Medical Assisting Program

Section One: Mission and Goals

Mission: The Medical Assisting Program at Columbia Gorge Community College offers comprehensive health care training to those students who desire to

- 1) Work in the community supporting service to patients;
- 2) Serve others
- 3) Promote their own personal development.

Goals and objectives for the department for the next review cycle:

- 1. Have the updates to the Medical Assisting certificate ready to implement for School year 2012-13 with all courses having been approved by the curriculum committee, especially the new courses:
 - a. MA140 Legal Aspects of HealthCare
 - b. MA120 Intro to Clinical Phlebotomy
 - c. MP201 Intro to Electronic Health Records
 - d. Biology 121 & 122 Intro to Human Anatomy and Physiology I and II
 - e. PSY101 Psychology and Human Relations
 - f. HE113 First Aid and Professional CPR
 - g. MA270 Clinical Practicum
 - h. MP201 Introduction to Electronic Health Records
- 2. Review and work with PCC to revise as needed the CCOGs (Some of the CCOGs that we must follow from PCC currently do not have learning outcomes listed)
- 3. Research and, if indicated, select more appropriate textbooks or software for all of the applications courses to more effectively prepare students for the local community working environment while continuing to meet outcome requirements of the AAMA.
- 4. Work with community partners to explore offering continuing education approved by the AAMA and available to the community; to include such topics as Immunization Data Base, Inflammatory Breast Disease, Prostrate Screening, Pain Management, and Diabetes Education.
- 5. Create a process for helping graduates prepare for and pass the CMA exam.

2012

Columbia Gorge Community College Instructional Program Review and Reporting

Section Two: Description of the Department

Describe the present composition of the department in terms of:

Include listi	ng of classes, degrees, and certificates offered	Medical Assisting Certificate
FIRST TERM	/SUMMER	
MP 111	Medical Terminology	4.0 (44 hours)
BI 55	Human Biology	4.0 (22 hours/ 33 lab hours
Mth 22	Metric Scientific Notations	1.0 (11 hours)
HE 112	First Aid & Emergency Care	1.0 (8 hours)
	Total Credits	10.0
SECOND TE	RM/FALL	
MA 112	Seminar 1	1.0 (11 hours)
MA 117	Medical Office Admin Procedures	4.0 (60 hours)
MA 180	Coding and Reimbursement	1.0 (11 hours)
MA 121	Medical Legal Aspects	2.0 (22 hours)
MA 134	Medical Record Transcription Lab 1	1.0 (33 lab hours)
MLT 100	Medical Office Lab Orientation	3.0 (11 hours/33 lab hours)
	Total Credits	12.0
THIRD TERM	M/WINTER	
MA 122	Seminar 2	1.0 (11 hours)
MA 123	Medical Office Clinical Procedures	3.0 (33 hours)
MA 124	Medical Office Clinical Proc Lab	2.0 (66 lab hours)
MA 131	Intro to Medical Science	5.0 (55 hours)
	Total Credits	11.0
FOURTH TE	RM/SPRING	
MA 118	Medical Office Admin Proc Lab 2.0 (7	
MA 136	Medications	2.0 (22 hours)
MA 132	Seminar 3	1.0 (11 hours)
MA 125	Administrative Directed Practice	2.0 (64 hours)
MA 133	Clinical Directed Practice	2.0 (64 hours)
MA 147	Specialty Directed Practice	2.0 (64 hours)
	Total Credits	11.0
	Program Total Credits	44.0

- B. Provide number and qualifications of faculty and staff. Position descriptions are included as an addendum
 - One Program Coordinator/faculty
 - 2 Adjunct Faculty

C. Provide the current budget resources for personnel, essential supplies, and equipment necessary to support the program and student success. See addendum.

Section Three: Action on Previous Review's Recommendations

Describe what actions have been taken on each of the previous recommendations given by the department or external entity (if a prior review has been done) and achievement of benchmarks or targets set by the department to address the recommendations.

A. The Initial Accreditation Documents from the AAMA cited two deficiencies which were corrected. Both the Letter of Certification and the Letter responding to the deficiencies are included as addendums.

September 30, 2014

The following citations merit your institution's attention and resolution in order to strengthen the program's compliance with the Standards (For a complete copy of the Standards, check the CAAHEP website at www.caahep.org, or call the office at 727-210-2350):

II.B. Appropriateness of Goals and Learning Domains The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest. An advisory committee, which is representative of these communities of interest, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.

This is a new advisory committee that has met twice and has all communities of interest represented, except for current students and graduates.

Appoint a student and graduate to the advisory committee and submit a roster of advisory committee members identifying the community of interest that each represents and showing that all communities of interest are represented, including students and graduates. **Done.**

IV.B.1. Outcomes Assessment The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program. "Outcomes assessments" include, but are not limited to: performance on national credentialing examinations, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement and programmatic summative measures. The program must meet outcomes assessment thresholds.

The program does not have any graduate surveys on file; however, they have developed a graduate survey for their second graduating class. In the future, they will use the MAERB approved surveys. Submit copies of all graduate surveys received during the current and next calendar year, grouped and labeled by graduating class. Include a roster of the graduates in each cohort. **Done.**

2012

Columbia Gorge Community College Instructional Program Review and Reporting

B. The program Coordinator files an annual report with the AAMA which is summarized below:

2011 Annual Report - Accreditation Data Collection MAERB Analysis Enrollment, Retention, Graduation Summary

	Total Students	# "IP" or Stopped out	Attrition	Number graduated to date	Retention Rate
Totals	46	0	10	36	
Percentage		=			78.26%

Job Placement Summary

	Total Number of Graduates	Number of Positive Placement	Graduates employed as MA or in related Field	Placement Rate
Totals	36	29	10	
Percentage				80.56%

Exam Success Summary

Calendar Years 2008 -	Number of	Number of graduates taking	Total number passing exam	based on number	Pass Rate based on number
2010	Graduates	the exam		of graduates	taking the exam
	25	5	5	20%	100%

Graduate Survey Results

Calendar 2008 thru 2010	Total Number of Graduates	Number of Grad Surveys sent	Number of Grad Surveys Returned	Percent of Surveys Returned (participati on)	Number of Surveys with Positive responses - Cognitive	Number of Surveys with Positive responses - Psychomotor	Year Number of Surveys with Positive responses - Affective	Number of Positive Responses Percent Grad Survey Success
	36	36	18	50%	18	18	18	100%

Employer Survey Results

						Maran Maran In a m	Number of
Calendar	Total Number	Number	Percent of	Number of	Number of	Year Number	Number of
2008	of Graduates	of	Surveys	Surveys with	Surveys with	of Surveys	Positive
			,	Positive	Positive	with Positive	Responses
thru	Employed as	Employer	Returned				
2010	MA or in	Surveys	(participation)	responses -	responses -	responses -	Percent Grad
2020	Related Field	Returned		Cognitive	Psychomotor	Affective	Survey Success
		1.5	51.72%	14	14	14	93.33%
1	29	1 15	51./2/0	14	1-7		55.5575

