

**Program Review**

**Medical Assistant Program  
Associate in Applied Science (AAS) and Short-Term Certificates (STC)  
(CIP: 51.0801)**

**Program Purpose**

<b>What is the published purpose/mission of the program?</b>
The Medical Assistant Program prepares multi-skilled allied healthcare professionals to perform administrative and clinical procedures in ambulatory settings, physician offices, clinics, and group practices.
<b>How does the program's purpose/mission fit into the overall mission of the college?</b>
This program supports mission goals three and seven.
<b>Do any changes need to be made to the program's purpose/mission? Explain.</b>
No changes.
<b>Do any changes need to be made to how the program's purpose/mission fits into the overall college mission? Explain.</b>
No changes.

**Program Learning Outcomes**

<b>What are the program learning outcomes, and how are they assessed?</b>	
<b>Outcome</b>	<b>Assessment</b>
The student will function as a competent entry-level medical assistant by performing clinical and administrative duties.	In MAT 229, the student will demonstrate competence as an entry-level medical assistant by scoring at least 80% on the Clinical Skills Checklist/Evaluation form.
The student will perform tasks in a safe manner.	In MAT 229, throughout the class, the student will perform tasks in a safe manner with 100% proficiency according to the standardized Occupational Safety and Health Rubric.
The student will exhibit a positive work ethic.	In MAT 229, the student's work ethic will be assessed by scoring at least 30 points on a standardized Workplace Readiness Skills Rubric.
<b>What can students do with the knowledge they have after completing the program?</b>	
Students are eligible to apply to take the national certification as a Certified Clinical Medical Assistant and/or Clinical Medical Administrative Assistant exam(s). Students can be employed as a Medical Assistant in a variety of healthcare organizations.	
<b>What are the plans for reviewing the program learning outcomes and revising them?</b>	
Program learning outcomes will be reviewed and, if needed, revised, when Program Goals are reviewed annually.	

**Assessed Needs and Assumptions**

**What are the occupational projections for careers for which the program trains?**

Employment Projections by Occupational Group and Geographical Region													
Occupation	National Projections				Statewide Projections				North Alabama Works Region Projections				
	2016	2026	Net Change	Percent Change	2014	2024	Net Change	Percent Change	2014	2024	Net Change	Percent Change	Avg. Wage (2016)
Medical Assistants (31-9092)	634,400	818,400	183,900	29.0%	6,600	8,060	1,460	22.1%	1,490	1,850	360	24.2%	\$26,731

Sources:

National Projections: Bureau of Labor Statistics, Employment Projections. ([https://www.bls.gov/emp/ep\\_table\\_102.htm](https://www.bls.gov/emp/ep_table_102.htm))

Statewide Projections: Alabama Department of Labor, Production Employment and Average Annual Job Openings.

(<http://www2.labor.alabama.gov/Projections/occupational/statewide/Statewide2024.aspx>)

Workforce Development Region 2 Projections: Alabama Department of Labor, Region 2 Occupational Projections 2012-2022.

(<http://www2.labor.alabama.gov/Projections/Occupational/Regions2024B.aspx>)

**Based on the occupational projections, what is the employment outlook for graduates of the program?**

Employment outlook for graduates of the Medical Assisting Technology Program is expected to be 29% nationwide between 2016 to 2026, based on the Bureau of Labor Statistics. Statewide and regionally, the outlook is 22-24% growth for employment of medical assistants.

**What is the outlook for the continued need of the program within the mission of the college?**

The outlook is excellent for the continued need of the program. Area employers are requesting graduates from the program on a consistent basis. Graduates of the short term certificates in phlebotomy, EKG, and medical coding are being employed in clinics and in the hospital setting.

