

**Program Effectiveness Datasheet**  
Program: Medical Assistant

**PART 1: PROGRAM ACCESS INDICATORS: Enrollment Measures**

**Table 1: Program Enrollments.** All degree seeking students

	2017-2022 Average	2017-18	2018-19*	2019-20	2020-21	2021-22
AFTEs	24.6	64	14.9	15.8	16.3	12.1
Headcount (unduplicated)	51.8	105	40	40	41	33

\*A discrepancy was noted in data for 2018-2019 between annual reports, with data from the 2020 report used as enrollment numbers may have continued to fluctuate after the 2019 report, resulting in final numbers not being available until 2020.

**Table 2: Program Demographics.** All degree seeking students

Demographics	2019-2022 Average		2019-2020		2020-2021		2021-2022	
	%	Headcount	%	Headcount	%	Headcount	%	Headcount
White	63.6%	24.5	59.0%	-	68.3%	28	63.6%	21
URM	41.5%	16.5	35.0%	-	43.9%	18	45.5%	15
Latinx	37.1%	15.0	30.0%	-	39.0%	16	42.4%	14
Full-Time	74.7%	36.5	27.0%	-	100.0%	41	97.0%	32
Part-time	25.3%	0.5	73.0%	-	0.0%	0	3.0%	1
Female	96.2%	36.0	94.0%	-	97.6%	40	97.0%	32
Male	3.8%	1.0	6.0%	-	2.4%	1	3.0%	1
<18	0.3%	0.0	1.0%	-	0.0%	0	0.0%	0
18-24	36.0%	12.0	44.0%	-	36.6%	15	27.3%	9
25+	63.7%	25.0	55.0%	-	63.4%	26	72.7%	24

\*All Headcounts are unduplicated

**PART 2: PROGRAM ACHIEVEMENT INDICATORS: Retention and Completion Measures**

**Table 3: Program, College Level Math/English attempt and complete rates.** First time students who 1) enroll and 2) who earn a C grade or better within one year of enrollment (only for workforce programs)

Achievement				
	2019-2022 Average			
Course Prefix & Number	MATH attempt	MATH pass	ENGLISH attempt	ENGLISH pass
Program/Overall	27.6%	88.7%	77.3%	91.3%
White	20.1%	83.3%	69.3%	89.3%
URM	40.1%	82.7%	92.7%	92.0%
Latinx	41.0%	81.7%	92.0%	91.3%
Female	27.6%	88.3%	76.7%	91.7%
Male	43.0%	100.0%	86.0%	67.0%

**Table 4: Pre-college to College Transition Rates.** First time students who place below college level and successfully pass (C grade or better) a college or program level Math and English course within one year of enrollment (only for workforce programs)

Achievement				
	2019-2022 Average			
	Math Pre-college Placement	Math Transition Rate	English Pre-college Placement	English Transition Rate
Program/Overall	82.5%	60.3%	13.0%	30.6%
White	80.1%	54.9%	11.1%	11.0%
URM	87.4%	66.7%	8.3%	50.0%
Latinx	85.8%	66.7%	11.1%	50.0%
Female	78.2%	50.0%	0.0%	0.0%
Male	100.0%	52.3%	15.9%	30.6%

**Table 5: Program Retention.** First time students who are still enrolled within one quarter and within one year of enrollment.

Academic Year	1 <sup>st</sup> to 2 <sup>nd</sup> qtr retention	1 <sup>st</sup> to 2 <sup>nd</sup> year retention
2017-2022 Average	86.7%	35.3%
2017-2028	77.0%	66.0%
2018-2019	70.0%	64.0%
2019-2020	95.8%	20.8%
2020-2021	95.8%	20.8%
2021-2022	95.0%	5.0%