Section Four: Assessment of Key Functions and Data Elements

Use assessment spreadsheet or prepare a qualitative summary to review the department's key functions and data elements:

- Faculty census (number of adjunct and full-time faculty)
 - Faculty numbers have not changed. We have one full-time faculty who is also the Program Coordinator and 2 adjunct faculty who have primarily responsibility for MA180 and MA131.
- Use of Professional Development funds to improve teaching and learning strategies
 - Laurie Miller attended the Academy for ICD-10-CM/PCS Trainers in November 2011. She is using this information in her class and also to inform training planning decisions at the college.
 - Diana Lee-Greene, the Program Coordinator, attend inservice opportunities sponsored by the AAMA and in 2012 will be attending the Pacific Northwest Great Teachers Seminar in June.
- Other activities and opportunities in which faculty have been engaged that support faculty success (internal training such as in-service workshops, training in the use of data or college systems, mentoring, internships with business, committee membership, etc.)
 - The Program Coordinator and occasionally some of the adjunct faculty attend the Fall and Spring inservices at the college level.
 - Two of the adjunct faculty members regularly attend outside presentations to keep them abreast of developments in their field of study.
- Courses reviewed as per department schedule or within the last three years
 - Because of the extensive revamping of the entire MA program this year by the PCC SAC, many courses have been reviewed and outcomes rewritten. Those courses are:
 - MA112 Medical Office Assistant Seminar I
 - MA117 Med Office Administrative Procedures
 - MA118 Med Office Administrative Procedures (Lab)
 - MA123 Medical Office Clinical Procedures
 - MA124 Clinical Procedures Lab
 - MLT100 Medical Office Lab Orientation
 - Other courses not included in the above review will be reviewed during the calendar year 2012-13.
- Enrollment data per year since the last review
 - See the above report
- Student retention in classes in the department, progression term to term and year to year, and graduation rates for the department (may be aggregated or done per discipline to provide best data for the department)
 - See the above report
- Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, Foundations of Excellence,

Columbia Gorge Community College | April Instructional Program Review and Reporting

involvement with and student attendance at co-curricular activities, involvement with new student orientation, etc.)

- Course instructors use SMART classroom technology.
- Diana Lee-Greene chairs the CGCC Curriculum Committee for 2011-12.
- Diana and Laurie Miller attended New Student Orientation during fall CGCC Faculty In-service.
- Diana supports certificate completers by encouraging them to pursue CMA certification.

Section Five: Analysis of Assessment and New Recommendations

Based on analysis of the review:

- What new recommendations are being set by the department for the next review cycle?
 - Develop a Service Learning project for MA122 Seminar
 - Work closely with Gorge Health Connect with a goal to focus all of the Electronic Medical Record courses (MA118, MA180, and MP201) into the same format and similar software to what is currently being used in the community.
 - Bring in more guest speakers with specific expertise to aid in the learning of complex material for the students; specifically targeting pharmacology, and legal courses.
 - Write course outcomes for those courses not yet revised in the last 3 years.
 - Have a coordinated program of Medical Assisting continuing education to work in conjunction with other health care related programs currently being offered.
- What benchmarks will be used for assessment of the recommendations and any new activities being implemented during the next review cycle?
 - Improving the Annual Report percentages with regard to Survey return rates and exam taking percentage.
 - Maintain our retention rate of 75% or better and our job placement rate of 80%
 - Work with Medical Assisting Advisory Board to review the new curriculum for the following:
 - Improved application of clinical skills necessary for the medical assistant in the current environment
 - Improved computer and electronic health records skills identified as necessary in the new healthcare environment
 - Improved communication skills and knowledge of working with a more diverse patient
 - Improved critical thinking skills with regard to a faster paced working environment and increased demand for a collaboration of all health care workers in new healthcare models.

Diana Lee-Greene, RMA, MT (ASCP), MBA, CGCC Medical Assisting Program Coordinator

Doris R. Jepson, RN, MSN, CCRN, Director of Nursing and Health Occupations

Columbia Gorge Community College | April

2012

Instructional Program Review and Reporting

Clearwater, FL 33756 Phone: 727-210-2350 / Fax: 727-210-2354 www.caahep.org

September 21, 2009

Frank Toda, PhD

President Columbia Gorge Community College 400 E Scenic Drive The Dalles, OR 97058

Dear Dr. Toda:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its vote on **September 18, 2009** to award **initial accreditation** to the Columbia Gorge Community College Certificate medical assisting program in The Dalles, Oregon.

The recent peer review conducted by the Medical Assisting Education Review Board (MAERB) and the Commission's Board of Directors recognizes the program's substantial compliance with the nationally established accreditation standards. The initial accreditation status will expire September 30, 2014.

The following citations merit your institution's attention and resolution in order to strengthen the program's compliance with the Standards (For a complete copy of the Standards, check the CAAHEP website at www.caahep.org, or call the office at 727-210-2350):

II.B. Appropriateness of Goals and Learning Domains The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.

An advisory committee, which is representative of these communities of interest, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.

This is a new advisory committee that has met twice and has all communities of interest represented, except for current students and graduates.

Appoint a student and graduate to the advisory committee and submit a roster of advisory committee members identifying the community of interest that each represents and showing that all communities of interest are represented, including students and graduates.

IV.B.1. Outcomes Assessment The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program.

"Outcomes assessments" include, but are not limited to: performance on national credentialing examinations, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement and programmatic summative measures.

Columbia Gorge Community College | April Instructional Program Review and Reporting

The program must meet outcomes assessment thresholds.

Commission on Accreditation of Allied Health Education Programs

CAAHEP requests that two copies of a report be sent to the MAERB at 20 North Wicker Drive, Suite 1575, Chicago, IL 60606 by June 1, 2010 indicating the manner in which these citations have been resolved.

Failure to respond satisfactorily to the citations above may result in a withdrawal of accreditation. The accreditation standards are established by CAAHEP, American Association of Medical Assistants and American Medical Association.

The commission recognizes you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in program accreditation.

Sincerely,

M. Latchet McPherson, PhD, MT (ASCP), CLS (NCA) President

Cc: Susan Wolff, EdD, Chief Academic Officer, Diana Lee-Greene, RMA, MT (ASCP), MBA, Medical Assisting Program Director, Eugenia Mills Fulcher, RN, BSN, EdD, CMA (AAMA), MAERB, Chair Joyce M. Hardee, CMA-A (AAMA), MAERB, Vice-Chair Judy A. Jondahl, MS, RN, Director of MAERB, Donald A. Balasa, JD, MBA, Executive Director, AAMAE

MAERB ACCREDITATION DEPARTMENT 20 North Wacker Drive, Suite 1575 Chicago, IL 60606-2963

Dear Ms. Jondahl,

May 5, 2010

Columbia Gorge Community College received its initial accreditation in September, 2009 with two citations. Under II.B. Appropriateness of Goals and Learning Domains, our program did not have adequate representation of the communities of interest on the Advisory Board; and IV.B.1. Outcomes Assessment, our program did not have documentation of assessment of the program.

