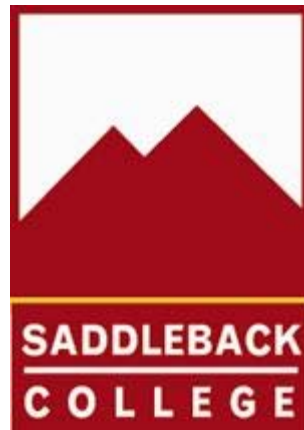


**Saddleback College
Program Review for
Medical Assistant Program**



December 07, 2007

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Program Review Team Members and Approvals

Program Review Team Chair:

Professor Kay Stevens, RN, MA

Program Review Team Members:

Rob Henry

Susan White Alcover

Doug Alexander

Safiah Mamoon

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
	Contact Program Review Chair for orientation
10/06	Form Program Review Team
	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
10/06	Solicit input from faculty and students
4/07	Determine if additional research is needed
4/07	Contact College Research Analyst if necessary
11/07	Write Program Review report
12/07	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

1. To prepare students to fulfill a variety of roles at the entry level as medical assistants. This typically results in employment in physician's offices and clinics but may also include employment in surgical centers, outpatient departments of hospitals and administrative positions within hospitals, schools, public health facilities, and other areas where medical assistant skills are needed.
2. To provide a learning environment that promotes teamwork, mutual respect, professional and personal growth, and support and encouragement by the faculty and staff.
3. To promote understanding and respect for the cultural diversity of patients and the workforce in the healthcare community.
4. To provide students with the didactic, psychomotor, and effective skills needed to work successfully as medical assistants.
5. To provide successful clinical learning environments and experiences in the community during the externship phase of the program.
6. To increase enrollment and retention in the Administrative, Clinical and Comprehensive Medical Assistant Certificate Programs.
7. To conduct curriculum reviews and student learning outcomes to support successful college and program accreditations.

B. Historical Background and Unique Characteristics of the Program

The Medical Assistant Program is part of the Health Sciences, Human Services and Emeritus Institute Division. It was first approved and established in 1973 and has been offered continuously since that time.

The Medical Assistant Program offers three Vocational Certificate options: Administrative, Clinical, and Comprehensive. Students who only wish to work in the front office of a medical office and perform clerical and receptionist duties pursue an Administrative Certificate - 23.25 units. Those who wish to work in the clinical setting and perform nursing-like duties choose the Clinical Certificate Program-24.25 units, and those who want to learn and do both, select the Comprehensive Certificate program-37.25 units.

All students, regardless of certificate, must take the core classes, MA 200, Medical Terminology; MA 210, Introduction to Medical Assisting; MA 260, Computer Applications for Health Care Personnel; and HSC 222, Basic Life Support/CPR for Healthcare Providers. In lieu of HSC 222, students may obtain their CPR card through and outside agency. This waiver was put in place because of the difficulty getting into HSC 222 during the school year.

It takes three semesters to complete the Medical Assistant Program regardless of the certificate pursued. The first two semesters consist of theory and laboratory practice. In the last semester students are placed in a physician's office for their clinical experience or externship.

All classes must be passed with a C or better before a student can enter the externship. The student may take the class one more time but this may result in waiting another year, as most procedural classes are only offered once a year.

Several meetings are held during the semester prior to the externship to prepare students for this important part of the program. They must obtain professional liability insurance and meet certain health requirements. They are placed in a medical office where they can utilize as many of the skills they have learned as possible. At successful completion of the externship, students receive a Certificate of Achievement from Saddleback College and Certificate of Completion from the Division.

Students pursuing the Clinical Certificate take, in addition to the core classes, MA 211B, Physical Examination Procedures; MA 212B, Medical Office Laboratory Procedures ;MA 213B, Medical Asepsis and Surgical Procedures; MA 214B Medical Administration for Medical Assistants; and MA 218B, Electrocardiography for Medical Assistants. They then enroll in MA 217B, Medical Assisting Clinical Experience, Clinical, for their externship. California law requires medical assistants who give injections and draw blood to have certification showing they have met prescribed requirements. These certificates are issued through the Medical Assistant Program.

Students who select the Administrative Certificate also take the core classes and MA 211A, Medical Reception Techniques, MA 212A, Medical Office Financial Procedures, MA 213A, Medical Records Management, INSR 214A, Basics in Medical Insurance; and INSR 215A, CPT-4 and ICD-9-CM Medical Insurance Coding. These students take MA 217A, Medical Assisting Clinical Experience Administrative as their final semester, the externship.

Students who wish to obtain the Comprehensive Certificate take all of the clinical and administrative classes. They then enroll in MA 217C, Medical Assisting Clinical Experience Comprehensive to complete their externship in the program.

Several changes and or additions have been made to the program since 1973:

- 1993 MA 215A, CPT-4 and ICD-9 Medical Insurance Coding, was added because of the recognized need for more instruction in insurance billing and coding.
- 1992 MA 260, Computer Application for Health Care Personnel, was added to incorporate more instruction that utilized computers.
- 1998 MA 230, Medical Office Manager Skills, and MA 234, Legal and Ethical Practices for the Medical Office Manager, were offered for students interested in becoming medical office managers or for those who were already medical office managers. Although well received by students who took the classes, they were offered at night and enrollment did not justify continuing them so they were discontinued after two years.
- 2007 MA 289, Special Topics Advanced Coding and Certification Preparation, was offered during the summer of 2007 for the first time. This is an advanced class in medical coding designed to prepare students for certification as a CPC (Certified Procedural Coder) through the AAPC (American Academy of

Professional Coders). It was popular and will be offered again this summer, 2008.

2007 MA 214A and MA 215A were changed to INSR 214A and INSR 215A. A new Occupational Skills Award, Medical Insurance/Coding, was created for students only interested in medical insurance billing and not in the full Medical Assistant Program. It requires completion of INSR 214A, INSR 215A, and MA 260. It was well enrolled and will continue to be offered, probably each semester.

C. Progress Since the Last Program Review

This is the first program review to be conducted.

D. Program Strengths, Opportunities for Growth and Challenges

1. Strengths:

- a. The Medical Assisting Program has maintained a steady enrollment even though Medical Assistant Programs are offered locally through the Capistrano-Laguna Beach ROP and through several high profile private schools.
- b. The two instructors who teach all of the clinical classes and all of the administrative classes except insurance and coding are registered nurses. Both also hold Master's Degrees.
- c. The Medical Terminology instructor is a registered nurse.
- d. Faculty in the program is experienced in the health care industry as well as in teaching.
- e. The Department Chair has taught all of the classes except MA 260 and supervised the program for more than 17 years.
- f. The Department Chair is a published author in allied health and a former master teacher trainer with the Department of Education.
- g. The Division Dean is highly visible and supportive of the Medical Assistant Program, regularly attending department meetings and academic advisory committee meetings.
- h. The Medical Assistant Program faculty and Dean meet yearly with its Advisory Committee who regularly offers recommendation and support.
- i. There is frequent feedback that the Medical Assistant Program is recognized within the medical community as producing medical assistants that are well prepared with the necessary skills and attitudes to enter the job market.
- j. The Department Chair receives a high volume of telephone calls from physicians requesting medical assistants, demonstrating that the graduates are highly regarded.
- k. Students can enter the program at any eight-week juncture. Historically externships have been offered twice a year, in the spring and summer semesters allowing the students to enter the workforce quickly after completing the required courses.
- l. Upon completion of all course work, students are required to complete 150 hours in an externship. After six months, 94% of graduates seeking employment were working in the field.

- m. Successful completion of the Medical Assistant Program results in a Certificate of Achievement, allowing graduates to sit for their state certification exam. Saddleback students have a 100% pass rate resulting in the title, California Certified Medical Assistant or CCMA.
- n. Students attend a graduation ceremony. All faculty members and the Division Dean participate.
- o. Almost half of the student population reports ethnicity other than white (43%) with 48% stating white and 7.8% unknown.
- p. Medical Terminology (MA 200) attracts students with varying academic goals including but not limited to medical assisting, nursing, medicine, physical therapy, veterinary medicine, paramedic and emergency medical technician.
- q. Introduction to Medical Assisting (MA 210), introduces students to the medical field. Many students enroll in this class first to explore and learn more about health care. This course covers professionalism, ethical and legal aspects of medical assisting, the health care team, employment seeking, and introduction to the causes and prevention of disease.
- r. The clinical courses, MA 211B, 212B, 213B, 214B, and 218B, present theoretical principles of physical examination procedures, laboratory procedures, venipuncture, capillary puncture, medical and surgical asepsis, sterilization techniques, assisting in minor office surgery, medication administration, injections, and electrocardiography for the pediatric, adult, and geriatric populations. Include in these courses are required clinical hours in the skills lab, allowing students the opportunity to practice and ultimately demonstrate successful mastery of skills.
- s. The administrative courses, MA 211A, 212A, and 213A, provide instruction in reception, appointment, and telephone techniques, public relations, practice building, medical record management, credit, collections, and book keeping skills that can be used in a variety of medical settings.
- t. The Insurance and Coding Occupational Skills Award has attracted students who are already working in the field and want to advance their career with billing and coding. It has also attracted students whose goal was to go into billing and coding and become certified as a Certified Procedural Coder or CPC. All Saddleback students who have taken the examination thus far have passed.