**Structure**

<b>What credentials does the program offer?</b>
The Medical Assistant Program offers the following credentials: <ul style="list-style-type: none"> <li>• Associate in Applied Science Degree in Medical Assistant</li> <li>• Short-Term Certificate in Medical Assistant</li> <li>• Short-Term Certificate in Phlebotomy</li> <li>• Short-Term Certificate in EKG Technician</li> <li>• Short-Term Certificate in Medical Coding</li> </ul>

**What are the requirements for each credential?**

<b>AAS in Medical Assistant</b>
<b>Area I: Written Composition (3 hours total)</b>
ENG 101—English Composition I (3 hours)
<b>Area II: Humanities and Fine Arts (6 hours total)</b>
SPH 107—Fundamentals of Public Speaking (3 hours)
Humanities and Fine Arts Elective (3 hours) Choose from ART 100, 203, 204; MUS 101; PHL 206; REL 100, 151, 152; SPA 201, 202; THR 120, 126
<b>Area III: Natural Science and Mathematics (10 hours total)</b>
MTH 116 or any 100-level MTH (3 hours)
BIO 103 (4 hours)
CIS 146 (3 hours)
<b>Area IV: History, Social, and Behavioral Sciences (3 hours total)</b>
PSY elective (3 hours)
<b>Area V: Pre-Professional, Major, and Elective Courses (48 hours total)</b>
MAT 101 or OAD 211 (3 hours)
MAT 102 (3 hours) - <i>BIO 201 (4 hours) is approved substitute</i>
MAT 103 (3 hours) - <i>BIO 202 (4 hours) is approved substitute</i>
MAT 111 (3 hours)
MAT 120 (3 hours)
MAT 121 (3 hours)
MAT 200 (2 hours)
MAT 211 (3 hours)
MAT 215 (3 hours)
MAT 216 (4 hours)
Electives (13 Hours) Choose from: MAT 128 (3 hrs); MAT 200 (2 hrs); MAT 218 (3 hrs); MAT 220 (3 hrs); MAT 222 (2 hrs) or OAD 212 (3 hrs); MAT 228 (1 hr); MAT 239 (3 hrs); HIT 230 (3 hrs); HIT 232 (3 hrs); HIT 116 (2 hrs); HIT 283 (2 hrs)
MAT 229 (3 hours)
WKO 106 (3 hours)
EMS 100 (1 hour)
<b>Total Hours Required for Degree: 70</b>

<b>Short-Term Certificate in Medical Assistant—General</b>
MAT 101 (3 hours) Substitutes accepted: HPS 105 (3 hours) or OAD 211 (3 hours)
MAT 102 (3 hours) Substitute accepted: BIO 201 (4 hours)
MAT 103 (3 hours) Substitute accepted: BIO 202 (4 hours)
MAT 111 (3 hours)
MAT 120 (3 hours)
MAT 121 (3 hours)
WKO 106 (3 hours)
<b>Total Hours Required for Short-Term Certificate: 21</b>

<b>Short-Term Certificate in Medical Coding</b>
MAT 101 (3 hours) – <i>Accepted substitute: HPS 105 (3 hours) or OAD 211 (3 hours)</i>
MAT 102 (3 hours) – <i>Accepted substitute: BIO 201 (4 hours)</i>
MAT 103 (3 hours) – <i>Accepted substitute: BIO 202 (4 hours)</i>
CIS 146 (3 hours) – <i>Accepted substitute: OAD 125 (3 hours)</i>
ENG 101 (3 hours) – <i>Accepted substitute: OAD 131 (3 hours)</i>
<i>(Note: All above are prerequisites for the courses below)</i>
HIT 116 (2 hours) – <i>Accepted substitute: MAT 216 (4 hours)</i>
HIT 230 (3 hours)
HIT 232 (3 hours)
MAT 220 (3 hours)
HIT 283 (2 hours)
<b>Total Hours Required for Short-Term Certificate: 28</b>

<b>Short-Term Certificate in EKG Technician</b>
MAT 101 (3 hours) Substitutes accepted: HPS 105 (3 hours) or OAD 211 (3 hours)
MAT 102 (3 hours)
MAT 111 (3 hours)
MAT 218 (3 hours)
EMS 100 (1 hour)
<b>Total Hours Required for Short-Term Certificate: 13</b>

