

# COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

## Forms

**Medical Assisting 2011  
Moreno Valley College**



**Office of Educational Services**

Web Resources:

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

Need Help? Contact ([Carolyn.quin@mvc.edu](mailto:Carolyn.quin@mvc.edu)); [Alexis.gray@norcocollege.edu](mailto:Alexis.gray@norcocollege.edu);  
Rita.chenoweth@rcc.edu or  
David Torres ([David.Torres@rccd.edu](mailto:David.Torres@rccd.edu)) )

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Riverside Community College  
MEDICAL ASSISTING PROGRAM

Program Review  
2010

**A. Mission and Relationship to the College**

The Moreno Valley College has been designated as the health sciences campus for the Riverside Community College District. The Medical Assisting (MDA) discipline offers courses with minimal prerequisites and provides students with entry level skills necessary for success in the field. The Medical Assisting Program supports the mission of the campus and district by providing accessible, pre-professional, career preparation in healthcare and promoting life long learning. The overall goal of the Medical Assisting Program is to graduate competent people who will be prepared to work in today's ever changing medical environment. The Medical Assisting Program also strives to be student centered and provide quality educational training. The instructors in the program are committed to providing a comprehensive curriculum through didactic and interactive learning to facilitate assimilation of knowledge and promote critical thinking skills. Successful completion of the program provides students with the necessary skills needed to achieve a satisfying career in the health care field thereby enhancing their quality of life.

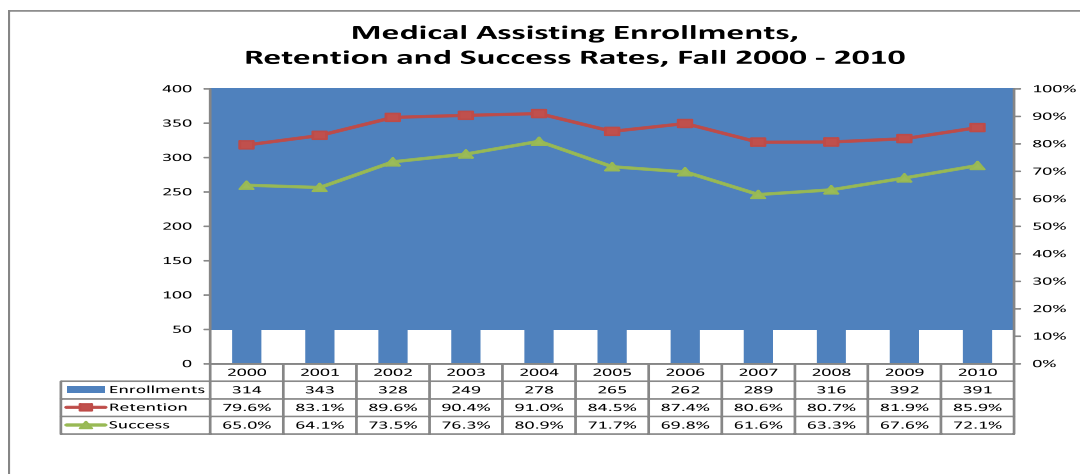
**B. History**

In 1995, the Medical Assisting program moved from the Riverside campus to the Moreno Valley campus. Currently, classes are offered only at the Moreno Valley College.

In 2010 the HHPS Department purchased *HealthCenter21*, an eLearning tool with an interactive multimedia delivery system. This will allow the program to develop hybrid classes in the Medical Assisting discipline.

**C. Data and Environmental Scan**

The number of enrollments in the Medical Assisting discipline has increased over the last several years. The enrollments have been close to 300 students with the majority enrolled in medical terminology. The increase in student numbers is partly due to the current economic situation and the increased interest in all allied health programs. Also, since 2007 the retention and success rates have also been increasing.



The overall retention rate for the Medical Assisting program in 2010 was 85.9%. The course specific classes have the highest rate of retention (96.55% for MDA-54, 93.75% for MDA-58A, and 90.19% for MDA-59). Retention is lowest in the medical terminology classes. Medical Terminology 1A had a retention of 83.99% and Medical Terminology 1B was 89.96%.