2. Opportunities

- a. Employment of medical assistants is expected to grow much faster than the average for all occupations through the year 2014. Therefore, demand for Saddleback graduates will remain high.
- b. The surrounding communities of Mission Viejo, Ladera Ranch, Coto De Caza, Santa Margarita, San Juan Capistrano, San Clemente, Laguna Niguel, Laguna Beach, Aliso Viejo, and Irvine continue to grow. As they grow, new physician's offices are added which increased the demand for qualified medical assistants and an opportunity for increased student enrollment.

- c. A partnership with Trabuco Hills High School provided opportunities to increase student awareness about the Medical Assistant Program and share expertise and ideas with their faculty.
- d. Continue to participate in activities that bring students to the campus such as career fairs and family nights and attend off campus events to promote careers in allied health.
- e. Continue to move to updated textbooks and other educational materials and lab supplies that meet the current standards of the industry.
- f. Participate in grant opportunities to increase funding for student success activities.
- g. Offer more special topics classes such as specialized areas of medical assisting and medical office management classes.
- h. Continue to grow the insurance billing/coding component of the Medical Assistant Program. According to the American Academy of Professional Coders, the job market for certified coders is expected to increase by 36% through the year 2016 and currently 18% of all coding positions remain unfilled.

3. Challenges

- a. Recruitment is a big challenge. Several schools offer medical assisting and the private schools have large budgets for advertising. The demand for qualified graduates exceeds the supply, but classes are not always fully enrolled. Most students learn of the programs through the school schedule. Other than flyers and brochures being mailed to schools, the program is not sufficiently advertised.
- b. Retention is also a challenge. Many students within the program have external obligations and stressors that impact their success. As a result, they often withdraw because they do not have the resources, both financial and internal, to successfully deal with these demands.
- c. Many of the students in the program do not speak English as their primary language which presents a challenge to the student and faculty alike.
- d. Students need greater access to computers. There are no computers for students in the classroom or laboratory. The computer lab, located at the other end of the hallway is used primarily by the nursing students and not at all convenient for or accessible by the medical assistant students. The only class they take with computers is MA 260-a 1.5 unit class. Input from the Advisory Committee and physicians is that our students must have increased training in computerized charting and electronic medical records.
- e. Most of the courses in the Medical Assistant Program are being taught by part time instructors. The full time instructor retired three years ago and now teaches part time and serves as the Department Chair. A full time instructor should be in place to ensure the continued success of the program.

Section II: Review Report

A. Faculty and Staff

1. Staffing Structure
One Department Chair/part time instructor (Professor Emeritus).
Four other part-time instructors (One is a full time instructor who teaches only part time in program) one program specialist who works with three other programs.
2. The current staffing structure has worked very well because the Department Chair/Professor Emeritus taught and coordinated the entire Medical Assistant Program for 17 years. That experience and knowledge has contributed to a smooth transition and because of that and the excellent part time faculty teaching in the program, there has been negligible impact on the program. When the full time faculty member retired, there was no replacement position provided, so she returned to continue teaching and directing the program. Clearly, this has been a unique situation and a full time faculty member who is qualified to teach the many administrative and clinical courses should be teaching in the Medical Assisting Program. However, because of the many courses the full time instructor must teach, and the demands of operating the skills laboratory, a full-time program specialist should be assigned to the Medical Assistant Program.

B. Curriculum and Instruction

1. Successful completion of any of the Medical Assistant Program options, Administrative, Clinical, or Comprehensive, prepares students to directly enter the work force and results in a Vocational Certificate of Achievement. Credit hours achieved in the Medical Assisting Program may be utilized as elective courses for students applying for an Associate of Science or Associate of Arts Degree.
2. Credit hours achieved in the Medical Assisting Program may be utilized as elective courses for students applying for an Associate of Science or Associate of Arts Degree.
3. Program curriculum goes through the technical review process yearly. Curriculum adjustments are made as necessary based on changing technology, and industry and advisory committee input. Faculty meet at department meetings to review and evaluate curriculum and attend yearly advisory committee meetings to hear members recommendations.
4. A new Special Topics Course, Advanced Coding and Certification Preparation, was taught for the first time during the summer of 2007.
5. A new Insurance and Coding Occupational Skills Award was offered for the first time in fall of 2007.
6. The most up-to-date textbooks are used in the program. Student workbooks give students additional practice in mastering learning objectives. Each course provides a syllabus and additional reference materials are available in the Division Library area.
7. Written examinations and quizzes are given in all courses and analyzed and revised each semester. Practical examinations are given in all clinical courses and in the computer applications course.

8. The prescribed hours of laboratory practice occur in all clinical classes. Prior to practical exams, student's skills and competency in performance of procedures are evaluated by the instructor individually and in small groups.
9. A variety of teaching modalities are used including lecture (with and without PowerPoint), demonstration and return demonstration, small group activities, working in teams with team leaders, utilization of audio-visual materials, computer activities, and guest speakers. Critical thinking is emphasized throughout the program.
10. Students must receive a C or better in each course in order to enter the externship. If they do not, they may return and repeat the course once.
11. During the externship students have a training plan and learning objectives. They are evaluated on attitudes, behavior, and performance by the instructor and the physician or office manager at the site where they train.
12. A full assessment of Student Learning Outcomes was done in the spring of 2007 as this is the first program review for the Medical Assistant Program. It was useful and rewarding to analyze the areas of student success in regard to pass rates, competency testing, and externship evaluations. The most difficulty was in getting surveys returned from students and this required significant time spent in follow up in order to get the information requested.
13. The Saddleback College Medical Assistant Program enjoys an excellent reputation in the medical community. Physicians are happy to take our students into their offices and provide the community training sites for their externships. We frequently hear that offices will only take students as externs who have been trained at Saddleback College and not elsewhere. Graduates find jobs easily and physicians often call wanting more graduates from our program. Our curriculum is strong and we are producing very well prepared students.
14. The greatest need for change is in the areas of computer use. There needs to be computers easily accessible (such as laptops) to both clinical and administrative students so that there can be more computer instruction utilized in the classroom-particularly in computerized charting. MA 260, Computer Applications for Health Care Personnel should be expanded to provide for extensive instruction in electronic medical records.
15. Recommendations:
 - a. Increase funding to purchase laptop computers for use in the classroom. These computers would be used for simulation practice, imputing charting data, and for individualized testing. Provide more printers in the current lab. Long waits occur when students are trying to print their work.
 - b. Provide additional training equipment to enhance the student's ability to determine blood pressure readings, one of the more difficult skills for new students to master.
 - c. Update audio visual materials related to pediatrics, geriatrics, charting, vital signs, infection control, basic secretarial skills, and collections and billing techniques.
 - d. Provide funding for professional development workshops and conferences specific to the medical assistant.

- e. Offer additional courses on specialty topics including preparing for the state certification examination, office management, and care of the pediatric and geriatric patient.
- f. Create a resource cart for students to check out materials thereby enhancing student learning.
- g. Continue to create and dedicate resources to the areas of student success, retention, and recruitment.
- h. Continue to collaborate with other educational institutions and health care institutions to foster positive working relationships which ultimately benefit our student population.

Table 1 on page 15 lists the courses offered in the Medical Assistant Program.