<b>Short-Term Certificate in Phlebotomist</b>
MAT 125 (3 hours)
MAT 215 (3 hours)
MAT 239 (3 hours)
EMS 100 (1 hour)
<b>Total Hours Required for Short-Term Certificate: 10</b>

<b>How often are the requirements for the degree reviewed?</b>
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The requirements for the degree are reviewed annually and as needed. As part of the Alabama Community College System, the Medical Assisting Technology program will be reviewing the degree requirements in 2018, in cooperation with other medical assisting technology programs in the state.
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<b>Are there any plans for revising the degree requirements?</b>
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The degree requirements are being revised for the 2018/19 year. Any revisions at the state level will be incorporated in 2018/19.
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## Accreditation

### What is the institutional accreditation for the program?

The Medical Assistant Program is within the institutional accreditation granted by the SACSCOC and reaffirmed in 2015.

### Does the program have any program-specific accreditations?

The Northeast Alabama Community College Medical Assistant program is accredited by the American Medical Technologists (AMT), which allows program graduates to take the Registered Medical Assistant (RMA) exam. The program is also affiliated with the National HealthCareer Association which allows program graduates to take the Certified Clinical Medical Assistant (CCMA), Certified Medical Administrative Assistant (CMAA), Certified Phlebotomy Technician (CPT), and/or Certified EKG Technician exams.

## Instructors

### Who are the current instructors in the program, and what are their credentials?

Name	Degree/Qualifications
Marilyn Dalton (full-time)	<ul style="list-style-type: none"> <li>B.S. in Health Services with an emphasis in Management. Independence University. 2009.</li> <li>Director of Health Information Management. 1975-1999.</li> <li>Practice Management Consultant. 1999-2012.</li> </ul>
Donna Moore (full-time)	<ul style="list-style-type: none"> <li>A.A.S. in Nursing. Northeast Alabama Community College. 1984.</li> <li>10+ years of experience as a registered nurse in clinical settings.</li> </ul>
Gerald Bell (part-time)	<ul style="list-style-type: none"> <li>B.S. in Sociology. Jacksonville State University. 1978.</li> <li>Certified Nursing Home Administrator.</li> <li>Area Manager for Diversicare Management Services. 1990-1997.</li> <li>Nursing Home Administrator. 1981-1986, 1997-present.</li> </ul>
Robert Carter (part-time)	<ul style="list-style-type: none"> <li>A.A.S. Northeast Alabama Community College. 1982.</li> <li>Medical Technologist, 1988-present.</li> </ul>
Shainah Hawes (part-time)	<ul style="list-style-type: none"> <li>B.S.N. Jacksonville State University. 2014.</li> </ul>
Stephanie Hill (part-time)	<ul style="list-style-type: none"> <li>B.S. in Cardiopulmonary Rehabilitation. The University of Tennessee Chattanooga. 2001.</li> <li>Nursing Coordinator, Renaissance Health and Surgical Associates.</li> <li>Office and Clinical Assistant, M&amp;M Medical.</li> </ul>
Rebecca Reeves (part-time)	<ul style="list-style-type: none"> <li>B.S.N. Jacksonville State University. 2016.</li> <li>Health Science Instructor. DeKalb County Technical Center, 2015-present.</li> <li>RN Supervisor, PruittHealth, 2014-2015.</li> <li>RN, Thompson Surgical Associates, 2004-2014.</li> </ul>
Tina Robinson (part-time)	<ul style="list-style-type: none"> <li>A.A.S. in Medical Assistant. Northeast Alabama Community College. 2009.</li> <li>Medical Assistant. Decker Clinic. 2008-2016.</li> <li>Medical Assistant. Gadsden Orthopedics. 2016-present.</li> </ul>
Rachel Walker (part-time)	<ul style="list-style-type: none"> <li>B.S. in Nursing. The University of the State of New York. 1993.</li> </ul>