Enclosed with this cover letter are two flash drives containing the supporting documentation that demonstrates our compliance with these two outcomes.

A. II.B – Communities of interest

- 1. Copies of our last meeting of the Advisory Committee showing the representation of our communities of interest.
- 2. Roster of community members on the Advisory Committee as representation of our communities of interest.

B. IV.B.1 – Outcomes Assessment

- 1. A copy of the 2009 Annual Report submitted in February, 2010 showing retention, job placement, graduate survey results and employer survey results.
- 2. Copies of all graduate surveys for graduating class 2008-09 and a roster of the cohort. For graduating class 2009-10, we have adopted the MAERB approved survey.
- 3. Copies of all employer surveys for graduating class 2008-09

We hope these are satisfactory and look forward to hearing from you that our program now meets the CAAHEP Standards and Guidelines.

Please do not hesitate to call should you require any additional documentation. Thank you for your assistance with this process.

Sincerely,

Diana Lee-Greene, RMA, (AMT), MT (ASCP), MBA Program Director Medical Assistant Program

COLUMBIA GORGE COMMUNITY COLLEGE

		COLUM	COLUMBIA GONGE			1					
			Actual	Actual	Adj Bgt 2010-11	Proposed 2011-12	Approved 2011-12	Adopted 2011-12	\$Chg Incr(Decr)	% of Prior Bgt	% of Total Bgt
Account Number	Prj	Describitori									
	M	MEDICAL ASSISTING									
	PE	PERSONAL SERVICES									
20404	0000	SALARY EXPENSE	52,696	55,626	57,852	57,852	57,852	57,852	0	100%	
100-12-131-11-6421	0000	PART TIME INSTRUCTOR WAGES	7,596	6,517	6,678	11,288	11,288	11,288	4,610 515	169% na	
100-12-131-11-6441	0000	CURRICULUM DEVELOPMENT WAGES TOTAL SALARY EXPENSE	60,292	62,143	64,530	69,655	69,655	69,655	5,125	108%	
		OTTICE BAYBOLL EXPENSE							1		
1000 11 1000	0000	SOCIAL SECTIONS	4.490	4,604	4,937	5,329	5,329	5,329	392	108%	
100-12-131-11-6901	0000	MODINE SECOND INS	207	214	212	279	279	279	29	132%	
100-12-131-11-0902	0000	STATE MORKERS BENEFIT FUND	20	19	06	86	86	86		109%	
100-12-131-11-0903	0000	INEMPLOYMENT INSURANCE	620	728	1,226	1,602	1,602	1,602		131%	
100-12-131-11-6904	0000	DEBS	8,783	7,037	8,163	11,333	11,333	11,333	3,170	139%	
100-12-131-11-0903	0000	PENS DISABILITY INSTIRANCE	280	111	116	116	116	116		100%	
100-12-131-11-0900	0000	DISABILIT MODIFICATION	37	14	14	14	14	14		100%	
100-12-131-11-0907	0000	LITE INSOLVANCE	10.233	12,545	15,614	18,737	18,737	18,737			
100-12-131-11-0908	0000	TOTAL OTHER PAYROLL EXPENSE	24,670	25,273	30,372	37,508	37,508	37,508			
		OTAL DIRECTAL CERTACE	84 962	87.416	94.902	107,163	107,163	107,163	12,261	113%	
	F	TOTAL PERSONAL SERVICES	706,40	21.							
	24	MATERIAL S. S. SERVICES									
2001 44 404 04	0000	INCIDENTIFICATIONAL CONTRACTED SERVICES	341	448	260	530	530	530			
100-12-131-11-7200	0000	DOC CONTRACT EXPENSE	9.178	9,459	10,284	5,262	5,262	5,262	(2)		
100-12-131-11-7211	0000	PCC CONTINUE ENGINEER	0	0	458	350	350	320			
100-12-131-11-7213	0000	BOSTACE & FICEINGEO	15	43	50	15	15	15	٠		•
100-12-131-11-7510	0000	POSTAGE SHIPPING & EDELCHT	12	0	0	0	0	0			
100-12-131-11-7521	0000	DEINTING & DIEDICATING	2.602	1,767	1,800	1,700	1,700	1,700	_		0
100-12-131-11-7601	0000	PRINTING & DOI LICATION	3.591	3,408	3,400	3,660	3,660	3,660	20		0
100-12-131-11-8006	0000	INSTRUCTIONAL SOLICIES	285	0	330	330	330	330			0
100-12-131-11-8201	0000	CONFERENCE FEES	1 712	224	300	250	250	250			. 0
100-12-131-11-8205	0000	EMPLOTEE IRAVEL	C	0	237	200	200	200	26		. 0
100-12-131-11-8508	0000	EQUIPMENT REPAIR	233	248	300	300	300	300			. 0
100-12-131-11-8509	0000	FOOD & RETRESTIMENTS	187	108	200	200	200	200		_	.0
100-12-131-11-8512	0000	GIFLO EXPENDE	170	628	1,785	1,585	1,585	1,585	(200)	80	.0
100-12-131-11-8516	0000	INEMBERSHIFT LEG & DOES	131	0	0	0	0				
100-12-131-11-8803	0000	INSTRUCTIONAL ECONTRIENT ASSOCIATED AN ATERIAL & SERVICES	18.457	16,335	19,704		14,682	14,682			
		TOTAL MEDICAL ASSISTING	103,418	103,751	114,606	121,845	121,845	121,845	7,239	106%	0 1.1%
		OTAL MEDIOAL ACCIONNO									

COLUMBIA GORGE COMMUNITY COLLEGE



400 EAST SCENIC DRIVE THE DALLES, OREGON 97058 (541) 506-6000 • www.cgcc.cc.or.us

POSITION TITLE:

Medical Assisting Faculty/Program Coordinator

EMPLOYEE CLASSIFICATION: Faculty ORGANIZATIONAL UNIT:

Instruction

REPORTS TO:

Director of Nursing and Health Occupations

DATE WRITTEN:

January 4, 2007

REVISED:

October 20, 2009

GENERAL POSITION DESCRIPTION:

Responsible for organizing and carrying out structured learning processes for students in the Medical Assisting program, including course planning, organization, administration, review of curriculum, accreditation documentation, evaluation, assessment, community interaction with pre-allied health students and development. Administrative duties relate to ongoing administration of the program in terms of budgeting, scheduling of classes, accreditation and supervision of other instructors. Participates in the full range of professional and college-related activities including student advising, curriculum development, professional growth, departmental and college-wide meetings, committee activity, and community involvement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- 1. Oversee the administration of the Medical Assisting program. Reports directly to the Director of Nursing and Health Occupations.
- 2. Serve as an instructor for the Medical Assisting students in both the lecture, lab and externship format.
- 3. Serve as practicum coordinator to select, approve and monitor externship sites, including on-site mentors orientation/training.
- 4. Provide on-going assistance to externship sites including but not limited to regularly scheduled visits at least once per term with both student and supervisors on student progress.
- 5. Correspond with the Commission on Accreditation of Allied Health Education Programs and maintain all accreditation standards established for the program.
- 6. Hire and oversee part-time instructor and lab assistants.
- 7. Purchase supplies and equipment as needed and monitor the Medical Assisting budget.
- 8. Advise Medical Assisting students.
- 9. Assist with curriculum development within the program and oversee quality of
- 10. Attend department and other college meetings.
- 11. Work as part of the Health Occupations team.