C. Student Success

1. Based on sixteen semesters surveyed from spring 2002 through spring of 2007, the program has a success rate of 79.9% and a retention rate of 90%.
2. Based on the survey of physician's offices in 2007, 93.3% reported they would be extremely likely to hire a graduate from the Saddleback College Medical Assistant Program.
3. In the fall of 2007, 94% of summer graduates seeking employment had obtained employment and were working either full or part time.
4. Graduates of the program demonstrate attitudes and values required to obtain employment. This was demonstrated through survey results indicating that 91% received a score of satisfactory or above on the externship evaluation that rated these factors.
5. Students are qualified to demonstrate the state required skills for certification in capillary puncture, venipuncture, and intradermal, subcutaneous, and intramuscular injections. This was demonstrated by 97.7% of students successfully meeting the state requirements through the program.
6. Of the students sitting for the state certification, 100% successfully passed the examination and received certification as California Certified Medical Assistants.
7. The ethnicity of the students enrolled in the program is 48.8% white, 20.8% Asian, and 17.3% Hispanic. The remainder of the students are divided among African American, American Indian/Alaskan Native, Pacific Islander, other, and 7.8% reporting unknown. Often, English is the student's second language. Students are referred to counseling for guidance regarding English classes and other available resources. The majority of these students finish the program successfully.
8. Students are counseled by faculty when their grades are low. They are routinely referred to Student Services when it appears appropriate.
9. The majority of students are female (86%) with 13.9% male. Posters, brochures and presentations promote the Medical Assisting Program to males as an excellent career choice.
10. The largest student population (30.1%) reports their age as between 36 and 50, 10.1% 51-65, and 0.5%, over 65. The second largest group (23.7%) is between 18 and 21, then 18.9% are 26-35, and 16.2% are 22-25. This diversity in age creates a vibrant learning environment with the older students bringing the wisdom of life experiences to the younger students. The program is well designed for the adult learner who enjoys and

- appreciates the structure that is in place and the professionalism that is stressed.
11. The majority of students (33.9%) state their educational goal is to acquire basic skills and the program definitely helps them meet that goal through the consistent learning of new skills and the building upon and reinforcing skills which have already been learned.
 12. Identified positive influences on student success within the program include:
 - a. Faculty expertise in the health care industry. Collectively, faculty has over 200 years of health care experience. Of the five faculty members, two are also currently employed in their area of expertise in the health care industry.
 - b. Faculty is highly dedicated to and involved in both the academic and health care professions.
 - c. Faculty is available to students in person, via email, and by telephone. Students are able to access faculty prior to and following class time. The Department Chair meets with students as requested or required.
 13. Areas for growth potential include:
 - a. Audio visual equipment is needed to provide a mobile remote mouse so that the instructor does not need to stand by the desk when providing instruction during PowerPoint presentations.
 - b. Laptop computers are needed for all students to use in the classroom.
 - c. A student success handbook should be created and be provided to students and faculty that outlines criteria required to be successful.
 - d. Curriculum should be expanded to include options for students interested in special topics such as medical office manager skills and hospital insurance billing.
 - e. Increased funding should be obtained to promote activities fostering student success.
 - f. Students should be provided with a better understanding of the Saddleback College support services.

D. Facilities, Technical Infrastructure, and Resources

1. The classroom has seating for 35 students which is adequate. The cabinets in the back of the room provide excellent storage space. The adjacent skills lab is also adequate and has made teaching and learning much easier than when it was done in the classrooms on lower campus. The workroom is not large enough and somewhat cramped but a great improvement. Over the past year minor improvements have been made to make the skills lab better such as adding another white-erasable board and repairing the broken sink.
2. The lighting in the front of the room does not have the ability to be dimmed, making it difficult for students to see during Power Point Presentations and video/DVD presentations.
3. Students are concerned about safety and feel bullet proof glass should be installed in the front door.

4. Ideally, the classroom next to the medical assistant classroom and lab would be another computer lab so that students could move from one setting to another as the lesson plans dictate.
5. The workroom should be equipped with a newer computer, printer, and with copy machine done in the same manner as the nursing skills lab.
6. There should be more printers in the existing computer lab. Currently the wait to print can be excessive.

Table I – Listing of Courses**Medical Assistant Certificate Programs****Administrative Medical Assistant Certificate Program**

HSC	222	Cardiopulmonary Resuscitation	.75
MA	200	Medical Terminology	3
MA	210	Introduction to Medical or Laboratory Assisting	2
MA	211A	Medical Reception Techniques	2.5
MA	212A	Medical Office Financial Procedures	2.5
MA	213A	Medical Records Management	2.5
INSR	214A	Basics in Medical Insurance	2.5
INSR	215A	CPT-4 and ICD-9-CM Medical Insurance/Coding	3
MA	217A	Medical Assisting Clinical Experience-Administrative	3
MA	260	Computer Applications for Health-Care Personnel	<u>1.5</u>
			23.25

Clinical Medical Assistant Certificate Program

HSC	222	Cardiopulmonary Resuscitation	.75
MA	200	Medical Terminology	3
MA	210	Introduction to Medical or Laboratory Assisting	2
MA	211B	Physical Examination Procedures	3
MA	212B	Medical Office Laboratory Procedures	3
MA	213B	Medical Asepsis and Surgical Procedures	3
MA	214B	Medication Administration for Medical Assistants	3
MA	217B	Medical Assisting Clinical Experience-Clinical	3
MA	218B	Electrocardiography for the Medical Assistant	2
MA	260	Computer Applications for Health-Care Personnel	<u>1.5</u>
			24.25

Comprehensive Medical Assistant Certificate Program

HSC	222	Cardiopulmonary Resuscitation	.75
MA	200	Medical Terminology	3
MA	210	Introduction to Medical or Laboratory Assisting	2
MA	211A	Medical Reception Techniques	2.5
MA	211B	Physical Examination Procedures	3
MA	212A	Medical Office Financial Procedures	2.5
MA	212B	Medical Office Laboratory Procedures	3
MA	213A	Medical Records Management	2.5
MA	213B	Medical Asepsis and Surgical Procedures	3
INSR	214A	Basics in Medical Insurance	2.5
MA	214B	Medication Administration for Medical Assistants	3
INSR	215A	CPT-4 and ICD-9-CM Medical Insurance/Coding	3
MA	217C	Medical Assisting Clinical Experience-Comprehensive	3
MA	218B	Electrocardiography for the Medical Assistant	2
MA	260	Computer Applications for Health-Care Personnel	<u>1.5</u>
			37.25

Medical Insurance/Coding Occupational Skills Award

INSR	214A	Basics in Medical Insurance	2.5
INSR	215A	CPT-4 and ICD-9-CM Medical Insurance/Coding	3
MA	260	Computer Applications for Health-Care Personnel	<u>1.5</u>
			7.0

Section III: Needs Assessment

A. Human Resource Needs

1. A full time program specialist is needed to work only with the Medical Assistant Program and provide the necessary clerical, reception, and coordination support as the program grows. This position would assist with grant activities, promotion, with all ordering of supplies, inventory, and laboratory maintenance, and would work under the direction of the Department Chair. The current salary range for a program specialist is \$41,364 – \$52,848.
2. Skills specialists should be available to assist the instructor teaching the clinical classes involving laboratory practice. The current hourly rate for skills specialists is about \$15 an hour.
3. This program is currently being taught by part time instructors. One full time instructor should be hired with the possibility of a second if the insurance and coding segment of the program continues to grow.
4. Increased hours for Department Chair. Since this program does not have a Director or other layers of faculty assistance, the Department Chair duties for one person are considerable.

B. Instructional Needs

1. Develop a pool of skills specialists to insure probable availability when the need arises.
2. Have an assistant for the medical assistant computer laboratory who is always on duty when medical assistant classes are taught. This individual would assist students with computer related issues, manage the computer lab, arrange for other than routine maintenance, order and install soft ware, and keep hardware functioning. Currently there is no dedicated computer lab for medical assistant students that is next door to the classroom but it is highly recommended.
3. Increase the number of printers in the existing computer lab and make access easier.

C. Research Needs

1. There is a need to determine not only the number of students who obtain employment, but if they stay in their jobs and report job satisfaction.
2. Employed graduates should be surveyed to determine patterns of advancement after one, two, three, four and five years.
3. If graduates are working in areas other than physician's offices, what are the areas?
4. Research should be done to determine why students choose another type of medical assistant program such as the ROP or a private program rather than enrolling at Saddleback College.

D. Technical, Equipment and Other Resource Needs

1. There should be extensive updating of audio/visual aids. It has been several years since the full series of administrative and clinical videos was purchased and as soon as a new series is available, it should be purchased.
2. Audio visual equipment is needed to provide a mobile remote mouse so that the instructor does not have to stand by the desk when providing instruction during PowerPoint presentations.
3. Simulation equipment to hear blood pressures should be available.
4. The workroom computer and printer are old and should be replaced. A copy machine is badly needed. There should be a printer with the computer on the classroom desk. The classroom should be a dedicated classroom used only by the Medical Assistant Program and an office area similar to that in the nursing lab should be created.
5. Lap top computers should be available for the students. Computerized charting should be available in the lab.

