

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.

Columbia Gorge Community College **April**

Instructional Program Review and Reporting **2012**

Section Two: Description of the Department

Describe the present composition of the department in terms of:

A. Include listing 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	<u>1.0 (8 hours)</u>
	Total Credits	10.0

SECOND TERM/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	<u>3.0 (11 hours/33 lab hours)</u>
	Total Credits	12.0

THIRD TERM/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	<u>5.0 (55 hours)</u>
	Total Credits	11.0

FOURTH TERM/SPRING

MA 118	Medical Office Admin Proc Lab	2.0 (72 lab hours)
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	<u>2.0 (64 hours)</u>
	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.***

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 - 2010	Number of Graduates	Number of graduates taking the exam	Total number passing exam	Overall Pass Rate based on number of graduates	Pass Rate based on number 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 (participation)	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

Calendar 2008 thru 2010	Total Number of Graduates Employed as MA or in Related Field	Number of Employer Surveys Returned	Percent of Surveys Returned (participation)	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
	29	15	51.72%	14	14	14	93.33%

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 in-services 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,**
-

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 population
 - 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

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

Doris Jenson

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

4/25/12

Columbia Gorge Community College **April**
Instructional Program Review and Reporting **2012**

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.

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

Account Number	Prj	Description	Actual 2008-09	Actual 2009-10	Adj Bgt 2010-11	Proposed 2011-12	Approved 2011-12	Adopted 2011-12	\$Chg Incr(Decr)	% of Prior Bgt	% of Total Bgt
MEDICAL ASSISTING											
PERSONAL SERVICES											
SALARY EXPENSE											
100-12-131-11-6401	0000	FULL TIME INSTRUCTOR SALARIES	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	169%	
100-12-131-11-6441	0000	CURRICULUM DEVELOPMENT WAGES	0	0	0	515	515	515	515	na	
		TOTAL SALARY EXPENSE	60,292	62,143	64,530	69,655	69,655	69,655	5,125	108%	
OTHER PAYROLL EXPENSE											
100-12-131-11-6901	0000	SOCIAL SECURITY	4,490	4,604	4,937	5,329	5,329	5,329	392	108%	
100-12-131-11-6902	0000	WORKERS' COMPENSATION INS	207	214	212	279	279	279	67	132%	
100-12-131-11-6903	0000	STATE WORKERS BENEFIT FUND	20	19	90	98	98	98	8	109%	
100-12-131-11-6904	0000	UNEMPLOYMENT INSURANCE	620	728	1,226	1,602	1,602	1,602	376	131%	
100-12-131-11-6905	0000	PERS	8,783	7,037	8,163	11,333	11,333	11,333	3,170	139%	
100-12-131-11-6906	0000	DISABILITY INSURANCE	280	111	116	116	116	116	0	100%	
100-12-131-11-6907	0000	LIFE INSURANCE	37	14	14	14	14	14	0	100%	
100-12-131-11-6908	0000	HEALTH INSURANCE	10,233	12,545	15,614	18,737	18,737	18,737	3,123	120%	
		TOTAL OTHER PAYROLL EXPENSE	24,670	25,273	30,372	37,508	37,508	37,508	7,136	123%	
		TOTAL PERSONAL SERVICES	84,962	87,416	94,902	107,163	107,163	107,163	12,261	113%	
MATERIALS & SERVICES											
100-12-131-11-7206	0000	INSTRUCTIONAL CONTRACTED SERVICES	341	448	560	530	530	530	(30)	95%	
100-12-131-11-7211	0000	PCC CONTRACT EXPENSE	9,178	9,459	10,284	5,262	5,262	5,262	(5,022)	51%	
100-12-131-11-7213	0000	SOFTWARE & LICENSES	0	0	458	350	350	350	(108)	76%	
100-12-131-11-7510	0000	POSTAGE	15	43	50	15	15	15	(35)	30%	
100-12-131-11-7521	0000	SHIPPING & FREIGHT	12	0	0	0	0	0	0	na	
100-12-131-11-7601	0000	PRINTING & DUPLICATING	2,602	1,767	1,800	1,700	1,700	(100)	(100)	94%	
100-12-131-11-8006	0000	INSTRUCTIONAL SUPPLIES	3,591	3,408	3,400	3,660	3,660	260	260	108%	
100-12-131-11-8201	0000	CONFERENCE FEES	285	0	330	330	330	330	0	100%	
100-12-131-11-8205	0000	EMPLOYEE TRAVEL	1,712	224	300	250	250	(50)	(50)	83%	
100-12-131-11-8508	0000	EQUIPMENT REPAIR	0	0	237	500	500	263	263	211%	
100-12-131-11-8509	0000	FOOD & REFRESHMENTS	233	248	300	300	300	0	0	100%	
100-12-131-11-8512	0000	GIFTS EXPENSE	187	108	200	200	200	200	0	100%	
100-12-131-11-8516	0000	MEMBERSHIP FEES & DUES	170	628	1,785	1,585	1,585	(200)	(200)	89%	
100-12-131-11-8803	0000	INSTRUCTIONAL EQUIPMENT <\$5000	131	0	0	0	0	0	0	na	
		TOTAL MATERIAL & SERVICES	18,457	16,335	19,704	14,682	14,682	14,682	(5,022)	75%	
		TOTAL MEDICAL ASSISTING	103,418	103,751	114,606	121,845	121,845	121,845	7,239	106%	1.1%