KNOWLEDGE, SKILLS, AND ABILITIES:

- 1. Thorough understanding of the curriculum in assigned instructional areas.
- 2. Knowledge of instructional delivery, the elements of effective teaching and learning, and the principles of adult education.
- 3. Ability to communicate effectively.
- 4. Ability to work cooperatively with staff, faculty, and students.
- 5. Ability to work independently and supervise others.
- 6. Current clinical knowledge and maintenance of clinical skills.
- 7. Ability to work effectively with clinical site staff.
- 8. Strong commitment to student success.
- 9. Strong commitment to innovation, collaboration, and quality.
- 10. Willingness to work and/or travel on a flexible schedule including some evenings and weekends.
- 11. Ability to stay current in the field through professional development and self-study.
- 12. Ability to use computer technology for communication and instructional purposes.

SUPERVISION RECEIVED:

The Director of Nursing and Health Occupations is responsible for supervision and evaluation under procedures developed by the Chief Academic Officer. The Chief Academic Officer confers with the Director in decisions regarding instructor's workload, professional growth, retention, and department staffing levels.

SUPERVISION EXERCISED:

Supervise part-time faculty and laboratory assistants.

QUALIFICATIONS:

EDUCATION: Associate's Degree or RN required.

LICENSURE AND OTHER CREDENTIALS: CMA or RMA certificate (if not an RN)

EXPERIENCE:

Minimum of five years' recent full-time in the medical office profession in an outpatient setting. (Nursing degree and current RN credential can substitute)

WORKING CONDITIONS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Schedule:

Early morning, evening, and weekend work may occasionally be required.

Travel:

Travel may be required between campuses, externship sites and to other locations as needed.

PHYSICAL DEMANDS:

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit, bend, kneel, reach, stand, stand long periods, walk, talk, hear, use hands and fingers to operate computers or other objects. The employee is also occasionally required to lift, push, pull, carry or support patients or materials up to 50 pounds in weight.

PREPARED BY:

Marilyn McGuire-Sessions, R.N., M.N., Director of Nursing and Health Occupations/Linda Quackenbush, Coordinator, Health Occupations

REVIEWED BY:

Dr. Susan Wolff, Chief Academic Officer

DATED: January 4, 2007

REVISED: Doris Jepson, RN, MSN, CCRN, Director of Nursing and Health Occupations/ Diana Lee-Greene, RMA(AMT), MT(ASCP), MBA; October 20, 2009

APPROVED BY: Robb Van Cleave, Chief Talent and Strategy Officer; October 29, 2009

It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Persons having questions about equal opportunity and nondiscrimination should contact the following persons: For Employment

Robb Van Cleave, Chief Talent and Strategy Officer

Office: Rm 2.422 Phone: 541-506-6151

For Educational Programs Dr. Susan J. Wolff, Chief Academic Officer Office: Rm 2.103 Phone: 541-506-6031

For Student Programs, Activities, and Services Karen Carter, Chief Student Services Officer

Office: Rm 3.223 Phone: 541-506-6013 Auxiliary aides and services are available upon request to otherwise qualified individuals with disabilities. Please contact CGCC's ADA Coordinator Lori Ufford at 541-506-6025 or the Event Coordinator in a timely manner. 541-506-6016 (TTD).



JOB DESCRIPTION

POSITION INFORMATION

Position Title: Medical Assisting Instructor

Department: Instruction
Employee Classification: Faculty
Status: Part-time

Reports To: Director of Nursing and Health Occupations;

Supervised by the Medical Assisting Program Coordinator

Date Written: June 2, 2008 Revision Date(s): July 9, 2011

GENERAL NARRATIVE DESCRIPTION OF POSITION

Under the supervision of the Director of Nursing and Health Occupations and the Medical Assisting program Coordinator, responsible for carrying out structured learning processes for students in the Medical Assisting program as assigned, including course planning, organization, administration, review of curriculum, accreditation documentation, evaluation, assessment, community interaction with pre-allied health students and development.

ESSENTIAL JOB FUNCTIONS

- 1. Reports directly to the Coordinator of the Medical Assisting Program.
- 2. Serves as adjunct instructor for the Medical Assisting students in both the lecture and lab format.
- 3. Assist with advising of Medical Assisting students.
- 4. Assist with the oversight of clinical placement and supervision of students.
- 5. Assist with curriculum development within the program and oversee quality of instruction.
- 6. Attend department and other college meetings.
- 7. Work as part of the Health Occupations team.

The list of essential functions, as outlined herein, is intended to be representative of the tasks performed within this classification. It is not necessarily descriptive of any one position in the class. The omission of an essential function does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the position.

SUPERVISES THE FOLLOWING STAFF

Medical assisting students in lecture, lab and clinical settings.

Columbia Gorge Community College is an equal opportunity educator and employer.

EXPERIENCE

Three years experience as a medical assistant in an ambulatory care setting.

EDUCATIONAL BACKGROUND

Associate degree or higher. Certified medical assistant (AAMA) or RMA with permission. Current CPR for Healthcare Provider card. Ability to pass a criminal history check.

REQUIRED KNOWLEDGE, SKILLS AND PERSONAL QUALIFICATIONS

- 1. Thorough understanding of the curriculum in assigned instructional areas.
- 2. Knowledge of instructional delivery, the elements of effective teaching and learning, and the principles of adult education.
- 3. Ability to communicate effectively.
- 4. Ability to work cooperatively with staff, faculty, and students.
- 5. Ability to work independently and supervise others.
- 6. Current clinical knowledge and maintenance of clinical skills.
- 7. Ability to work effectively with clinical site staff.
- 8. Strong commitment to student success.
- 9. Strong commitment to innovation, collaboration, and quality.
- 10. Willingness to work and/or travel on a flexible schedule including some evenings and weekends.
- 11. Ability to stay current in the field through professional development and self-study.
- 12. Ability to use computer technology for communication and instructional purposes.

PREFERRED KNOWLEDGE AND SKILLS

- 1. Experience as an instructor in a Medical Assisting program.
- 2. Experience teaching in a community college.
- 3. Bilingual English / Spanish

WORKING CONDITIONS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, walk or stand, talk or hear and use hands to finger. The employee is occasionally required to handle or operate objects, tools or controls; reach with hands and arms; and bend and reach. The employee must occasionally lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Work flexible hours as needed. Travel may be required. Access to a vehicle and possession of a current, valid driver's license required.