E. Facilities Needs

1. A dedicated computer lab for the Medical Assistant Program that is next door to the classroom and lab.
2. A larger workroom.
3. A dedicated classroom not shared by other classes that has an office with the necessary administrative equipment such as a copy machine, computer, printer, and telephone.

F. Marketing and Outreach Needs

1. A comprehensive recruitment program strategically planned for 5 years should be approved and funded. The employment opportunities for Saddleback College Medical Assistant graduates are excellent but advertising for the program is negligible. Most students only hear about the program through the schedule. Saddleback College competes with the Capistrano-Laguna Beach ROP which offers a Medical Assistant Program and with the proprietary schools who advertise widely. Although recruitment has been a program goal, much more funding is necessary to really be able to reach the public and fully promote the Medical Assistant Program.

Section IV: Appendices

A. Program Organizational Chart

Health Sciences, Human Services, and the Emeritus Institute

<u>Health Science</u>	<u>Human Services</u>	<u>Emeritus Institute</u>
Nursing	Human Services Generalist	Kinesiology
Paramedic	Alcohol & Drug Studies	Liberal Arts
Emergency Medical Technician	Family Services	Fine Arts
Medical Assistant	Corrections and Criminal Justice	Humanities
Phlebotomy	Eating Disorders	
ASL/Interpreting	Victim Services	
	Mentor and Prevention	

B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of Previous Five Years					% Change from year 1 to year 5
	2003	2004	2005	2006	2007	
Administration	0	0	0	0	0	0
Bargaining Classified Full Time	0	0	0	0	0	0
Bargaining Classified Staff Part Time	0	0	1	1	1	100%
Non-Bargaining Classified Staff PT	0	0	0	0	0	0
Student Workers	0	0	0	0	0	0
Faculty Full Time	1	1	1	0	0	-100%
Faculty Part Time	2	2	2	5	6	300%

C.

Instructional Program Medical Assisting June 2007

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Saddleback College Goal: To provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals (Goal 2). Certificates of Achievement and Occupational Skills Awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions. (Vocational and Occupational Education)</p> <p>Saddleback College Goal: To provide a comprehensive, broad range of high-quality courses and</p>	<p>1. Graduates of the Clinical Medical Assistant Program will be academically proficient in the knowledge needed to perform successfully as a clinical or back office medical assistant.</p> <p>2. Graduates of the Clinical Medical Assistant</p>	<p>1a. Upon completion of each clinical course, 75 % of students will attain a final grade of B or better.</p> <p>2a. Upon completion of the clinical courses as demonstrated</p>	<p>1a. 77.7% of students received a B or better.</p> <p>2a. 88.2% of students received a B or better.</p>	<p>Analyze test questions and continue to monitor.</p> <p>No action necessary.</p>

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>programs to enable students to pursue their educational objectives and career goals (Goal 2). Certificates of Achievement and Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions. (Vocational and Occupational Education)</p>	<p>Program will be technically proficient.</p>	<p>through skills testing, 75% of students will be able to obtain physical measurements, chart correctly on a medical record, correctly identify and name instruments, supplies, and equipment, assist in physical examinations, recognize and assist in medical emergencies, practice medical and surgical asepsis, prepare for and assist in minor office surgery, obtain blood specimens through capillary puncture and venipuncture, perform routine laboratory procedures, apply mathematical principles to solve conversion problems and calculate medication dosages, give medication including by intradermal, subcutaneous and intramuscular injection, and take and mount electrocardiograms with a grade of B or better.</p>		

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>Saddleback College Goal:</p> <p>To provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals (Goal 2). Certificates of Achievement and</p>	<p>3. Graduates of the Administrative Medical Assistant Program will be proficient in the skills and knowledge needed to perform successfully as an</p>	<p>2b. 90% of students in the Clinical Medical Assistant Program will pass each of the practical exams on the first attempt.</p>	<p>2b. 97.6% passed each skills exam on the first try.</p>	<p>No action necessary.</p>
		<p>2c. 80% of completing clinical students will qualify for and receive the state required certificates for injections, capillary punctures, and venipunctures.</p>	<p>2c. 97.7% of completing MA 212B and MA 214B met the requirements and received the certificates.</p>	<p>No action necessary.</p>
		<p>2d. 90% of graduates taking the California Certified Medical Assistant Examination for clinical medical assistants will pass and receive certification.</p>	<p>2d. 90.9% of students taking the exam received certification.</p>	<p>Continue to encourage students to take exam. Schedule speaker from Certifying Board. Determine best method to track results.</p>
		<p>3a. 75% of completing students in the administrative medical assisting and core classes will receive a B or better.</p>	<p>3a. 84.7% received a B or better.</p>	<p>Analyze test questions and continue to monitor.</p>
		<p>3b. Students taking a Medical Terminology pre and post course test will show an</p>	<p>3b. The overall improvement in scores was 82%.</p>	<p>Continue to monitor.</p>

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions. (Vocational and Occupational Education)</p> <p>Saddleback College Goal:</p> <p>To provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals (Goal 2). Certificates of Achievement and Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions. (Vocational and Occupational Education)</p>	<p>administrative or front office medical assistant.</p> <p>4. Graduates of the Medical Assistant Program will attain attitudes and values necessary for employment in the medical field.</p>	<p>improvement in scores of 80%.</p> <p>3c. 90% of graduates taking the California Certified Medical Assistant exam for administrative medical assistants will pass and receive certification.</p> <p>4a. 85% of completing students will receive a satisfactory or above rating on their externship evaluations assessing employability skills in 17 areas of dependability, grooming, confidentiality, attendance, teamwork and problem solving skills.</p>	<p>3c. The pass rate was 100%.</p> <p>4a. 91% received a satisfactory or above rating on their evaluations in these areas.</p>	<p>Continue to encourage students to take certification examination. Schedule a speaker from CA Certifying Board. Determine best method to track results.</p> <p>Continue to promote these attributes and emphasize them in every course.</p>

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>Saddleback College Goal:</p> <p>To provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals (Goal 2). Certificates of Achievement and Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions. (Vocational and Occupational Education)</p> <p>Saddleback College Goal:</p> <p>To provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals</p>	<p>5. Graduates of the Medical Assistant Program will be successfully employed in the field.</p> <p>6. Employers of Saddleback College Medical Assistant Program graduates will be satisfied with the student's education and training.</p>	<p>5a. On a Recent Graduate Survey given 6 months after graduation. 75% of the responding graduates of the Medical Assisting Program who were seeking employment will report employment in the field.</p> <p>6a. In an Employer Survey, 90% of physician's offices surveyed will report they would be very likely to hire a graduate of the Saddleback College Medical Assistant Program.</p>	<p>5a. 94% responding graduates who sought employment worked either full time or part time as a medical assistant. One other graduate reported working in a related healthcare field.</p> <p>6a. 93.3% reported they would be very likely to hire a graduate when asked if they would be very likely, likely, or not likely.</p>	<p>No action necessary. Continue to monitor.</p> <p>Continue to monitor and seek input of Advisory Committee.</p>

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
(Goal 2). Certificates of Achievement and Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions. (Vocational and Occupational Education)				

D. Data Sets: Medical Assistant Program Review Data Set

**Medical Assisting
Program Review Data Set
September 2007**

Medical Assisting Program Review Data Set

The following pages include:

1. Course Section Count
2. C1 & End of Term Headcount
3. Overview of Courses, Grades, Success/Retention
4. Course Grades, Success/Retention
5. Medical Assisting Program Students' Duplicated Headcount
 - a. Gender
 - b. Zip Code
 - c. Age Groups
 - d. Ethnicity
 - e. Educational Goal
6. Awarded Degrees and Certificates

Data Source: SOCCCD Management Information System (MIS) Data Warehouse September 2007
Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback College

Section Count

Medical Assisting Courses Course and Section Count by Term and Year

	Fall					Summer					Spring					
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2007
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
MA 200	2	2	2	2	3	1	1	1	1	1	1	1	1	2	2	2
MA 210	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1
MA 211A	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
MA 211B	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
MA 212A	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
MA 212B	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
MA 213A	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
MA 213B	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
MA 214A	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
MA 214B	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
MA 215A	1	1	1	0	1	0	0	0	0	0	1	1	1	1	1	1
MA 217A	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0
MA 217B	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0
MA 217C	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0
MA 218B	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
MA 260	1	1	1	2	1	1	0	1	1	1	1	1	1	1	1	1
Total	9	9	9	9	10	4	4	5	5	5	12	12	12	12	12	10

