60%		
2019	88.89%	100.00%	100.00%	77.78%	100.00%	0.00%	88.89%	100.00%	13	9
2018	71.43%	5.26%	100.00%	84.21%	100.00%	100.00%	73.68%	92.86%	14	19
2017	90.00%						100.00%	91.67%	18	12
2016	78.57%						100.00%	94.12%	11	17
2015	84.21%						85.71%	91.67%	16	14
Cumulative	82.61%	35.71%	100.00%	82.14%	100.00%	100.00%	88.73%	93.65%	72	71

General Information

The MAERB requires that every program fill out this information every year, even if the information has not changed from the previous year. The information allows us to doublecheck our database records and ensure that we have the most recent information.

1. Award type (choose one: certificate, diploma, associate degree)
   Certificate
2. Number of credit or clock hours of the accredited program?
   37 or 43 contact hours
3. How many semester/half-semesters/quarters/modules is the program? Please specify the term type (for example, 4 semester or six quarters) in your response.
   4 Semester
4. What is the approximate percentage of students who enroll as full-time students?
   80%
5. How many full-time medical assisting faculty does your program currently employ?
   1
6. List the full names of full-time faculty (including the Program Director if applicable).
   Dorinda D Loucks
7. How many part-time or adjunct faculty (faculty who teach courses specific and unique to the medical assisting curriculum) does the program employ?
   2
8. List the full names of the part-time or adjunct faculty members.
   Sarah Aviles and Lindsey Harvey
9. Which of the following does your program use: 1. a trigger course to define your admission cohort or 2. a formal admission process which is specific to your MA program? Please see policy #205 in the MAERB Policy Manual. If your program uses a formal admissions process, you may not determine your admission cohort based on a Trigger Course. Call your Program Manager if you have any questions.
   Trigger Course
10. If you use a trigger course, supply the following information: alphanumeric abbreviation (e.g., MA 101) and term in which the trigger course is taught in the sequence of the program (e.g., first quarter or second module). If you use a formal admission process, answer â€œNot Applicable.â€
   MAT 100, first semester
11. Are you using either the same trigger course or the same admission process for all five years of retention data on your current ARF?
   Yes, same trigger course
12. In July 2020, because many employers do not complete employer surveys for legal reasons, the MAERB removed the 30% threshold for Employer Survey Participation; instead, the new outcome will be that an Employer Survey must be sent to every employer who hired a graduate as a medical assistant or in a related field for the employer to fill out. The response rate, however, will no longer be counted as an outcome. Because of this change, please tell us how you obtain the important information from employers about the effectiveness of your programâ€™s curriculum and the skills of your graduates. Please go into detail.
   We use the MAERB employer survey and email them to each employer. We also survey the Advisory Board regarding during our bi-annual meetings our graduates and include responses in our minutes.

Enrollment, Retention and Graduation

	Enrollment Date Month/Year	Number of New Students Enrolled in the Admission Cohort	Number of new Students Transferring In (from another school or program)	Total # of Students in the Admission Cohort	# of Students that are still "In-Progress" or "Stopped Out"	Attrition (# who dropped out) for Non-Academic reasons	Attrition (# who dropped out) due to Gen Ed courses	Attrition (# who dropped out) due to Professional (i.e., MA) courses	# of Admission Cohort that has Graduated as of today	
				MAERB Retention Threshold: 60%						
	September/2019	18	0	18	3	2	0	0	13	
	Graduates for cohort/s admitted 2019								13	88.89%
	September/2018	21	0	21	1	5	0	1	14	
	Graduates for cohort/s admitted 2018								14	71.43%
	September/2017	20	0	20	0	0	0	2	18	
	Graduates for cohort/s admitted 2017								18	90.00%
	September/2016	14	0	14	0	3	0	0	11	
	Graduates for cohort/s admitted 2016								11	78.57%
	September/2015	19	0	19	0	3	0	0	16	
	Graduates for cohort/s admitted 2015								16	84.21%
	Cumulative Total	92	0	92	4	13	0	3	72	**82.61%**

Graduation Year Data Reporting

Year of Graduation	Total number of students who graduated in the calendar year regardless of when the students entered the program.
2019	9
2018	19
2017	12
2016	17
2015	14
Cumulative Total	71

Graduate Survey Results

<p style="text-align:center"><strong style="color:red">Participation Threshold is not met.</p>

MAERB Participation Threshold: 30%; MAERB Satisfaction Threshold: 80%

Year of Graduation	# of Graduates	# of Grad Surveys Sent	# of Graduate Surveys Returned	Graduate Survey Participation %	# of Positive Responses - Cognitive	# of Positive responses - Psychomotor	# of Positive responses - Affective	Number of Surveys with Overall Positive Responses	Graduate Survey Satisfaction %
2019	9	9	9	100%	9	9	9	9	100%
2018	19	19	1	5.26%	1	1	0	1	100%
Total	28	28	10	35.71%	10	10	9	10	100%

Please complete the dialogue questions and action plan regarding graduate participation outcome below.