<b>How have the instructors in the program developed professionally over the past two years?</b>
<b>2015-2016</b>
Alabama Community College System Human Resources Management Association 2016 Diversity Conference. Montgomery, Alabama.
Blackboard Workshop on Live and Recorded Classes using Blackboard Collaborate Ultra, presented by Connie Weber. NACC.
Health Data Analytics with Microsoft MOOC, sponsored by the College of St. Scholastica's Health Information Management Program. Online.
ICD-10 with a New Lens: How Medical Coding can affect everything from safety reporting to population health, sponsored by American Hospital Association Central Office. Online.
ICD-10-CM/PCS Trainer Program Renewal course, sponsored by American Health Information Management Association. Webinar.
<b>2016-2017</b>
ACCSHRMA Diversity Conference. Pelham, AL.
Canvas Outcomes and Rubrics Training. Webinar.
Canvas Webinar on Assignments and Grading. Webinar.
Canvas Webinar on Visual Instructional Design, sponsored by NACC and Canvas. Webinar.
Conquer Medical Coding's Curriculum Solution webinar, sponsored by F. A. Davis Company. Webinar.
Leveraging the Canvas Commons. Webinar.
Prepare Now for Patient Deductibles Resetting, sponsored by Navicare. Webinar.
Structuring Your Canvas Course. Webinar.
Postsecondary New Teacher Workshop sponsored by Resource Center for Technology and Alabama Community College System. Birmingham, AL.
<b>What are any planned professional development activities for instructors in the program?</b>
Instructors are invited to the NACC Technology Workshop each fall semester. All instructors teaching distance education are required to complete atleast two Canvas/technology courses annually. Instructors complete required continuing education hours for specific certifications or licensures they hold. The annual ACCSHRMA Diversity Conference and ACCS Annual Conference will be offered to instructors to attend for professional development.
<b>Are any additional instructors anticipated within the next five years? If so, please explain.</b>
Within the next five years, anticipate the replacement of two instructors in the areas of clinical laboratory procedures and EKG instruction.

**Instructional Quality and Enhancements/Curriculum Design**

<b>How is the general education core incorporated into the course of study for this program?</b>
The AAS degree includes 22 credit hours of general education in the 70 credit-hour total: ENG 101; SPH 107; three credit hours of humanities or fine arts; MTH 116 or any 100-level math; CIS 146; BIO 103; and three credit hours of PSY.
<b>Are all course syllabi current and posted on the NACC website? Explain.</b>
Yes
<b>How is the curriculum of each program option evaluated to ensure it is relevant and current? Examples include advisory committee suggestions, student learning outcome evaluations, student evaluations, etc.</b>
The curriculum for each program is evaluated for relevancy and currency by using advisory committee suggestions, current standards of practice for physician practices, and medical assisting preceptorship/student evaluations. The STC-Medical Transcription was discontinued due to the electronic medical record and voice recognition used by physicians. The advisory committee suggested the addition of medical coding courses. The STC-Medical Coding was added as a program option. The STC- EKG program option was a suggestion from the advisory committee and from students.
<b>Describe changes that have been made in the delivery of the courses in each option of the program as a result of review of the program learning outcomes over the last five years.</b>
Over the last five years, the addition of blended and distance education delivery methods have been employed for courses that were taught using the traditional classroom method. In accordance with Northeast Alabama Community College's Distance Education Policy, students have the option of completing course work and exams using Respondus Monitor and LockDown Browser.
<b>Are courses in the program scheduled to maintain availability and accessibility in accordance with the college's mission? Explain.</b>
Each course taught in the Medical Assisting Technology program is on a rotation basis, using on campus, distance education, or blended delivery methods. Due to student enrollment and demand, some courses are offered in addition to the scheduled rotation courses. The rotation is designed to accommodate day and night students, so that students can obtain their degree within six semesters, if they attend on a full-time basis. The courses required for the STC-Phlebotomy are offered each semester to accommodate students who wish to complete the certificate in one semester, in preparation for employment as a phlebotomist.