Census Headcount

Medical Assisting Courses C1 Headcount by Course/Term/Year

	Fall					Summer					Spring					
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2007
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
MA 200	62	71	69	81	112	33	30	24	33	32	37	36	44	68	73	71
MA 210	16	19	21	23	31	.	.	.	.	.	28	19	24	27	28	29
MA 211 ^A	17	18	23	23	21	.	.	.	.	.	.	.	.	.	.	.
MA 211E	29	24	22	26	24	.	.	.	.	.	.	.	.	.	.	.
MA 212 ^A	.	.	.	.	.	.	.	.	.	.	24	22	23	25	18	24
MA 212E	.	.	.	.	.	.	.	.	.	.	30	24	27	22	21	23
MA 213 ^A	19	17	26	25	26	.	.	.	.	.	.	.	.	.	.	.
MA 213E	27	23	20	25	23	.	.	.	.	.	.	.	.	.	.	.
MA 214 ^A	.	.	.	.	.	.	.	.	.	.	24	26	26	26	25	19
MA 214E	.	.	.	.	.	.	.	.	.	.	31	26	31	24	24	16
MA 215 ^A	18	13	18	.	15	.	.	.	.	.	22	21	19	14	26	29
MA 217 ^A	.	.	.	.	.	0	0	0	0	0	0	0	0	0	0	.
MA 217E	.	.	.	.	.	0	0	0	0	0	0	0	0	0	0	.
MA 217C	.	.	.	.	.	.	0	0	0	0	0	0	0	.	.	.
MA 218E	.	.	.	.	.	.	.	.	.	.	28	26	27	15	19	24
MA 260	12	19	11	15	12	15	.	20	21	15	15	14	18	15	13	15
Total	200	204	210	218	264	48	30	44	54	47	239	214	239	236	247	250

End of Term Count

Medical Assisting Courses End of Term Enrollment by Course/Term/Year

	Fall					Summer					Spring					
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2007
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
MA 200	62	71	69	81	112	35	30	26	35	32	37	36	44	68	73	71
MA 210	16	19	21	23	31	0	0	0	0	0	28	20	24	27	28	29
MA 211A	18	18	24	23	21	0	0	0	0	0	0	0	0	0	0	0
MA 211B	29	24	22	26	24	0	0	0	0	0	0	0	0	0	0	0
MA 212A	0	0	0	0	0	0	0	0	0	0	24	22	23	26	19	24
MA 212B	0	0	0	0	0	0	0	0	0	0	31	24	27	23	22	23
MA 213A	19	17	27	26	26	0	0	0	0	0	0	0	0	0	0	0
MA 213B	28	23	20	25	23	0	0	0	0	0	0	0	0	0	0	0
MA 214A	0	0	0	0	0	0	0	0	0	0	24	26	26	26	25	19
MA 214B	0	0	0	0	0	0	0	0	0	0	31	26	31	24	24	16
MA 215A	18	14	18	0	15	0	0	0	0	0	22	21	19	14	26	29
MA 217A	0	0	0	0	0	4	1	3	7	4	4	2	1	4	4	0
MA 217B	0	0	0	0	0	11	8	7	3	8	5	8	4	8	6	0
MA 217C	0	0	0	0	0	0	4	4	2	5	2	1	2	0	0	0
MA 218B	0	0	0	0	0	0	0	0	0	0	28	26	27	15	19	24
MA 260	13	21	15	16	13	23	0	23	22	15	17	14	18	15	13	15
Total	203	207	216	220	265	73	43	63	69	64	253	226	246	250	259	250

Summary of All Courses by Grade/Success/Retention

Medical Assisting Courses Summary of All Courses by Grade/Success/Retention

		Grades									success	retention	
		A	B	C	CR	D	F	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2002	Spring	96	69	43	1	11	10	0	12	11	253	82.6%	95.3%
	Summer	39	12	3	3	2	3	0	4	7	73	78.1%	94.5%
	Fall	56	65	34	1	6	13	1	16	11	203	76.8%	92.1%
2003	Spring	100	54	26	0	4	14	2	16	10	226	79.6%	92.9%
	Summer	19	14	4	0	1	1	0	0	4	43	86.0%	100.0%
	Fall	75	63	27	0	4	15	0	18	5	207	79.7%	91.3%
2004	Spring	109	66	33	1	2	13	0	12	10	246	85.0%	95.1%
	Summer	34	11	5	2	1	2	0	1	7	63	82.5%	98.4%
	Fall	57	68	33	2	3	14	1	25	13	216	74.1%	88.4%
2005	Spring	97	63	28	2	2	25	2	22	9	250	76.0%	91.2%
	Summer	42	14	4	0	1	1	0	2	5	69	87.0%	97.1%
	Fall	65	53	45	1	7	17	0	16	16	220	74.5%	92.7%
2006	Spring	109	62	36	5	1	20	0	8	18	259	81.9%	96.9%
	Summer	45	6	1	1	0	2	0	4	5	64	82.8%	93.8%
	Fall	111	67	29	0	6	21	0	15	16	265	78.1%	94.3%
2007	Spring	102	51	28	0	3	25	1	25	15	250	72.4%	90.0%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Medical Assisting Courses
Courses by Grade/Success/Retention**

			Grades								success	retention	
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
MA 200	2002	Spring	14	9	4	1	4	1	0	4	0	75.68	89.19
		Summer	7	10	3	1	2	2	0	4	6	60.00	88.57
		Fall	18	14	9	1	3	4	0	7	6	67.74	88.71
	2003	Spring	20	10	2	0	0	2	0	2	0	88.89	94.44
		Summer	10	12	3	0	1	0	0	0	4	83.33	100.00
		Fall	28	12	10	0	3	5	0	8	5	70.42	88.73
	2004	Spring	27	4	3	1	0	0	0	5	4	79.55	88.64
		Summer	7	5	4	2	1	1	0	0	6	69.23	100.00
		Fall	20	18	7	1	0	2	0	13	8	66.67	81.16
	2005	Spring	24	16	4	2	1	3	1	11	6	67.65	83.82
		Summer	16	9	3	0	1	1	0	1	4	80.00	97.14
		Fall	21	16	12	1	5	8	0	10	8	61.73	87.65
	2006	Spring	18	15	17	3	0	6	0	3	11	72.60	95.89
		Summer	18	4	1	0	0	2	0	3	4	71.88	90.63
		Fall	36	31	13	0	3	10	0	10	9	71.43	91.07
2007	Spring	24	11	11	0	1	12	1	8	3	64.79	88.73	
MA 210	2002	Spring	12	11	1	0	1	1	0	1	1	85.71	96.43
		Fall	4	7	2	0	0	1	0	2	0	81.25	87.50
	2003	Spring	8	2	1	0	0	1	0	5	3	55.00	75.00
		Fall	6	7	1	0	0	3	0	2	0	73.68	89.47
	2004	Spring	10	8	4	0	0	1	0	0	1	91.67	100.00
		Fall	6	8	2	0	0	4	0	1	0	76.19	95.24
	2005	Spring	8	8	1	0	0	8	1	0	1	62.96	100.00
		Fall	3	3	4	0	2	5	0	4	2	43.48	82.61
	2006	Spring	6	11	5	0	0	5	0	0	1	78.57	100.00
		Fall	12	9	3	0	0	5	0	0	2	77.42	100.00
	2007	Spring	6	6	1	0	1	4	0	5	6	44.83	82.76

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of MA 211A & 211B by Grade/Success/Retention

Medical Assisting Courses Courses by Grade/Success/Retention

			Grades							success	retention
			A	B	C	D	F	W	XX	Percent	Percent
			Count	Count	Count	Count	Count	Count	Count		
MA 211A	2002	Fall	4	8	3	0	1	2	0	83.33	88.89
	2003	Fall	5	9	2	0	0	2	0	88.89	88.89
	2004	Fall	7	8	6	0	2	1	0	87.50	95.83
	2005	Fall	8	4	8	0	2	1	0	86.96	95.65
	2006	Fall	10	6	3	0	1	1	0	90.48	95.24
MA 211B	2002	Fall	7	13	6	0	1	2	0	89.66	93.10
	2003	Fall	4	10	7	0	2	1	0	87.50	95.83
	2004	Fall	4	10	3	1	1	2	1	77.27	90.91
	2005	Fall	4	8	8	0	2	0	4	76.92	100.00
	2006	Fall	14	5	3	0	0	2	0	91.67	91.67

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, C, CR, NC, W, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of MA 212A, MA 212B, and MA 213A by Grade/Success/Retention

