

Jefferson Community & Technical College

Medical Assisting



Problem

In the Medical Assisting program, while minority students are equal to non-minority students in completion of certificates, minority students are completing the Associates of Applied Science (AAS) degree at a lower rate.

Since JCTC's student body and specifically our Medical Assisting program is composed of a rich mix of races and ethnicities, it is vitally important that we identify whether there are barriers in terms of access, retention, credentials, or employment that affect student success.

Partners

Our Pathways to Results Partners:

Dr Carolyn O'Daniel, Dean of Health Sciences

Eva Oltman, Allied Health Division Chair

Sonia Rudolph, Nursing Division Chair

Dr Linda Bledsoe, Institutional Research

Michelle Butler, Medical Assisting Program Coordinator

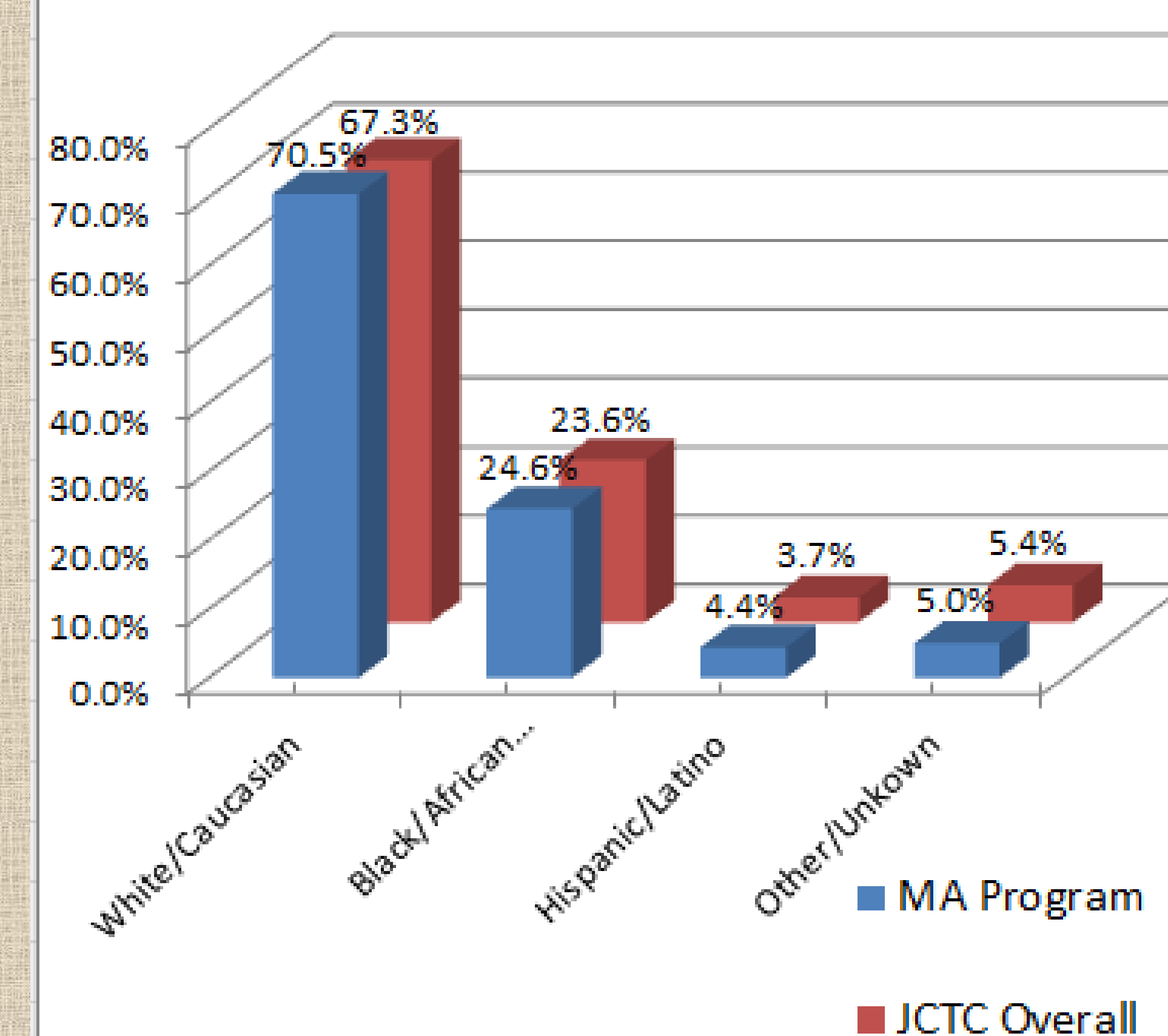
Margot McGowen, Success Coach

Christy Ralston, Norton Healthcare

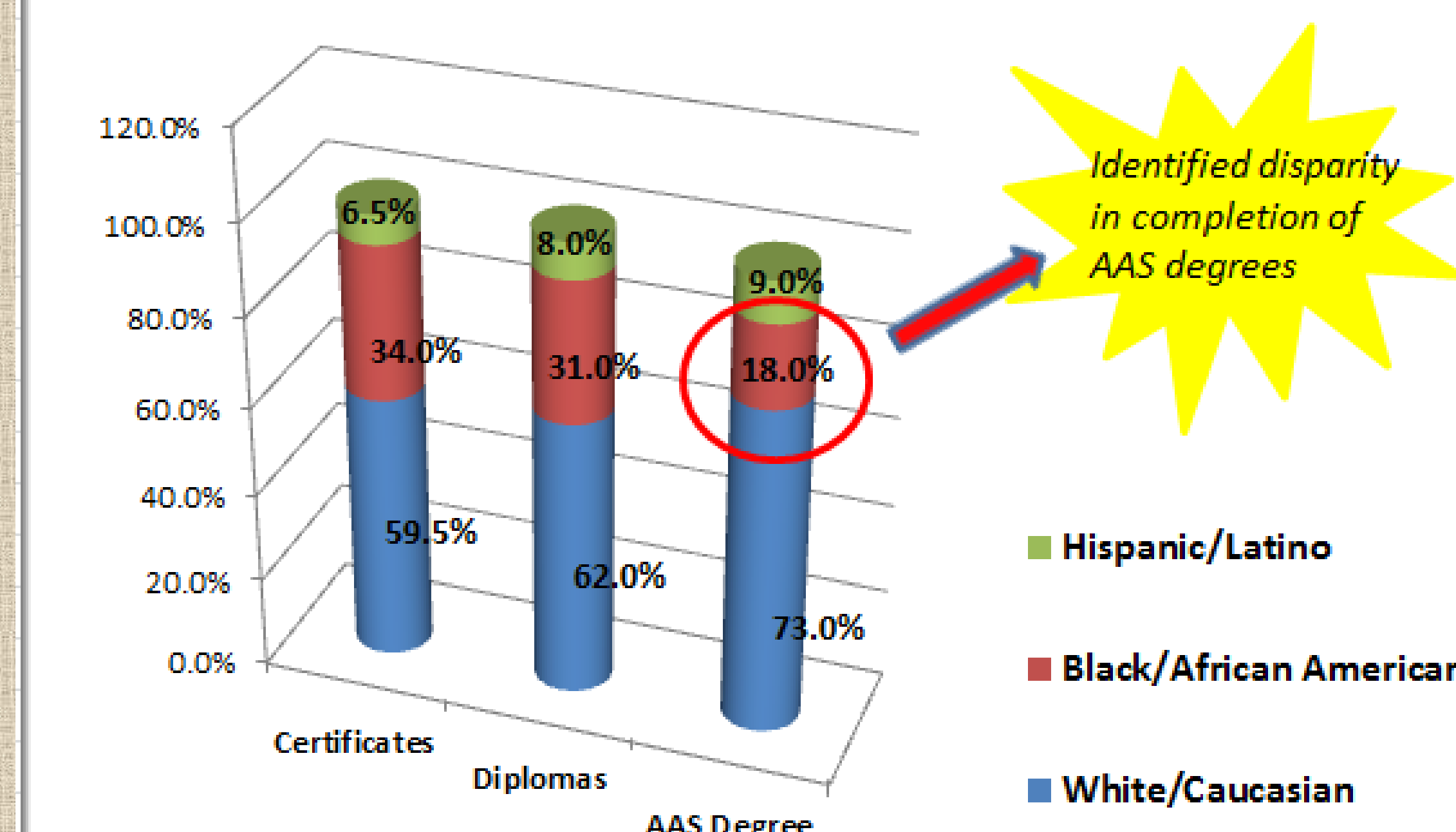
Leta Weedman, Data Manager

Michael Walters, Data Manager

Student Ethnicity in MA Program vs. Overall College



Medical Assisting Credentials Awarded by Student Ethnicity



Outcomes & Equity Assessment

The Pathways to Results team at Jefferson Community & Technical College was established in August of 2014 and documented via a team charter. This team identified the problem statement and data to analyze.

Data in the areas of admission, retention, completion, and employment for minority and non-minority students in the Medical Assisting program was reviewed by the Team.

Process Assessment

Strategies to decrease the gap in completion of the Associate of Applied Science degree between minority and non-minority Medical Assisting students were reviewed by the team. Based on their process assessment, the PTR team theorized that students who are completing a diploma but not an AAS are likely not receiving advising early enough in the program to successfully navigate and complete both programs.

Process Improvement

The Medical Assisting program has adopted an intrusive advising approach as a way of assisting minority students in their efforts to earn an associate degree.

Each student works one on one with the program coordinator to develop an academic program plan that would allow them to reach their educational goals. This approach involves identifying and providing advising to first semester students who express an interest in JCTC's Medical Assisting program.

Class schedules are modified and flex scheduling is utilized during the students' clinical externships, allowing students to complete the general education requirements in conjunction with the program curriculum.

Student outcomes will be tracked to determine if the new intrusive advising process supports success for the target population and if these practices, if successful, could be scaled to support the targeted population in other areas of the college.

Next Steps

Evaluate the data for associate degree completion for minority students to assess if intrusive advising has increased Associate in Applied Science (AAS) degree completion rates for the target population.