**Program Resources**

<b>Describe the physical facilities and resources, including any laboratories, used in the program. Are the physical facilities and resources adequate? Explain.</b>
The Medical Assisting Technology program has a clinic/lab, a computer lab, and a classroom. The lab is designed to look like a clinic so the student can experience the feel of working in a physician's office. The laboratory area allows the student to become familiar with the lab process in a physician's office as well as a hospital setting. Blood work, outpatient lab testing, and microscope use is performed in this area. The computer lab accommodates 30 students and has an instructor's office with a window overlooking the lab. The classroom has adequate space for demonstrations and computer/audiovisual aides for instructor use.
<b>Are there any plans for major expansion or upgrade of facilities or major replacement/expansion of equipment? Explain the rationale and include projected costs.</b>
No major expansion or upgrade of facilities or equipment.
<b>Describe the technological resources used in the program. Are the technological resources adequate? Explain.</b>
Technological resources used in the program include computerized course content, Mindtap, instructor resources through vendors, internet videos, Elmo, and AV screen. Students have access to vendor software for simulated electronic health record instruction. There are 30 computers in the lab for student use, two instructor computers, and lab printer. There is one computer/printer in the clinical lab. The EKG software is loaded on a separate laptop.
<b>Are there any plans for major expansion or upgrade of technological resources? Explain the rationale and include projected costs.</b>
The 30 computers in the lab are on a planned upgrade list for 2019 year through the Educational Technology office. This will include access to drives to use student flashdrives. *(Brad: Not sure if this is considered a Major Upgrade)*
<b>Describe the library resources that are available to the program.</b>
Examples of library resources provided by the NACC Learning Resources Center include the following: books, eBooks (full-text electronic books), and full-text journal, magazine, and newspaper articles. Depending on format, these items may be accessed electronically or in print. Online tutorials, as well as program-specific LibGuides pages, provide instruction in the use of these resources. Library staff are available to assist students and faculty in person, online, and by phone.
<b>Are the library resources adequate for the program? Explain.</b>
Yes
<b>Are there any plans for expansion or upgrade of library resources for the program? Explain the rationale and include projected costs.</b>
No

### Advisory Committee

**Is an advisory committee in place for the program? If so, list the committee members and their affiliation in the community. If not, are plans in place to establish an advisory committee?**

An advisory committee for the Medical Assisting Technology program is in place and meets at least once a year in October. The committee consists of advisors representing both Jackson and DeKalb counties. Advisors include medical assistants, nurses, a nursing home administrator, a medical technologist, a physician's office manager, a medical coder, a hospital education coordinator, a NHA test coordinator, and recent graduates of the program. Faculty and staff affiliated with the program also attend.

**What is the purpose and role of the advisory committee?**

The purpose of the committee is to discuss ideas and suggestions to assist in maintaining a program that meets the needs of the community. The committee also makes recommendations and suggestions for improvement or redirection of the program.

**Describe any changes that have been made to the program as a result of advisory committee activity or suggestions.**

The purchase of the EKG equipment and software. The addition of the STC - EKG Technician program option. The discontinuation of the STC- Medical Transcription and addition of medical coding courses.

## Enrollment and Completions

## What are the enrollment trends in the program over the last five years?

Number of Students Enrolled in MAT Courses AY 2012-2013 through AY 2016-2017				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
321	278	284	386	398

Note: The totals in each academic year also include students enrolled in HIT courses.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

## What are the enrollment trends in the program over the last five years by gender?

Number of Students Enrolled in MAT Courses by Gender AY 2012-2013 through AY 2016-2017					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Male	32	28	16	44	56
Female	289	250	268	342	342
Total	321	278	284	386	398

Note: The totals in each academic year also include students enrolled in HIT courses.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

## What are the enrollment trends in the program over the last five years by race/ethnicity?

Number of Students Enrolled in MAT Courses by Race/Ethnicity AY 2012-2013 through AY 2016-2017					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
African American	5	7	4	11	7
Asian	3	7	2	1	3
Hispanic	17	19	16	25	46
Native American	14	6	10	8	13
Other	1	2	5	7	7
White	281	237	247	334	322
Total	321	278	284	386	398