PRESENTED BY:	Doris R. Jepson, Director of Nursing & Health Occ	DATE
REVIEWED BY:	Dr. Susan Wolff, Chief Academic Officer	DATE
REVIEWED BY:	Robb Van Cleave, Chief Talent & Strategy Officer	DATE
APPROVED BY:	Dr. Frank Toda, President	DATE

It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Persons having questions about equal opportunity and nondiscrimination should contact the following persons:

For Employment

Robb Van Cleave, Chief Talent and Strategy Officer

Office: Rm 2.422 Phone: 541-506-6151

For Educational Programs

Dr. Susan J. Wolff, Chief Academic Officer

Office: Rm 2.103 Phone: 541-506-6031

For Student Programs, Activities, and Services Karen Carter, Chief Student Services Officer

> Office: Rm 3.223 Phone: 541-506-6013

To Request Accommodations and Contact for Special Needs

Auxiliary aides and services are available upon request to otherwise qualified individuals with disabilities. Please contact CGCC's ADA Coordinator Lori Ufford at 541-506-6025 or the Event Coordinator in a timely manner. 541-506-6016 (TTD)

Accreditation On-Site Survey Report CAAHEP Accredited Medical Assisting Programs

Sponsoring Institution:	Columbia Gorge Community College	
City, State	The Dalles, OR	
Program Code:	TBA	
r rogram ocas.		(<== if different from Line 4)
Sponsoring Institution:	Columbia Gorge Community College	(C== II different from End 4)
Program Address 1:	400 E. Scenic Drive	(Address appears on CAAHEP website
Address 2:		and in the American Medical Association (AMA)
Address 3:		Health Professions Career & Education Directory)
City:	The Dalles (<== if different from Line 5)	
State:	OR (<== if different from Line 5)	
Zip+4:	97058-3434	e Education Directors/
Institution Phone #:	97058-3434 [Phone number appears on CAAHEP website and in the AMA Health Professions C	areer & Education Directory)
Institution Fax #:	541/298-3104	
Institution Website:	www.cgcc.cc.or.us	
Award Granted:	Certificate	
Award Crantos.		
Chief Executive Officer:		
Name and Credentials:	Frank K. Toda, PhD	
Working Title:	President	If different from
Mailing Address:		Program Address above.
City, State Zip:		
Email address:	ftoda@cgcc.cc.or.us	If different from
Phone Number:	541/506-6103	phone numbers above.
Fax Number:	541/506-6102	
Dean (or comparable):	Susan Wolff, EdD	
Name and Credentials:	Chief Academic Officer	
Working Title:	Chief Academic Officer	If different from
Mailing Address:		Program Address above.
City, State Zip:		
Email address:	swolff@cgcc.cc.or.us	If different from
Phone Number:	541/506-6030 541/506-6032	phone numbers above.
Fax Number:	341/300-0032	
Program Director:	THE CASE WE CASE WE WANTED	
Name and Credentials:	Diana Lee-Greene, RMA (AMT), MT (ASCP), MBA	
Title:	Medical Assisting Faculty/Program Director	
Email address:	dgreene@cgcc.cc.or.us	
Phone Number:	541/506-6159	
FAX Number:	541/506-2226	
Date of Appointment:	April 16, 2007	
Medical Advisor:		
Name and Credentials:	Paul Armerding, MD	
Title:	Physician Medical Director	
Email address:	paula@mcmc.net	
Phone Number:	541/370-5571	
FAX Number:	541/296-9156	
Street Address:	1620 E. 12th St.	
City, State Zip+4	The Dalles, OR 97058-3434	
Practice Specialty:	Family Medicine	
Date of Appointment:	June 1, 2008	
Surveyor validating above	e information: Perify Gleriii 3-Apr-09	
Date Validated:	0.10	

Institution Name:	lame:		Survey Dates April 2-3, 2009	
City, State:			Type Review Initial Accreditation	
	Positioning cursor over yellow boxes in "Text" column displays Standard.	plays Standar	Note: Row heights ma	by be manually adjusted to fit the amount of text.
Standard	Description	Met/ Not Met	Text	Rationale
		STAL	STANDARD I - SPONSORSHIP	
I.A.	Sponsorship	met		
-	Consortium Sponsor - Members			
I.B.1	Consortium Sponsor - Responsibilities			
	Responsibilities of Sponsor	Met		
		STAND	STANDARD II - PROGRAM GOALS	
Δ	Program Goals and Outcomes			
	◆ written statement of goals and learning domains	Met		
	 consistent w/ needs and expectations of Communities of Interest (C of I) 	Met		
	 responsive to the needs and expectations of the 	Met		
	Communities of Interest			
	♦ provide basis for program	1		
	• planning	Met		
	• implementation	Met		
	• evaluation	Met		
	◆ compatible with the mission of the sponsor	Met		
	♦ compatible w/ the expectations of the C of I.	INET		
	based on substantiated needs or	Mat		
	health care providers	Met		
	empoyers admational needs of the students	Met		
	פתתקמת כו בו בפתח בי			
II.B	Appropriateness of Goals and Learning Domains			
	 ◆ Program regularly assesses it goals and learning 	Met	7	of somminities of
	◆ Program personnel must identify and respond to		This is a new advisory committee that has men	hat has met twice and alle represented by all communication
	changes in the needs and/or expectations of its	Met	melest, except current students at	ב
	COMMUNICAS OF INTEREST.			
	A an Advisory Committee must be representative of C of I			
	- paragraphic and a paragraphi	Not Met		
	= draduates	Not Met		
	- faculty	Met		
	sponsor administration	Met		
	• employers	Met		
	• physicians PA DO NP	Met		
	• public	Met		
	meet at least annually	Met		
	assist personnel in formulating and revising goals	Met		
	monitor needs and expectations	Met		
	ensure program responsiveness to change	Met		
II.C	Minimum Expectations			
	 ♦ Program has the required minimum expectations goal 	Met		
	 ♦ Program clearly delineates additional goal(s) 	Met		
	provides evidence that all students have achieved	Met		

Survey Dates April 2-3, 2009	Note: Row heights may be manually adjusted to fit the amount of t		Rationale	RESOURCES																is the correct call below Click in the bo	Enter rationale for progam personnel in the collect cell below.	rationale, which will delete the current text.																						
Survey Dates	ays Standard.)		Not Met Text	STANDARD III - RESOURCES		Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Mat	Met				Met	Met	Met	Met	Met	Met		Met		Met	Met	Met	Met		Met	Met	Met		Met	Met	Met	No.
$\overline{}$	The Dalles, OR The Da	Sitioning carson over years	Description	iondineo.	Type and Amount	 ◆ Program resources are sufficient to ensure achievement 	• Faculty	Cleffical staff support staff	• curiculum	• finances	• offices	Classroom facilities Loberston facilities	Indicate of ident facilities	clinical (externship) affiliations	• equipment	• supplies	• computer resources	instructional reference materials	faculty/staff continuing education	Personnel	Sufficient faculty and staff:	1. Program Director	a. documented job description	b. responsible for program effectiveness	c. sufficient non-teaching time	d. minimum associate degree	e. instruction in educational theory o	techniques	T. Credentialed In Medical Assisting	medical assisting	2. Medical Advisor	a. documented job description	b. provides guidance on medical components of	CULTICUIUM C MD DO DA OF NP	2 Circumsty Icansed in US jurisdiction	3 Faculty and/or Instructional Staff	a documented tob description	b develop instructional plans	c. direct and assess student progress in	achieving theory and performance	d. knowledgeable in course content	e, effective in evaluating student learning/lab	f. prepared in educational theory and	techniques
Institution Name:	City, State:	(Pos		Standard	II.A T	•														8 =	t	II B 1				III.B.1					III.B.2			0	111.5.2			III B 3			III.B.3			

x and type your

If you citing this Standard, you do not need to list the competencies. However, you must be sure they are marked as "Met NC" under Standard III.C.3, rows 157-211. You will be able to verify the