Group	2019-2022 Average		2019-2020		2020-2021		2021-2022	
	1 <sup>st</sup> to 2 <sup>d</sup> qtr	1 <sup>st</sup> to 2 <sup>nd</sup> year	1 <sup>st</sup> to 2 <sup>nd</sup> qtr	1 <sup>st</sup> to 2 <sup>nd</sup> year	1 <sup>st</sup> to 2 <sup>d</sup> qtr	1 <sup>st</sup> to 2 <sup>nd</sup> year	1 <sup>st</sup> to 2 <sup>nd</sup> qtr	1 <sup>st</sup> to 2 <sup>nd</sup> year
White	85.1%	26.9%	69.0%	67.0%	92.9%	7.1%	93.3%	6.7%
URM	91.7%	36.2%	75.0%	63.0%	100.0%	45.5%	100.0%	0.0%
Latinx	93.0%	37.7%	79.0%	63.0%	100.0%	50.0%	100.0%	0.0%
Female	86.8%	31.4%	70.0%	68.0%	95.8%	20.8%	94.7%	5.3%
Male	100.0%	14.5%	100.0%	29.0%	-	-	100.0%	0.0%
Full-time	95.3%	35.7%	-	81.0%	95.8%	20.8%	94.7%	5.3%
Part-time	100.0%	29.0%	-	58.0%	-	-	100.0%	0.0%

**Table 6: 4-Year Completion Rates.** First time students who complete a degree or transfer to a four-year institution within 4 years or enrollment (200% time to degree).

Achievement						
	2013-2018 Average	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall Completion Rate	76.0%	30.0%	85.7%	75.0%	89.5%	100.0%
Earned 2-year Degree	74.6%	28.0%	85.7%	75.0%	84.2%	100.0%
Workforce Degree	74.4%	27.0%	85.7%	75.0%	84.2%	100.0%
Transfer Degree	0.2%	1.0%	0.0%	0.0%	0.0%	0.0%
4-year Univ Transfer Rate	2.4%	3.0%	3.6%	0.0%	5.3%	0.0%
<b>2019-2022 Average</b>						
	<b>Overall Completion Rate</b>		<b>Earned 2-year Degree</b>		<b>4-year Univ Transfer Rate*</b>	
White	76.2%		76.2%		0.0%	
URM	67.9%		63.1%		7.2%	
Latinx	68.1%		68.1%		0.0%	
Female	73.3%		70.8%		2.8%	
Male	66.5%		66.5%		0.0%	
Full-time	73.4%		71.1%		3.0%	
Part-time	52.5%		52.5%		0.0%	

\*Average 4-year university-transfer rate only contains data from 2020-2022.

**PART 3: STUDENT LEARNING INDICATOR: Program Outcomes Assessment**

Faculty were expected to assess (mandatory) learning outcomes mapped to courses they taught during a current assessment phase. Instructors were encouraged to continue to assess all learning outcomes applicable to their courses even before or beyond the phase the outcome was scheduled to be assessed (optional).

Instructors used Canvas course assignments to assess how well students met outcomes. Outcome data were exported from Canvas and imported into Tableau database. In Tableau, outcome data were linked to courses and student demographics. Each time an outcome was scored in Canvas, the entry counted as a record in Tableau. Percentages shown in **Table 7** and **Table 8** below is the count of records in lieu of outcome ratings on scale of 4-0.

**Table 7: General Education Learning Outcomes (GELOs) achievement.** GELOs data are presented on a college-wide basis and are not disaggregated down to individual program.

Outcomes achievement				
	2019-2022 Average			
	<i>Exceeds or Meets Standards</i>	<i>Approaches Standard</i>	<i>Standard Not Met</i>	<i>Not Assessed</i>
GE01a_Communicate	85.9%	5.7%	1.7%	6.7%
GE01b_Engage	92.9%	3.4%	1.4%	2.3%
GE01c_Integrate	82.1%	12.2%	2.5%	3.2%
GE01d_Quantify	68.4%	14.0%	7.6%	9.9%
GE01e_Think	83.8%	8.6%	2.9%	4.7%

**Table 8: Program Learning Outcomes (PLOs) achievement**

Outcomes achievement				
	<i>Exceeds or Meets Standards</i>	<i>Approaches Standard</i>	<i>Standard Not Met</i>	<i>Not Assessed</i>
2019-2022 Total Prog Learning Outcome PT19a: Apply law and ethics to the medical assisting scope of practice and patient care	-	-	-	-
2019-2020 Learning Outcome PT19a	-	-	-	-
2020-2021 Learning Outcome PT19a	-	-	-	-
2021-2022 Learning Outcome PT19a	-	-	-	-
2019-2022 Total Prog Learning Outcome PT19b: Demonstrate knowledge of foundational theory in clinical and administrative standards as it applies to the Medical Assistant's scope of practice.	25.0%	25.0%	0.0%	50.0%
2019-2020 Learning Outcome PT19b	25.0%	25.0%	0.0%	50.0%
2020-2021 Learning Outcome PT19b	-	-	-	-
2021-2022 Learning Outcome PT19b	-	-	-	-