Medical Assisting Courses Courses by Grade/Success/Retention

			Grades								success	retention
			A	B	C	CR	D	F	W	XX	Percent	Percent
			Count	Count	Count	Count	Count	Count	Count	Count		
MA 212A	2002	Spring	6	8	6	0	1	2	1	0	83.33	95.83
	2003	Spring	8	4	5	0	2	1	1	1	77.27	95.45
	2004	Spring	11	5	2	0	0	3	0	2	78.26	100.00
	2005	Spring	9	8	4	0	0	1	4	0	80.77	84.62
	2006	Spring	10	4	3	0	0	0	2	0	89.47	89.47
	2007	Spring	8	7	3	0	0	3	3	0	75.00	87.50
MA 212B	2002	Spring	7	7	12	0	0	2	0	3	83.87	100.00
	2003	Spring	6	9	5	0	1	1	2	0	83.33	91.67
	2004	Spring	8	10	6	0	0	1	0	2	88.89	100.00
	2005	Spring	6	4	7	0	1	4	1	0	73.91	95.65
	2006	Spring	10	6	2	1	0	1	1	1	86.36	95.45
	2007	Spring	10	5	5	0	1	1	1	0	86.96	95.65
MA 213A	2002	Fall	2	8	5	0	0	1	1	2	78.95	94.74
	2003	Fall	4	8	2	0	0	1	2	0	82.35	88.24
	2004	Fall	7	8	3	0	2	3	2	2	66.67	92.59
	2005	Fall	11	9	3	0	0	0	1	2	88.46	96.15
	2006	Fall	10	6	4	0	1	3	1	1	76.92	96.15

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of MA 213B & MA 214A by Grade/Success/Retention

Medical Assisting Courses Courses by Grade/Success/Retention

			Grades								success	retention	
			A	B	C	CR	D	F	NC	W	XX	Percent	Percent
			Count	Count	Count	Count	Count	Count	Count	Count	Count		
MA 213B	2002	Fall	9	9	7	0	1	0	1	1	0	89.29	96.43
	2003	Fall	6	10	5	0	0	2	0	0	0	91.30	100.00
	2004	Fall	1	7	6	1	0	1	0	4	0	75.00	80.00
	2005	Fall	4	11	10	0	0	0	0	0	0	100.00	100.00
	2006	Fall	11	8	1	0	2	0	0	1	0	86.96	95.65
MA 214A	2002	Spring	6	12	4	0	0	0	0	0	2	91.67	100.00
	2003	Spring	9	5	6	0	0	4	0	1	1	76.92	96.15
	2004	Spring	13	7	3	0	0	1	0	2	0	88.46	92.31
	2005	Spring	13	5	2	0	0	4	0	1	1	76.92	96.15
	2006	Spring	12	7	3	0	1	0	0	1	1	88.00	96.00
	2007	Spring	10	4	1	0	0	0	0	3	1	78.95	84.21

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of MA 214B & MA 215A by Grade/Success/Retention

Medical Assisting Courses Courses by Grade/Success/Retention

			Grades								success	retention	
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
MA 214B	2002	Spring	10	9	5	0	2	1	0	2	2	77.42	93.55
	2003	Spring	8	11	2	0	1	1	0	2	1	80.77	92.31
	2004	Spring	8	10	7	0	1	3	0	2	0	80.65	93.55
	2005	Spring	7	9	5	0	0	3	0	0	0	87.50	100.00
	2006	Spring	14	6	1	1	0	2	0	0	0	91.67	100.00
	2007	Spring	9	5	1	0	0	1	0	0	0	93.75	100.00
MA 215A	2002	Spring	4	8	4	0	3	1	0	2	0	72.73	90.91
		Fall	4	6	2	0	2	2	0	1	1	66.67	94.44
	2003	Spring	4	5	4	0	0	3	2	0	3	61.90	100.00
		Fall	5	6	0	0	1	0	0	2	0	78.57	85.71
	2004	Spring	4	7	3	0	0	2	0	3	0	73.68	84.21
		Fall	0	7	6	0	0	0	1	2	2	72.22	88.89
	2005	Spring	1	6	4	0	0	0	0	3	0	78.57	78.57
	2006	Spring	10	8	2	0	0	3	0	0	3	76.92	100.00
		Fall	6	2	2	0	0	1	0	0	4	66.67	100.00
	2007	Spring	11	8	3	0	0	1	0	3	3	75.86	89.66

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of MA 217A & MA 217B by

Medical Assisting Courses Courses by Grade/Success/Retention

			Grades				success	retention	
			A	B	C	F	Percent	Percent	
			Count	Count	Count	Count			
MA 217A	2002	Spring	4	0	0	0	100.00	100.00	
		Summer	4	0	0	0	100.00	100.00	
	2003	Spring	2	0	0	0	100.00	100.00	
		Summer	1	0	0	0	100.00	100.00	
	2004	Spring	1	0	0	0	100.00	100.00	
		Summer	2	0	1	0	100.00	100.00	
	2005	Spring	4	0	0	0	100.00	100.00	
		Summer	5	2	0	0	100.00	100.00	
	2006	Spring	4	0	0	0	100.00	100.00	
		Summer	4	0	0	0	100.00	100.00	
	MA 217B	2002	Spring	5	0	0	0	100.00	100.00
			Summer	11	0	0	0	100.00	100.00
2003		Spring	8	0	0	0	100.00	100.00	
		Summer	5	1	1	1	87.50	100.00	
2004		Spring	2	2	0	0	100.00	100.00	
		Summer	4	3	0	0	100.00	100.00	
2005		Spring	6	2	0	0	100.00	100.00	
		Summer	2	1	0	0	100.00	100.00	
2006		Spring	6	0	0	0	100.00	100.00	
		Summer	7	1	0	0	100.00	100.00	

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Medical Assisting Courses
Courses by Grade/Success/Retention**

			Grades							success	retention	
			A	B	C	CR	D	F	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
MA 217C	2002	Spring	2	0	0	0	0	0	0	0	100.00	100.00
	2003	Spring	1	0	0	0	0	0	0	0	100.00	100.00
		Summer	3	1	0	0	0	0	0	0	100.00	100.00
	2004	Spring	1	0	1	0	0	0	0	0	100.00	100.00
		Summer	3	1	0	0	0	0	0	0	100.00	100.00
	2005	Summer	2	0	0	0	0	0	0	0	100.00	100.00
	2006	Summer	4	1	0	0	0	0	0	0	100.00	100.00
MA 218B	2002	Spring	14	4	7	0	0	1	1	1	89.29	96.43
	2003	Spring	13	7	1	0	0	1	3	1	80.77	88.46
	2004	Spring	10	12	3	0	1	1	0	0	92.59	100.00
	2005	Spring	6	5	1	0	0	1	2	0	80.00	86.67
	2006	Spring	9	5	3	0	0	1	0	1	89.47	100.00
	2007	Spring	13	3	3	0	0	1	2	2	79.17	91.67
	MA 260	2002	Spring	12	1	0	0	0	1	1	2	76.47	94.12
Summer			17	2	0	2	0	1	0	1	91.30	100.00
Fall			8	0	0	0	0	3	0	2	61.54	100.00
2003		Spring	13	1	0	0	0	0	0	0	100.00	100.00
		Fall	17	1	0	0	0	2	1	0	85.71	95.24
2004		Spring	14	1	1	0	0	1	0	1	88.89	100.00
		Summer	18	2	0	0	0	1	1	1	86.96	95.65
		Fall	12	2	0	0	0	1	0	0	93.33	100.00
2005		Spring	13	0	0	0	0	1	0	1	86.67	100.00
		Summer	17	2	1	0	0	0	1	1	90.91	95.45
		Fall	14	2	0	0	0	0	0	0	100.00	100.00
2006		Spring	10	0	0	0	0	2	1	0	76.92	92.31
		Summer	12	0	0	1	0	0	1	1	86.67	93.33
		Fall	12	0	0	0	0	1	0	0	92.31	100.00
2007		Spring	11	2	0	0	0	2	0	0	86.67	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Gender by Year/Term

Medical Assisting Courses Gender by Year/Term Duplicated Headcount

		F		M		X		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2002	Spring	216	85.4%	37	14.6%	0	.0%	253	100.0%
	Summer	66	90.4%	7	9.6%	0	.0%	73	100.0%
	Fall	167	82.3%	36	17.7%	0	.0%	203	100.0%
2003	Spring	189	83.6%	37	16.4%	0	.0%	226	100.0%
	Summer	36	83.7%	7	16.3%	0	.0%	43	100.0%
	Fall	180	87.0%	27	13.0%	0	.0%	207	100.0%
2004	Spring	218	88.6%	28	11.4%	0	.0%	246	100.0%
	Summer	52	82.5%	11	17.5%	0	.0%	63	100.0%
	Fall	190	88.0%	26	12.0%	0	.0%	216	100.0%
2005	Spring	219	87.6%	31	12.4%	0	.0%	250	100.0%
	Summer	52	75.4%	17	24.6%	0	.0%	69	100.0%
	Fall	190	86.4%	29	13.2%	1	.5%	220	100.0%
2006	Spring	216	83.4%	43	16.6%	0	.0%	259	100.0%
	Summer	55	85.9%	9	14.1%	0	.0%	64	100.0%
	Fall	230	86.8%	35	13.2%	0	.0%	265	100.0%
2007	Spring	225	90.0%	25	10.0%	0	.0%	250	100.0%