Note: The totals in each academic year also include students enrolled in HIT courses.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What are the total number of enrollments and the credit-hour production over the last five academic years?**

Total Enrollments and Credit-Hour Production MAT Courses AY 2012-2013 through AY 2016-2017					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Total Enrollments</b>	1,004	861	837	907	921
<b>CHP</b>	2,904	2,480	2,400	2,619	2,678

Note: "Total Enrollments" is a duplicated headcount. If a student enrolled in more than one MAT course, that student is counted multiple times. The totals in each academic year also include students enrolled in HIT courses.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What are the course success and retention rates in the program over the last three academic years?**

Course Success and Retention Rates MAT Courses AY 2014-2015 through AY 2016-2017									
Year	Enrollments	Withdrawal Rate		Failure Rate		Pass Rate (A-D)		Success Rate (A-C)	
		No.	%	No.	%	No.	%	No.	%
2014-2015	837	55	7%	61	7%	721	86%	709	85%
2015-2016	907	47	5%	73	8%	787	87%	780	86%
2016-2017	921	55	6%	44	5%	822	89%	809	88%

The enrollments in each academic year also include students enrolled in HIT courses.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What are the retention rates in the program over the last five academic years?**

Student Fall-to-Fall Retention Medical Assistant Fall Cohorts 2012-2017				
Fall 2012- Fall 2013	Fall 2013- Fall 2014	Fall 2014- Fall 2015	Fall 2015- Fall 2016	Fall 2016- Fall 2017
47%	43%	43%	40%	41%

\*Fall-to-Fall Retention refers to the percent of degree-seeking students who were enrolled in a MAT or HIT course during one fall semester and either completed a degree in the program or were enrolled in a MAT or HIT course the following fall semester.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What do the data indicate about enrollment and student retention in the program?**

The OIPA and NACC ACCESS/400 data reveals overall steady increase in total enrollments and an increase in the hispanic and male enrollments in the program options. Course pass and success rates show an increase over the last three years.

**What are the plans for increasing enrollment and retention rates in the program?**

Plans for increasing enrollment rates include recruitment activities, i.e. career fairs, high school visits, preview days on campus, radio interviews, and physician office visits. Plans to increase retention rates include advisement on

degree plan or short term certificate completion, follow up if student is not attending or completing online courses, reporting to SAGE if necessary for follow-up, and recommending tutoring for specific courses.

**How many students have earned a credential in the program in the last five academic years?**

Completers in Medical Assistant Academic Years 2012-2013 through 2016-2017					
Credential	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
AAS	36	21	22	24	20
STC	61	46	39	50	38

Note: A student who earned both a degree and a STC in the same academic year is counted in both rows.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What are the plans for increasing the completion rates in the program?**

Plans for increasing completion rates include advisement on degree plan or short term certificate completion, follow up if student is not attending or completing online courses, reporting to SAGE if necessary for followup, recommending tutoring for specific courses, and assisting and encouraging completion of online application for certificates and degrees.



**Licensure passage rates**

<b>Does the program lead to the opportunity for licensure? If so, what are the licensure opportunities?</b>						
Not applicable.						
<b>What are the licensure pass rates, if applicable?</b>						
Not applicable.						
<b>Does the program or any coursework in the program lead to any type of industry certification? If so, what are the certifications?</b>						
Certified Clinical Medical Assistant (CCMA)						
Certified Phlebotomy Technician (CPT)						
Certified EKG Technician (CET)						
Certified Medical Administrative Assistant (CMAA)						
Certified Coding Associate (CCA) by American Health Information Management Association (AHIMA)						
<b>What are the industry certification pass rates, if applicable?</b>						
Medical Assistant Certification Pass Rates						
Pass Rates of NACC Medical Assistant Program Completers 2011-2012 through 2015-2016 Academic Year						
	Certified Clinical Medical Assistant			Certified Phlebotomy Technician		
	Number Tested	Number Passing	Pass Rate	Number Tested	Number Passing	Pass Rate
2011-2012	37	35	94.6%	36	34	94.4%
2012-2013	30	25	83.3%	34	31	91.2%
2013-2014	19	17	89.5%	18	16	88.9%
2014-2015	35	32	91.0%	24	23	96.0%
2015-2016	26	21	80.7%	26	26	100.0%
Source: Information on Fulfillment of the Mission 2015-2016, p. 50. Table 2-24						
Medical Assistant Certification Pass Rates for Certified EKG Technician 2015-2016 Academic Year						
	Certified EKG Technician					
	Number Tested	Number Passing	Pass Rate			
2015-2016	2	2	100.0%			
Source: Information on Fulfillment of the Mission 2015-2016, p. 50.						