Success rate in the individual classes is something that warrants additional examination in the future. The overall success rate of the Medical Assisting Program for 2010 was 72.1%. The course-specific classes have the highest rate of success (89.53% for MDA-54, 81.25% for MDA-58A, and 91.71% for MDA-59). The medical terminology classes have lower success rates: 72.48% in Medical Terminology 1A and 76.03% in Medical Terminology 1B. It is interesting to note that the summer 2010 class had an 81.82% success rate. This may be due to the fact that summer is an accelerated class and students taking it are very dedicated.

It is important to note that the medical terminology classes, especially Medical Terminology 1A, are a requirement or a recommendation for the majority of allied health programs in the district and in the community. In addition, there is no prerequisite for MDA-1A. Many students will take the class to get a feel for terminology or come into the class unprepared for the amount of study time required to successfully complete the class. The students enrolling in terminology do not realize that it is similar to a language class. Also, while additional tutoring is encouraged, recommended and offered, few students take advantage of it.

**D. Program and Curriculum**

The Medical Assisting Program offers two certificate patterns: Administrative/Clinical Medical Assisting Certificate (22 units) and Medical Transcription Certificate (26 units). Each certificate has a one year curricula. Students must pass each course with a minimum of a “C” in order to progress in the program. Certificate patterns as follows:

Administrative/Clinical Medical Assisting Certificate (22 units)

## Required Courses (16 units)

- |          |   |         |
|----------|---|---------|
| • MDA-1A | Medical Terminology 1A                      | 3 units |
| • MDA-1B | Medical Terminology 1B                      | 3 units |
| • MDA-54 | Clinical Medical Assisting and Pharmacology | 5 units |
| • MDA-59 | Medical Office Procedures                   | 5 units |

## Electives (6 units)

- |              |  |         |
|--------------|--|---------|
| • CIS-1A     | Introduction of Computer Information Systems | 3 units |
| • CAT/CIS-3  | Computer Applications Using Windows          | 3 units |
| • CAT/CIS-50 | Keyboarding and Document Processing          | 3 units |
| • CAT/CIS-84 | WordPerfect for Windows                      | 3 units |

## Medical Transcription Certificate (26 units)

## Required Courses (17 units)

- |           |  |         |
|-----------|--|---------|
| • AMY-10  | Survey of Human Anatomy and Physiology | 3 units |
| • MDA-1A  | Medical Terminology 1A                 | 3 units |
| • MDA-1B  | Medical Terminology 1B                 | 3 units |
| • MDA-58A | Medical Transcription                  | 5 units |
| • CAT-30  | Business English                       | 3 units |

## Electives (9 units)

- |              |   |         |
|--------------|---|---------|
| • MDA-58B    | Advanced Medical Transcription            | 3 units |
| • MDA-60     | Survey of Human Diseases                  | 2 units |
| • MDA-61     | Pharmacology for Medical Office Personnel | 2 units |
| • CAT/CIS-3  | Computer Applications Using Windows       | 3 units |
| • CAT/CIS-50 | Keyboarding and Document Processing       | 3 units |
| • CAT/CIS-84 | WordPerfect for Windows                   | 3 units |

Upon completion of the courses students will receive a certificate in their chosen pattern. In addition, students are encouraged to continue their educational experience in order to obtain an Associate in Science Degree.

There have been no significant changes since the previous program review. There are no prerequisites to begin the certificate patterns. Medical Terminology 1A (MDA-1A) is a prerequisite or concurrent class for Medical Office Procedures (MDA-59). Medical Terminology 1B (MDA-1B) is a prerequisite or concurrent course for Clinical Medical Assisting (MDA-54) and Medical Transcription (MDA-58A).

In addition to the prerequisite of MDA-1A, the Medical Office Procedures class also has a prerequisite of CIS03, CIS-50 or CIS-84. The completion of one of these computer applications or document processing classes originally included as a prerequisite due to the lack of necessary computer or data entry skills by the majority of the students entering the Medical Assisting program. This is no longer the trend. The majority of students currently entering the MA Program have basic computer skills. The computer prerequisite has become a barrier for students wishing to take the Office Procedures class. Also, Word, not

WordPerfect, is the current industry standard for word processing. The Department supported and approved these two changes in the May department meeting: the CIS elective will change from Word Perfect to Word and the CIS requirement for MDA-59 will change from "prerequisite" to "recommended,"

Three classes CPT/Coding (MDA-62), ICD-9 Coding/Ambulatory (MDA-63), and ICD-9 Coding/Hospital (MDA-64) are being reviewed as part of the coding certificate that is being planned. MDA-63 and MDA-64 will require significant changes due to the release of ICD-10 in October of 2012.