Courses by Zip Code

Medical Assisting Courses by Zip Code Duplicated Headcount

		Saddleback		Irvine		Out of District		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2002	Spring	211	83.4%	13	5.1%	29	11.5%	253	100.0%
	Summer	65	89.0%	2	2.7%	6	8.2%	73	100.0%
	Fall	165	81.3%	23	11.3%	15	7.4%	203	100.0%
2003	Spring	172	76.1%	27	11.9%	27	11.9%	226	100.0%
	Summer	33	76.7%	5	11.6%	5	11.6%	43	100.0%
	Fall	162	78.3%	16	7.7%	29	14.0%	207	100.0%
2004	Spring	201	81.7%	25	10.2%	20	8.1%	246	100.0%
	Summer	54	85.7%	3	4.8%	6	9.5%	63	100.0%
	Fall	181	83.8%	12	5.6%	23	10.6%	216	100.0%
2005	Spring	208	83.2%	20	8.0%	22	8.8%	250	100.0%
	Summer	56	81.2%	6	8.7%	7	10.1%	69	100.0%
	Fall	191	86.8%	16	7.3%	13	5.9%	220	100.0%
2006	Spring	221	85.3%	16	6.2%	22	8.5%	259	100.0%
	Summer	50	78.1%	6	9.4%	8	12.5%	64	100.0%
	Fall	226	85.3%	11	4.2%	28	10.6%	265	100.0%
2007	Spring	206	82.4%	20	8.0%	24	9.6%	250	100.0%

Age Group Distribution by Year/Term

Medical Assisting Courses Age Group Distribution by Year/Term Duplicated Headcount

		Age Groups														Total	
		Below 17		18-21		22-25		26-35		36-50		51-65		Over 65			
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %		
2002	Spring	0	.0%	54	21.3%	39	15.4%	70	27.7%	71	28.1%	19	7.5%	0	.0%	253	100.0%
	Summer	0	.0%	17	23.3%	13	17.8%	20	27.4%	17	23.3%	6	8.2%	0	.0%	73	100.0%
	Fall	2	1.0%	37	18.2%	33	16.3%	50	24.6%	62	30.5%	17	8.4%	2	1.0%	203	100.0%
2003	Spring	2	.9%	43	19.0%	29	12.8%	42	18.6%	83	36.7%	25	11.1%	2	.9%	226	100.0%
	Summer	1	2.3%	6	14.0%	5	11.6%	12	27.9%	17	39.5%	2	4.7%	0	.0%	43	100.0%
	Fall	0	.0%	40	19.3%	37	17.9%	24	11.6%	73	35.3%	30	14.5%	3	1.4%	207	100.0%
2004	Spring	1	.4%	43	17.5%	38	15.4%	43	17.5%	93	37.8%	26	10.6%	2	.8%	246	100.0%
	Summer	0	.0%	7	11.1%	15	23.8%	12	19.0%	20	31.7%	7	11.1%	2	3.2%	63	100.0%
	Fall	0	.0%	50	23.1%	33	15.3%	44	20.4%	69	31.9%	20	9.3%	0	.0%	216	100.0%
2005	Spring	1	.4%	69	27.6%	36	14.4%	47	18.8%	66	26.4%	31	12.4%	0	.0%	250	100.0%
	Summer	0	.0%	15	21.7%	13	18.8%	16	23.2%	19	27.5%	6	8.7%	0	.0%	69	100.0%
	Fall	0	.0%	69	31.4%	41	18.6%	35	15.9%	59	26.8%	16	7.3%	0	.0%	220	100.0%
2006	Spring	3	1.2%	74	28.6%	45	17.4%	33	12.7%	75	29.0%	29	11.2%	0	.0%	259	100.0%
	Summer	0	.0%	13	20.3%	14	21.9%	11	17.2%	22	34.4%	4	6.3%	0	.0%	64	100.0%
	Fall	2	.8%	88	33.2%	37	14.0%	48	18.1%	67	25.3%	22	8.3%	1	.4%	265	100.0%
2007	Spring	1	.4%	64	25.6%	44	17.6%	41	16.4%	63	25.2%	35	14.0%	2	.8%	250	100.0%

Ethnicity by Year/Term

**Medical Assisting Courses
Ethnicity by Year/Term
Duplicated Headcount**

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2002	Spring	43	17.0%	7	2.8%	27	10.7%	0	.0%	10	4.0%	4	1.6%	141	55.7%	21	8.3%	253	100.0%
	Summer	16	21.9%	1	1.4%	5	6.8%	0	.0%	0	.0%	1	1.4%	40	54.8%	10	13.7%	73	100.0%
	Fall	49	24.1%	4	2.0%	28	13.8%	0	.0%	4	2.0%	0	.0%	104	51.2%	14	6.9%	203	100.0%
2003	Spring	39	17.3%	1	.4%	25	11.1%	2	.9%	1	.4%	0	.0%	138	61.1%	20	8.8%	226	100.0%
	Summer	10	23.3%	0	.0%	3	7.0%	1	2.3%	0	.0%	0	.0%	27	62.8%	2	4.7%	43	100.0%
	Fall	48	23.2%	1	.5%	34	16.4%	1	.5%	1	.5%	0	.0%	117	56.5%	5	2.4%	207	100.0%
2004	Spring	62	25.2%	3	1.2%	41	16.7%	0	.0%	3	1.2%	1	.4%	122	49.6%	14	5.7%	246	100.0%
	Summer	17	27.0%	1	1.6%	8	12.7%	0	.0%	1	1.6%	2	3.2%	30	47.6%	4	6.3%	63	100.0%
	Fall	43	19.9%	5	2.3%	34	15.7%	0	.0%	6	2.8%	1	.5%	99	45.8%	28	13.0%	216	100.0%
2005	Spring	46	18.4%	10	4.0%	53	21.2%	5	2.0%	6	2.4%	1	.4%	109	43.6%	20	8.0%	250	100.0%
	Summer	14	20.3%	2	2.9%	17	24.6%	3	4.3%	1	1.4%	2	2.9%	27	39.1%	3	4.3%	69	100.0%
	Fall	42	19.1%	10	4.5%	45	20.5%	6	2.7%	2	.9%	6	2.7%	90	40.9%	19	8.6%	220	100.0%
2006	Spring	44	17.0%	6	2.3%	58	22.4%	8	3.1%	0	.0%	4	1.5%	119	45.9%	20	7.7%	259	100.0%
	Summer	15	23.4%	4	6.3%	9	14.1%	1	1.6%	0	.0%	1	1.6%	29	45.3%	5	7.8%	64	100.0%
	Fall	59	22.3%	2	.8%	66	24.9%	0	.0%	4	1.5%	0	.0%	119	44.9%	15	5.7%	265	100.0%
2007	Spring	58	23.2%	4	1.6%	49	19.6%	1	.4%	4	1.6%	1	.4%	107	42.8%	26	10.4%	250	100.0%