1. To what do you attribute the drop in the graduate participation rate for the second-to-last reporting year? Identify any program change(s) to which you can associate this result?

   The survey was handed to the students on their very last day of seminar with instructions to mail it back. This proved to be an unreliable method of surveying.

2. When is the graduate survey conducted and by what type of process, electronic, face to face meeting, mail, etc.?

   2019 the survey was given face to face and a follow up meeting made so the students had to return to campus and return the survey to the Program Director.

3. How many months after graduation are the graduate surveys sent out?

   Surveys were sent out on the day of graduation.

4. What format do you use for distribution and follow-up of the surveys (i.e., email, telephone contacts, handouts)?

   Surveys are included in graduation packets face to face, and email is sent with the same survey attached, and the Program Director also texts each student a reminder.

5. Who is responsible for distributing the surveys to the graduates?

   The Program Director.

6. Who is responsible for tracking and analyzing the results of the graduate surveys?

   The Program Director

Complete the grid below, after providing a narrative for the above questions.

	Analysis of Previous Year's Plan	Action Plan with Measurable Objectives	Responsible Party	Steps for Implementation	Timeline for Implementation of Each Step

In previous years the plan to obtain graduate data was	The plan is to continue with the method of handing	Dorinda Loucks, Program Director and Externship	Create Survey Monkey using the MAERB questions	Both steps will be implemented May of 2021

Job Placement Results

MAERB Positive Job Placement Threshold: 60%					
Year of Graduation	Total Number of Graduates	# of Grads who became Employed as Medical Assistant OR a Related Field	# of Grads who continued with education OR went into military	All other graduates who either didn't get a job as a MA or in a related field, didn't continue with their education or go into the military, or whose status is unknown	Positive Placement Rate
2019	9	7	0	2	77.78%
2018	19	14	2	3	84.21%
Total	28	21	2	5	82.14%

Employer Survey Results

MAERB Employers Surveys Sent Threshold: 100%; MAERB Satisfaction Threshold: 80%									
Year of Graduation	# Employed as MA or Related Field	# of Employer Surveys Sent	Employer Surveys Sent %	# of Employer Surveys Returned	Employer Survey Participation %	# of Positive Responses - Cognitive	# of Positive Responses - Psychomotor	# of Positive Responses - Affective	Number of Surveys with Overall Positive Responses	Employer Survey Satisfaction %
2019	7	7	100%	0	0%	0	0	0	0	0%
2018	14	14	100%	6	42.86%	6	6	6	6	100%
Total	21	21	100%	6	28.57%	6	6	6	6	100%

Credentialing Exam Outcomes

You must check the data that has been labelted into the locked charts below very carefully. If there are errors and/or if you need to add exam data from other exams, please look at the ARF instructions for guidance.

Failure to inform the MAERB office of errors or additions and the submission of incorrect information will result in the program being assessed a $200 administrative fee.

Participation

MAERB Participation Threshold: 30%								
Year of Graduation	Total # of Graduates	# who took CMA (AAMA) exam	# who took RMA (AMT) exam	# who took NCMA (NCCT) exam	# who took CCMA (NHA) exam	# who took CMAC (AMCA) exam	# who took MORE THAN ONE different exam	Exam Participation Rate %
2019	9	7	1	0	0	0	0	89%
2018	19	13	1	0	0	0	0	74%
2017	12	12	0	0	0	0	0	100%
2016	17	17	0	0	0	0	0	100%
2015	14	12	0	0	0	0	0	86%
Total	71	61	2	0	0	0	0	89%

Passage

MAERB Passage Threshold: 60%								
Year of Graduation	Total # of persons who took an exam	# passing CMA (AAMA) exam	# passing RMA (AMT) exam	# passing NCMA (NCCT) exam	# passing CCMA (NHA) exam	# passing CMAC (AMCA) exam	# who passed MORE THAN ONE exam	Exam Passage Rate %
2019	8	7	1	0	0	0	0	100%
2018	14	12	1	0	0	0	0	93%
2017	12	11	0	0	0	0	0	92%
2016	17	16	0	0	0	0	0	94%
2015	12	11	0	0	0	0	0	92%
Total	63	57	2	0	0	0	0	94%