Met

Met Met

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Institution Name:	Columbia		Type Review	Initial Accreditation
City, State:	The Dalles, OR		NO NO NO	Nation Bonn beliebts may be manually adjusted to fit the amount of text.
(Pos	Positioning cursor over yellow boxes in "Text" column displays Standard.)	splays Standa	rd.)	Note: Now itelying the minimum superior
		Met/		
		Not Met	Text	Rationale
Standard	Description		1001	Extra the Pationale for ALL Content Areas NOT TAUGHT here, if there is anything in addition to
				Effet ute nationale for the Commissions in the list.
1	1. Content:	Taught	Achieved	If you citing this Standard, you do not need to list the content areas not being taught. However, you
E.C.	a. Anatomy & Physiology	PAGE IN	Mat	Imust be sure they are marked as "Not Met" under Taught in rows 109-147. You will be able to
	(1) A & P of all body systems	INIO	Mat	verify the list of content areas not taught on the Program Summary Tab.
	(2) Common pathology/diseases	IVIET	Mat	
	(3) Diagnostic/freatment modalities	Met	MIGI	
II.C b	b. Medical Terminology		1	
	(1) Basic structure of medical words	Met	Mer	
	(2) Word building and definitions	Met	Met	
	(3) Applications of medical terminology	Met	Met	
0	c Medical Law and Ethics			
1	I/1) Legal guidelines/requirements for health care	Met	Met	
	(2) Medical ethics and related issues	Met	Met	
0	J Darahalaav			
1	7. Psychology	Met	Met	
	(1) Basic Principles	Met	Met	
	(Z) Developmental stages of the me cycle			
	(3) Hereditary, cultural, and environmental influences	Met	Met	
	on behavior			
E.C	e. Communication		Billiot	
	(1) Principles of verbal and nonverbal	Met	Met	The state of the s
	(2) Recognition and response to verbal and	Met	Met	Enter the Kationale for ALL Collidations and Colored
	nonverbal communication			anyming in addition to the list.
	(3) Adaptations for individualized needs	Met	Met	If you citing this Standard, you do not need to list the College and 100 1417 You will be able to
	(a) Adaptations of electronic factoriology	Met	Met	must be sure they are marked as "Not Met" under Achieved in rows 109-147. Tou will be able to
	(4) Applications of electronic focultions	Met	Met	verify the list of content areas not taught on the Program Summary Tab.
	(5) Fundamental Writing skills			
E.C	f. Medical Assisting Administrative Procedures	Mat	Met	
	(1) Basic medical assisting ciencal lunctions	Met	Met	
	(2) Bookkeeping principles	Met	Met	
	(3) Insurance, procedular, diagnosic coming	Met	Met	
1	(4) Operational Influencies			
O.	g. Medical Assisting Clinical Procedures	Met	Met	
	(1) Asepsis and imection control	Met	Met	
	(2) Specimen collection and processing	Met	Met	
	(3) Diagnostic tesung	Mat	Mat	
	(4) Patient care and instruction	INEL	Mat	
	(5) Pharmacology	Met	MOL	
	(6) Medical emergencies	Met	Met	
	(7) Principles of IV therapy	Met	Met	
C =	h. Professional Components			
	(1) Personal attributes	Met	Met	
	(2) Job readiness	Met	Met	
	(3) Workplace dynamics	Met	Met	
	(A) Alliad Health professions & credentials	Met	Met	

Collimbia Comming Comming College		Survey Dates April 2-3, 2009
City. State: The Dalles, OR		Type Review Initial Accreditation
Positioning cursor	plays Standa	d.) Note: Row heights may be manually adjusted to fit the amount of text.
	Mati	
Occupation	Not Met	Text
Standard		
	Met	
Doc Notice of	Met	
◆ at least 150 bours	Met	
in ambiliatory health care setting	Met	
berforming administrative & clinical proc	Met	
 completed prior to graduation 	Met	
III.C 3. Competencies:		
	4	Achievand
III.C 1. Perform Clerical Functions	laugni	ACHEVEL
(a) Schedule and manage appointments	Met	Met
(b) Schedule inpatient and outpatient admissions and	Met	
Occasion andical record	Met	
(c) Organize a patients medical record	Met	West
(a) Denote a bank denosit	Met	Met
(a) Figure a bally deboat	Met	
(c) Deform accounts receivable procedures	Met	Met
(d) Perform billing and collection procedures	Met	Met
(A) Post adjustments	Met	Met
	Met	Met
(g) Process refunds	Met	Met
(h) Post NSF checks	Met	Met
(I) Post collection agency payments	Met	Met
III.C 3. Process Insurance Claims		
(a) Apply managed care policies/procedures	Met	Met
(b) Apply third party guidelines	Met	Met
(c) Perform procedural coding	Met	Met
(d) Perform diagnostic coding	Met	Mer
	Met	Met
b. Clinical Compa		
III.C 1. Fundamental Procedures		
(a) Perform handwashing	Met	Mer
(b) Wrap items for autoclaving	Met	Met
(c) Perform sterilization techniques	Met	Wet
(d) Dispose of biohazardous materials	Met	Met
(e) Practice Standard Precautions	Met	Met
1	Met	Met
(b) Perform capillary puncture	Met	Met
(c) Obtain specimens for microbiological testing	Met	Met
(d) Instruct patients in the collection of a clean-catch indestream urine specimen	Met	Met
	Met	
gdgwicosa		Met