2019-2022 Total Prog Learning Outcome PT19c: Demonstrate the ability to manage workflow given varied patient scenarios and clinical situations	100.0%	0.0%	0.0%	0.0%
2019-2020 Learning Outcome PT19c	-	-	-	-
2020-2021 Learning Outcome PT19c	-	-	-	-
2021-2022 Learning Outcome PT19c	100.0%	0.0%	0.0%	0.0%
2019-2022 Total Prog Learning Outcome PT19d: Model the qualities of valued healthcare team professionals.	100.0%	0.0%	0.0%	0.0%
2019-2020 Learning Outcome PT19d	-	-	-	-
2020-2021 Learning Outcome PT19d	-	-	-	-
2021-2022 Learning Outcome PT19d	100.0%	0.0%	0.0%	0.0%
2019-2022 Total Prog Learning Outcome PT19e: Perform clinical and administrative skills accurately and consistently.	98.3%	1.7%	0.0%	0.0%
2019-2020 Learning Outcome PT19e	94.7%	5.3%	0.0%	0.0%
2020-2021 Learning Outcome PT19e	-	-	-	-
2021-2022 Learning Outcome PT19e	100.0%	0.0%	0.0%	0.0%
2019-2022 Total Prog Learning Outcome PT19f: Recognize the medical needs of diverse populations, demonstrate cultural competence and appropriate communication with patients and the healthcare team	-	-	-	-
2019-2020 Learning Outcome PT19f	-	-	-	-
2020-2021 Learning Outcome PT19f	-	-	-	-
2021-2022 Learning Outcome PT19f	-	-	-	-

**PART 4: STUDENT SATISFACTION INDICATOR: Student Feedback**

The Noel Levitz Survey asks students to rate on a scale of 1 to 7 the importance of an item as well as their satisfaction with the college’s performance. A gap between the importance and the satisfaction scores suggests that the college isn’t meeting student’s expectations. This survey is distributed on a biennial basis.

**Table 9:** Feedback from students on quality of instruction, interaction, advising, class availability, and other measures of equity.

Student satisfaction on a rating scale of 1 to 7	Program*		SVC		National	
	Importance	Satisfaction	Importance	Satisfaction	Importance	Satisfaction
<b>Quality of Instruction:</b>						
[Q8] The quality of instruction I receive in most of my classes is excellent.	6.7	6.2	6.7	5.7	6.6	5.8
<b>Student Faculty Interactions:</b>						
[Q1] The campus staff are caring and helpful	6.7	6.5	6.6	5.9	6.5	6.0
[Q12] Faculty are fair and unbiased in their treatment of individual students.	6.7	6.2	6.6	6.1	6.5	5.8
[Q25] Faculty provide timely feedback about my academic progress.	6.6	6.1	6.5	5.9	6.4	5.6
[Q47] I feel connected to a peer group through the college (at the college).	6.1	5.4	5.8	5.0	-	-
<b>Advising:</b>						
[Q14] My academic advisor is knowledgeable about my program requirements.	6.8	6.3	6.6	6.1	6.5	5.9
[Q16] My advisor helps me apply my program of study to career goals.	6.7	6.5	6.5	5.9	6.4	5.7
[Q22] My academic advisor is knowledgeable about transfer requirements of other schools.	6.7	6.0	6.5	5.8	6.4	5.6
[Q35] I receive ongoing feedback about progress toward my academic goals.	6.6	5.9	6.4	5.5	6.3	5.4
<b>Course availability:</b>						
[Q2] Classes are scheduled at times that are convenient for me.	6.6	5.9	6.4	5.9	6.5	5.6
<b>Equity:</b>						
[Q43] The courses I take include diverse perspectives and emphasize equity and inclusion.	6.8	6.5	6.3	6.2	-	-
[Q49] I feel comfortable sharing my perspective and/or cultural experience.	6.4	6.0	6.2	5.8	-	-

Source: 2020-2021 Assessment Tool - Noel Levitz Student Satisfaction Survey.