**Job Placement Rates and Employer Satisfaction**

<b>What are the job placement rates for graduates of the program?</b>			
For the Medical Assisting Technology program, the job placement of AAS and certificate completers employed the first quarter following completion, as reported by the Alabama Department of Industrial Relations, has been 75 to 88 percent.			
Year	# Completers	# Employed	Percent Employed
2012-2013	40	30	75%
2013-2014	25	22	88%
2015-2016	57	53	93%
<b>Is employer satisfaction of graduates assessed? If so, are employers satisfied with graduates of the program? Please describe.</b>			
Yes, employers are satisfied with the graduates of the program. Employers, who have been preceptorship sites for the students, evaluate each student and many employ those students at graduation. Employers are contacting the program director for recent graduates to hire. Employers are satisfied with the fact that the graduates have taken or are prepared to take the national exam to be certified, as this certification is a quality indicator for their practices.			

**Student Follow-Up Reports**

<b>Is student satisfaction with the program assessed? If so, are students in the program satisfied with the program? Please describe.</b>
Students are provided annual online surveys to assess their satisfaction with the program and with their advising. Overall, the Medical Assisting Technology program students are very satisfied with the program, instruction, and advising.
<b>Is alumni satisfaction with the program assessed? If so, are alumni of the program satisfied with the program? Please describe.</b>
Alumni surveys are provided online by the college. Alumni are contacted to assess their employment standing and questioned about the satisfaction of the program which has been positive.

**Findings of Review**

<b>What are the strengths of the program?</b>
<p>The Medical Assisting Technology program is well received program among students and medical clinics in the Jackson, DeKalb, Marshall, Madison, and Cherokee county areas. Many benefits have been noted with the training. Some of the most commendable attributes of the program are:</p> <ol style="list-style-type: none"> <li>1. Students can attend classes day, night, and online, either full time or part time.</li> <li>2. Students have the opportunity to do the preceptorship in a wide variety of facilities. Frequently, these practitioners offer employment to our students, as a result of their exemplary performance while at their clinical sites</li> <li>3. Upon completion of the AAS in Medical Assisting Technology, students have the option to continue education through Athens State or Huntingdon University on the NACC campus.</li> <li>4. Multiple short term certificates can be earned while pursuing the AAS degree.</li> <li>5. Students are eligible for national certifications in clinical medical assisting, administrative medical assisting, phlebotomy, EKG, and medical coding.</li> <li>6. The majority of the graduates remain in the local community as employees of physician clinics and hospitals.</li> </ol>
<b>What are recommendations for improvement?</b>
<ol style="list-style-type: none"> <li>1. Continue recruiting events adding events that could potentially reach nontraditional students.</li> <li>2. Students will complete a formal comprehensive skills competency checkoff and review, rotating through instructor skill stations, during the week prior to their medical assistant preceptorship.</li> <li>3. Update and add laboratory/clinical equipment as new technology is available.</li> <li>4. Increase the program's involvement in community service projects and health and wellness education.</li> </ol>
<b>Please provide any other findings that are pertinent to the review.</b>
N/A

**Report Affirmed by:**

<b>Signed:</b>	<p><b>SIGNATURES ON FILE IN OFFICE OF INSTITUTIONAL PLANNING AND ASSESSMENT</b></p>	
<b>Signed:</b>		
<b>Signed:</b>		