Institution	lame:		Survey Dates	Survey Dates April 2-3, 2009
City, State:	The Dalles, OR		Type Review	Type Review Initial Accreditation
	(Positioning cursor over yellow boxes in "Text" column displays Standard.	plays Standa	ard.)	Note: Row heights may be manually adjusted to fit the amount of text.
Standard	Description	Met/ Not Met	Text	Rationale
E.C	3. Diagnostic Testing			
	(a) Perform electrocardiography	Met	Met	
	(b) Perform respiratory testing	Met	Met	
	(1) Perform urhalvais	Met	Met	Note: Competencies that are not in competency based format, but otherwise document
		1		achievement of the competency are cited under III.C. only and are not cited under III.C.3.b.
	(ii) Perform hematology testing	Met	Met	Select "NC" In drop down box for these.
	(iii) Perform chemistry testing	Met	Met	
	(iv) Perform immunology testing	Met	Met	
	(v) Perform microbiology testing	Met	Met	Enter the Rationale for ALL Competencies NOT DOCUMENTED AS ACHIEVED here.
O.	4. Patient Care	1797	177	
	(a) Perform telephone & In-person screening	IMet	Met	
	(b) Obtain vital signs	Met	Met	
	(c) Obtain and record patient nistory	Met	Mer	
	areas	Met	Met	
	(e) Prepare patient for and assist with routine and			
	specialty examinations	Met	Met	
	(f) Prepare patient for & assist with procedures,			
	treatments, & minor office surgerles	Met	Met	
	(g)Apply pharmacology principles to prepare and			
	administer oral and parenteral (excluding IV	Met		
	medicaitons		Met	
	(h) Maintain medication and immunization records	Met	Met	
		Met	Met	
O.	T	laught	Achieved	
	(a) Respond to and initiate written communication	Met	Met	
	(b) Recognize and respond to verbal communication	Met	Met	
	(c) Recognize and respond to nonverbal	Met	Met	
	(d) Demonstrate telephone techniques	Met	Met	
0	Z. Legal Concepts	1	1111	
	(a) Identity and respond to issues of comidentality	Met	Met	
	(c) Fetablish & maintain the medical record	Met	Met	
	(d) Document appropriately	Met	Met	
	(e) Demonstrate knowledge of federal and state			
	health care legislation & regulations	Met	Met	
II.C	3. Patient instruction			
	(a) Explain general office policies	Met	Met	
	(b) Instruct individuals according to their needs	Met	Met	
	(c) Provide instruction for health maintenance and	Met		
	disease prevention		Met	
	(d) Identity community resources	Met	Met	
2		Met	Met	
	(b) Deform purities maintenance of administrative	ING	Mor	
	and clinical equipment	Met	Met	
	(c) Utilize computer software to maintain office	Met	Met	
	(d) Use methods of quality control	Met	Met	
0	Posterior Assessment		_	
O.III.	Resource Assessment	Mark		
	 Assessed at least annually 	Met		

Inetitution Name.	Columbia Gorde Community College		Survey Dates	Survey Dates April 2-3, 2009
City State	The Dalles, OR		Type Review	Initial Accreditation
Oity, Otatio.	Positioning cursor over yellow boxes in "Text" column displays Standard.	plays Standa	ırd.)	Note: Row heights may be manually adjusted to fit the amount of text.
Standard		Met/ Not Met	Text	Rationale
	STANDARD IV -	STUDENT	AND GRAD	STANDARD IV - STUDENT AND GRADUATE EVALUATION / ASSESSMENT
N.A	Student Evaluation		_	
T	1. Frequency and Purpose			
	 Conducted on a recurrent basis and with sufficient frequency 	Met		
	 Valid and timely indications of student progress 	Met		
N.A	2. Documentation			
	 Records of student evaluation maintained in sufficient detail 	Met	-	
N.B	Outcomes Assessment			
t	1 Outcome Assessment			
_	Periodically assesses its effectiveness	Met	_	The program does not have any graduate surveys on file; however, they have developed a
_		Met		graduate survey for their second graduating class and in the future they will use the MAERB-
_	Outcomes Assessments Include:			approved surveys
1	programmatic retention/attrition	Met		
		Not Met		
	job (positive) placement	Met	,	
	 programmatic summative measures 			
	- competencies	Met	,	
	 externship evaluation of students 	Met	_	
		STAR	IDARD V - F	STANDARD V - FAIR PRACTICES
VA	Publications and Disclosures		_	
	Announcements, catalogs, publications, and advertising accurately reflect the program	Met		
V.A	2. The following are made known to =======>			,
		Students	Applicants	
L	◆ sponsor's institutional accreditation	Met	Met	
		Met	Met	
	 admissions policies and practices 	Met	Met	
1				