Educational Goals by Year/Term

Medical Assisting Courses Educational Goals by Year/Term Duplicated Headcount

	2002				2003				2004				2005				2006				2007	
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
AA/AS and transfer	32	12.6%	16	7.9%	17	7.5%	27	13.0%	22	8.9%	16	7.4%	43	17.2%	42	19.1%	40	15.4%	37	14.0%	38	15.2%
Transfer w/o AA/AS	4	1.6%	0	.0%	0	.0%	1	.5%	6	2.4%	2	.9%	6	2.4%	9	4.1%	6	2.3%	4	1.5%	7	2.8%
AA/AS w/o transfer	0	.0%	0	.0%	0	.0%	1	.5%	1	.4%	0	.0%	0	.0%	0	.0%	0	.0%	4	1.5%	4	1.6%
2-yr Voc. w/o transfer	7	2.8%	13	6.4%	6	2.7%	13	6.3%	11	4.5%	14	6.5%	11	4.4%	9	4.1%	10	3.9%	11	4.2%	7	2.8%
Voc. certif. w/o transf	54	21.3%	34	16.7%	29	12.8%	34	16.4%	52	21.1%	48	22.2%	41	16.4%	40	18.2%	15	5.8%	22	8.3%	31	12.4%
Discover interests	8	3.2%	1	.5%	7	3.1%	9	4.3%	10	4.1%	3	1.4%	5	2.0%	4	1.8%	12	4.6%	16	6.0%	9	3.6%
Acquire job skills	88	34.8%	93	45.8%	131	58.0%	88	42.5%	101	41.1%	85	39.4%	103	41.2%	67	30.5%	85	32.8%	78	29.4%	66	26.4%
Update job skills	20	7.9%	13	6.4%	8	3.5%	11	5.3%	11	4.5%	11	5.1%	15	6.0%	19	8.6%	13	5.0%	11	4.2%	14	5.6%
Maintain cert. or lisc.	6	2.4%	5	2.5%	2	.9%	0	.0%	0	.0%	3	1.4%	6	2.4%	0	.0%	2	.8%	9	3.4%	5	2.0%
Ed. development	5	2.0%	3	1.5%	10	4.4%	7	3.4%	12	4.9%	5	2.3%	7	2.8%	4	1.8%	15	5.8%	15	5.7%	20	8.0%
Basic Skills	0	.0%	0	.0%	0	.0%	0	.0%	2	.8%	0	.0%	1	.4%	1	.5%	1	.4%	5	1.9%	1	.4%
HS or GED	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	5	2.3%	0	.0%	0	.0%	15	5.8%	5	1.9%	6	2.4%
Undecided	29	11.5%	25	12.3%	16	7.1%	15	7.2%	14	5.7%	20	9.3%	12	4.8%	25	11.4%	45	17.4%	48	18.1%	42	16.8%
Unknown	0	.0%	0	.0%	0	.0%	1	.5%	4	1.6%	4	1.9%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Total	253	100.0%	203	100.0%	226	100.0%	207	100.0%	246	100.0%	216	100.0%	250	100.0%	220	100.0%	259	100.0%	265	100.0%	250	100.0%

Awarded Degrees by Academic Year

Medical Assistant	2006-07	2004-05
Associates in Arts	1	1

Data Source: SOCCCD Awards Management System, October 1, 2007

Awarded Certificates by Academic Year

Medical Assistant	2006-07	2005-06	2004-05
Administrative Medical Assistant	4	7	7
Clinical Medical Assistant	6	7	16
Medical Assistant	4	2	4

SUMMERIES

Table A		Table B		Table C	
SECTION COUNT/Fall 2002-Spring 2007		CENSUS HEADCOUNT (c1 headcount)		END OF TERM COUNT	
Course	Classes	Course	Students	Course	Students %
MA 200	26	MA 200	876	MA 200	882 30.3%
MA 210	11	MA 210	265	MA 210	266 9.1%
MA 211A	5	MA 211A	102	MA 211A	104 3.5%
MA 211B	5	MA 211B	125	MA 211B	125 4.3%
MA 212A	6	MA 212A	136	MA 212A	138 4.7%
MA 212B	6	MA 212B	147	MA 212B	150 5.2%
MA 213A	5	MA 213A	113	MA 213A	115 4.0%
MA 213B	5	MA 213B	118	MA 213B	119 4.1%
MA 214A	6	MA 214A	146	MA 214A	146 5.0%
MA 214B	6	MA 214B	152	MA 214B	152 5.2%
MA 215A	10	MA 215A	195	MA 215A	196 6.7%
MA 217A	10	MA 217A	0	MA 217A	34 1.2%
MA 217B	10	MA 217B	0	MA 217B	68 2.3%
MA 217C	7	MA 217C	0	MA 217C	20 0.7%
MA 218B	6	MA 218B	139	MA 218B	139 4.7%
MA 260	16	MA 260	230	MA 260	253 8.7%
TOTAL	140	TOTAL	2744	TOTAL	2907

Table D

SUMMARY OF ALL COURSES		SUMMARY MA 200& MA 210		SUMMARY MA 211A & MA 211B	
Students	%	Students	%	Students	%
A: 1156	39.8%	A: 308	34.90%	A: 67	29.20%
B: 738	25.3%	B: 196	22.20%	B: 81	35.30%
C: 379	13.0%	C: 106	12%	C: 49	21.30%
CR: 19	0.65%	CR: 12	1.30%	D: 1	0.40%
D: 54	1.9%	D: 25	2.80%	F: 12	5.20%
F: 196	6.7%	F: 59	6.70%	W: 14	6.10%
NC: 7	0.2%	NC: 1	0.10%	XX 5	2.20%
W: 196	6.7%	W: 89	10.10%		
		XX: 84	9.40%		
SUCCESS AVERAGE	78.8%	SUCCESS AVERAGE	88.10%	SUCCESS AVERAGE:	86%
RETENTION AVERAGE	87.7%	RETENTION AVERAGE	89.80%	RETENTION AVERAGE:	93.80%
SUMMARY MA 21A, MA 212B & 213A BY GRADE/SUCCESS/RETENTION					
Students	%	SUMMARY OF MA 213B & 214A BY GRADE/SUCCESS/RETENTION		SUMMARY OF MA 214B & MA 215A BY GRADE/SUCCESS/RETENTION	
Students	%	Students	%	Students	%
A: 133	33%	A: 94	35.50%	A: 105	30.10%
B: 116	28.70%	B: 85	32.00%	B: 113	32.50%
C: 77	19.10%	C: 48	18.10%	C: 51	14.60%
D: 1	0.02%	D: 4	1.50%	D: 10	2.90%
F: 28	6.90%	F: 12	4.50%	F: 24	6.70%
W: 23	5.70%	W: 14	5.20%	NC: 3	0.90%
XX: 16	4.00%	XX 6	2.30%	W: 22	6.30%
				XX 19	5.50%
SUCCESS AVERAGE	81.40%	SUCCESS AVERAGE	86.00%	SUCCESS AVERAGE	77.50%
RETENTION AVERAGE	94.20%	RETENTION AVERAGE	94.70%	RETENTION AVERAGE	93.60%

SUMMARY OF MA 217A & MA 217B BY GRADE/SUCCESS/RETENTION		SUMMARY OF MA 217C, MA 218B & MA 260 BY GRADE/SUCCESS/RETENTION	
Students	%	Students	%
A: 32	68.00%	A: 281	68.20%
B: 12	25.50%	B: 55	13.30%
C: 2	4.20%	C: 21	5.00%
F: 1	2.10%	CR: 3	0.70%
		D: 1	0.20%
SUCCESS AVERAGE	97.80%	F: 22	5.30%
RETENTION AVERAGE	100%	W: 14	3.40%
		XX: 15	3.60%
		SUCCESS AVERAGE	87.30%
		RETENTION AVERAGE	97.47%

GENDER BY YEAR/TERM			COURSES BY ZIP CODE			AGE GROUP DISTRIBUTION BY YEAR/TERM		
2907 Students			2907 Students			2907 Students		
	Students	%		Students	%		Students	%
FEMALE	2501	86%	SADDLEBACK	2402	82.60%	Below 17:	13	0.40%
MALE	405	13.90%	IRVINE	221	7.60%	18-21	689	23.70%
X	1	0.03%	OUT OF DISTRICT	284	9.80%	22-25	472	16.20%
						26-35	548	18.90%
						36-50	876	30.10%
						51-65	295	10.10%
						Over 65	14	0.50%

ETHNICITY BY YEAR/TERM			EDUCATIONAL GOAL			AWARDED DEGREES	
2907 Students	Students	%	2907 Students	Students	%	Students	%
						Associate in Arts	2 0.06%
Asian:	605	20.80%	AA/AS and transfer:	330	11.40%	AWARDED CERTIFICATES	
African American:	61	2.10%	Transfer w/o AA/AS:	45	1.50%	Students %	
Hispanic:	502	17.30%	AA/AS w/o transfer:	10	0.30%	Administrative Medical Assistant:	18 0.60%
American Indian/Alaskan Native:	28	1.00%	2-yr Voc. w/o transfer:	112	3.80%	Clinical Medical Assistant:	29 1.00%
Other:	43	1.50%	Voc. Certificate w/o transfer:	400	13.80%	Medical Assistant:	10 0.30%
Pacific Islander:	24	0.80%	Discover interests:	84	2.90%		
White:	1418	48.80%	Acquire job skills:	985	33.90%		
Unknown:	226	7.80%	Update job skills:	146	5.00%		
			Maintain certificate or license:	38	1.30%		
			Educational development:	103	3.50%		
			Basic skills:	11	0.40%		
			HS or GED:	31	1.00%		
			Undecided:	291	10.00%		
			Unknown:	9	0.30%		