#### **F. Collaboration with Other Units**

The Medical Assisting Program is part of the Health, Human, and Public Services Department, a department of multiple health care programs. Collaboration among faculty within the department provides opportunities for educational exchange between programs within the department. This behavior greatly enhances student learning in the health care programs. We are currently exploring the possibility of a collaboration between the physician assistant students and the medical assisting students. The goal is to provide the PAs and MAs the opportunity to gain practical experience of working together as a team. This will better prepare the MA students for working with a doctor or physician assistant once they are employed.

The Medical Assisting Program meets annually with its Occupational Advisory Committee. The committee is comprised of members of the local health care communities, faculty, and school administrators. At this meeting, the members will be asked to review program goals and make suggestions on changes based on the standard of care or trends within the medical community. Advisory Committee members will also be asked to review facilities, equipment, and resources being used in the program. Furthermore arrangements have been made to initiate collaboration with the Medical Association of the Riverside County to more clearly understand their needs.

#### **G. Outreach**

The Medical Assisting program participates in career fairs on campus and at the various high schools to promote the program and knowledge about the medical assisting field. No new outreach program is currently planned; however, the discipline will be discussing various options and possible ways to market the medical assisting program at a meeting this semester.

#### **H. Resources**

The Medical Assisting Program has one full-time faculty member and three part-time instructors. When the billing and coding certificate moves forward, there will be a need for an additional part-time faculty member to assist in teaching the coding classes. Also, as the classes grow and more programs are added in the future there will be a need for additional faculty. The program in the past two years has been fortunate to attract a grant from the

Workforce Investment Act that has enabled it to acquire equipment and supplies worth about \$300,000. The major long term resource need will be a larger clinical lab. The lab is currently shared between two disciplines with a variety of equipment needs. In order to accommodate all the equipment and have the lab work as a functional office/hospital environment, more space or an additional lab will be required.

## I. Summary Analysis

Major concerns at this time is the student attrition in the medical terminology classes, lower enrollments in the Medical Assisting and Medical Transcription certificate patterns, and the overall success rate. Outreach activities specifically targeted to promote the core medical assisting programs will need to be designed.

The open-access philosophy of the community college guarantees diversity in educational preparedness; therefore, the institution must implement student support services that will support students at risk especially in the area of tutorial support. At this time there are few tutors in medical terminology. Either student tutors are needed or additional hours are needed for a faculty member to be available for tutoring. Efforts will be made to apply for Perkins grant to secure funds to support tutoring and supplemental instruction in the Medical Terminology courses.

During the coming year, the faculty will work with our Advisory Board, community partners, peers and department chair to put in place a plan that identifies methods for early intervention with students who are struggling in the classes. In addition we will continue to look at various technologies that will engage students and allow them to be more interactive in the learning process.

Additional Medical Assisting program goals are to:

- Look at various ways/methods to market the Medical Assisting program. Costs for brochures and advertising on MVC website will be reviewed.
- Update CORs to include multiple delivery methods: in class, hybrid, on-line.
- Incorporating *HealthCenter21* into MDA-59 and MDA-54. First introducing more Web based assignments and quizzes, and then progressing to hybrid courses. Ideally, the first hybrid course would be in fall 2012.
- Continue to investigate ways to use technology in the classroom by offering Web enhanced, hybrid courses and use of technology in the classroom. Possibly purchasing *TurningPoint* technology for use in classroom.
- Continue to explore the possibility of becoming nationally accredited.
- Market the program to community, schools, & employers.

- Continue work to complete the needs assessment study so as to justify the initiation of the billing and coding certificate pattern.
- Examine the feasibility of adding an externship or work experience component to the Medical Assisting certificate pattern.
- Review the Medical Transcription certificate to determine the viability and possibility of offering it as a hybrid or on-line.