Citations

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Description Descri	Description Descri	Description Descri	Description Descr	corge community conege	Type Revie	Type Review Initial Accreditation
and in Met	and in Met	and in Met	and in Met		lays Standard.)	Note: Row h
and in land	and in and in trained in	and in ntained in	and in sand in mtained in sipating in	Description	Not Met Text	
and In land	and In land	and in land	and in land in ntained in speating in	owing are made known to =======>	Students	
oy and in hail and in hail and in hairtained in	all paid in naintained in	oy and in laintained in	oy and in laintained in riticipating in	mic calendar	Met	
all paid and in nairtained in	all paid and in naintained in	all paid in naintained in	all paid in naintained in riticipating in	lent grievance procedure	Met	
all paid and in nail and	all paid in naintained in	o all paid in naintained in	o all paid in naintained in riticipating in	eria for completion of each segment	Met	
ory and in paid and in initialined in	o all paid in naintained in	o all paid in naintained in	o all paid in naintained in ritcipating in	teria for graduation licies on performing clinical work	Met	
all paid nal and in naintained in	and in and in naintained in	all paid in and and in naintained in	all paid in saintained in ritcipating in	blicy on externship supervision of students	Met	
Von-discriminatory Practices and advities are non-discriminatory and in fathlishes rules, and regulations and regulations and regulations and regulations. It recruitment and regulations and regulations and admissions are procedure made known to all paid vance procedure made known to all paid vance procedure made known to all paid and its safety adequately safeguarded: It is safety adequately safeguarded: It is cords maintained for student: It is cords maintained for student: It is cords maintained for student: It is alon and a staff and along a staff along and along a staff along and along a staff along a staff along and a staff along and a staff along a staff a	Von-discriminatory Practices and advinites are non-discriminatory and in raturalism, rules, and regulations in recruitment in admission in the admission and admission are procedure made known to all paid vance procedure made known to all paid vance procedure made known to all paid vance procedure made known to all paid to the safety adequately safeguarded: It is safety adequately safeguarded: It is a consistent and and and the procedure are educational and not used as staff It records maintained for student: Salon Ement Ement Ement Essing Salon Essing	Von-discoriminatory Practices and advines are non-discriminatory and in a dark sules. The area of a declarations are recordinated. It recruitment and requisitions are recruitment and requisions are procedure made known to all paid are procedure as the procedure made known to all paid by employment practices are and a staff the cords are activities are educational and not used as staff frecords maintained for student. salion credit transcripts permanently maintained in credit transcripts permanently maintained in credit transcripts permanently maintained in	Von-discriminatory Practices ring activities are non-discriminatory and in rathress rules, and regulations int recruitment int admissions int admissions vence procedure made known to all paid y employment practices vence procedure made known to all paid y program activities are educational and into used as staff y program activities are educational and into used as staff y records maintained for student. Salon credit transcripts permanently maintained in consideration in program activities participating in program activities program activities program activities are educations.	oolicy on noncompensation for externships	Met	
ng activities are non-discriminatory and in tautues, rules, and regulations to recruitment it recruitment in admission and regulations are procedure made known to all paid admission to a safety adequately safeguarded: It amission activities are educational and not used as staff or to student: Fords	ng activities are non-discriminatory and in tatulas, rules, and regulations the statules, rules, and regulations the statules, rules, and regulations the statular that admissions of the statular that admissions are procedure made known to all paid safety adequately safeguarded: It is a safety adequately safeguarded: It is the safety and and and the safety and th	ng activities are non-discriminatory and in the structure of the structure	In activities are non-discriminatory and in attaches, rules, and regulations to recruitment. Y recruitment in tradmissions in the admissions in the admissions wance procedure made known to all paid y employment practices vance procedure made known to all paid vance procedure made known to all paid vance procedure made known to all paid in the safety adequately safeguarded: Safety adequately safeguarded: Its safety adequately safeguarded: Its conditions are educational and not used as staff and the safety are conditional and activities are element. Safety adequately safeguarded: It records maintained for student: Safety adequately safeguarded: Safety adequately safeguarded: It conditions are educational and activities are element.	wful and Non-discriminatory Practices		
tri teccultiment tri teccultiment tri teccultiment tri teccultiment tri deniissions y employment practices y employment practices y employment practices tri admissions vance procedure made known to all paid y records machvities are educational and not used as staff to program activities are educational and not used as staff ords y records maintained for student ement ement ement ession credit transcripts permanently maintained in	raturies, fules, and regulations fit recrultiment fit recrultiment fit admissions verice procedure made known to all paid vance procedure made known to all paid rits frequency adequately safeguarded: rits frequency and paid and and and and and and and and and an	tatutes, rules, and regulations It recruitment It admissions y employment practices y employment practices vance procedure made known to all paid y employment practices y employment practices rach y adequately safeguarded: Its y y y y y y procedure made known to all paid y y y y y y y y y y y y y	tatutes, rules, and regulations Int recruitment Int admissions Y employment practices Y employment practices Vance procedure made known to all paid Y employment practices Y employment practices Y employment practices Y forgoram activities are educational and I program activities are educational and Nords Oords Z safety Y ecords maintained for student Frecords maintained for stud	The following activities are non-discriminatory and in		
In recruitment At declutiment At achievable A recruitment At achievable Safety adequately safeguarded: At a consolute made known to all paid safety adequately safeguarded: At program activities are educational and not used as starf At records maintained for student: At records maintained for student: At records maintained for student: At records maintained for student are selling. At a safety and a starf are selling. At a safety and a starf are selling. At a safety and a starf are selling at some credit transcripts permanently maintained in	Tri decluriment Int dentifications Int dentifications Int admissions Venciument practices Venployment practices Vance procedure made known to all paid Ints It is a for interest to be a start I records maintained for student: I records maintained for student: I records maintained for student: I assing I records maintained for student: I record transcripts permanently maintained in I resistant for students I record transcripts permanently maintained in I resistant for students I record transcripts permanently maintained in I resistant for students I record transcripts permanently maintained in I resistant for students I record transcripts permanently maintained in I resistant for students I record transcripts permanently maintained in I resistant for students I record transcripts permanently maintained in	Tri declutionent Tri declutionent Tri declutionent Tri adminisions Vance procedure made known to all paid The safety adequately safeguarded: This This This This This This This This	Tri decluriment Tri de	ccord with statutes, rules, and regulations		
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Institution Name:	Columbia Gorge Community College
Standard	Areas of Exceptional Strength
3.B.1	Program Director, she is an enthuseastic and energetic proponent of student success. She is passionate about the professional medical assistant and quality patient care. Within a two-year period, she has developed, implemented, and presented a quality program for intial accreditation.
3.B.2	Medical Advisor is an active participant and has a clear understanding of his role.
3.A	Exceptional laboratory facilties and supplies. The program is well-suported by administration and support staff

Directions:	List the site survey participants in each of the 10 columns (A through J). Piece an "X" beside the name of each individual who attended the exit interview.	ch of the 10 columns (A through J.)	nterview.						
Administrative Officers X Susan Wolf, Ed.D	Support Services Representatives X Linda Quackenbush Administrative Assistant	X Diana Lee-Green, RMA, Terry Emmons MT MBA	Instructional Facuity (MA Dept) Terry Emmons Pethophysiology	Instructional Faculty (MA Dept) Instructional Faculty (Non-MA Dept) Terry Emmons Pethophysiology	Advisory Committee Kelly Runyan	Clinical Supervisors Kelly Runyan	Students in Early Program Phase	Students in Early Program Phase Students in Late Program Phase Kristopher Luces	Recent Graduates Heldi Parrish
X Doris Jepson, MSN Interim Dean of Health	Tracy Scham		Kristi Ketchum Clinical Leb		Connie Clark	Connie Clark		Ashley Degeus	Lindsey White
Karen Carter, Chief of Student Services			Leurie Miller Coding		Paul Armerding, MD			Caitlin Larsen	Lishe Brumfield
								Jeckle Jones Maggie Zummo	
								Jennie Meyers Steffany Vanek	

Institution	Name:
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Columbia Gorge Community College

Directions:

List the names and addresses of the externship sites visited and which team members visited each site.

Site 1:	There were no externship sites visited.
Site 2:	
Site 3: (If applicable)	
Site 4: (If applicable)	
Site 5: (If applicable)	

SURVEY REPORT PREPARATION AND SUBMISSION

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Columbia Gorge Community College

This report describes the degree to which the survey team feels that the Medical Assisting program at the surveyed institution meets the requirements established in the 2003 Standards and Guidelines for Medical Assisting Educational Programs. The report is being submitted to the Curriculum Review Board (CRB) of the American Association of Medical Assistants Endowment (AAMAE) based on the findings of the survey team. We understand that all accreditation decisions will be made by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Team Coordinator/Credentials:	Penny Glenn, CMA (AAMA), MEd
	Typed or Printed Name and Credentials
Signature:	
o.g.rataro.	
Date:	3-Apr-09
Team Member/Credentials:	Jane Vallely, RM, CMA (AAMA), BS
ream wemben oregentials.	Typed or Printed Name and Credentials
Signatura	
Signature:	

Date: 3-Apr-09

	Program Summary
	Columbia Gorge Community College
	The Dalles, OR
	Certificate
	April 2-3, 2009
Not Met	II. Program Goals B. Appropriateness of Goals and Learning Domains
	The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.
	An advisory committee, which is representative of these communities of interest, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring
-	This is a new advisory committee that has met twice and are represented by all communities of interest, except current students and graduates
	Submit a roster of advisory committee members and identify the community of interest that each represents showing that all communities of interest are represented.
Not Met	IV. Student and Graduates Evaluation/Assessment B.1 Outcomes Assessment
	The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program.
	"Outcomes assessments" include, but are not limited to: performance on national credentialing examinations, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement and programmatic summative measures. The program must meet outcomes assessment thresholds.
	The program does not have any graduate surveys on file; however, they have developed a graduate survey for their second graduating class and in the future they will use the MAERB-approved surveys
	Submit copies of all graduate surveys received during the previous and current calendar years grouped and labeled by graduating class.