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 instruction.
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

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).



COLUMBIA GORGE COMMUNITY COLLEGE

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THE DALLES, OREGON 97058
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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: _____ **DATE** _____
Doris R. Jepson, Director of Nursing & Health Occ

REVIEWED BY: _____ **DATE** _____
Dr. Susan Wolff, Chief Academic Officer

REVIEWED BY: _____ **DATE** _____
Robb Van Cleave, Chief Talent & Strategy Officer

APPROVED BY: _____ **DATE** _____
Dr. Frank Toda, President

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

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

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

General Information

Sponsoring Institution: Columbia Gorge Community College
City, State: The Dalles, OR
Program Code: TBA

Sponsoring Institution: Columbia Gorge Community College (=<= if different from Line 4)
Program Address 1: 400 E. Scenic Drive (Address appears on CAAHEP website and in the American Medical Association (AMA) Health Professions Career & Education Directory)
Address 2: _____
Address 3: _____
City: The Dalles (=<= if different from Line 5)
State: OR (=<= if different from Line 5)
Zip+4: 97058-3434
Institution Phone #: 541/506-6011 (Phone number appears on CAAHEP website and in the AMA Health Professions Career & Education Directory)
Institution Fax #: 541/298-3104
Institution Website: www.cgcc.cc.or.us
Award Granted: Certificate

Chief Executive Officer:
Name and Credentials: Frank K. Toda, PhD
Working Title: President (If different from Program Address above.)
Mailing Address: _____
City, State Zip: _____
Email address: ftoda@cgcc.cc.or.us (If different from phone numbers above.)
Phone Number: 541/506-6103
Fax Number: 541/506-6102

Dean (or comparable):
Name and Credentials: Susan Wolff, EdD
Working Title: Chief Academic Officer (If different from Program Address above.)
Mailing Address: _____
City, State Zip: _____
Email address: swolff@cgcc.cc.or.us (If different from phone numbers above.)
Phone Number: 541/506-6030
Fax Number: 541/506-6032

Program Director:
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 information: Penny Glenn
Date Validated: 3-Apr-09

Institution Name:	Columbia Gorge Community College	Survey Dates	April 2-3, 2009
City, State:	The Dalles, OR	Type Review	Initial Accreditation
(Positioning cursor over yellow boxes in "Text" column displays Standard.)			
Standard		Met/ Not Met	Rationale

STANDARD I - SPONSORSHIP

I.A.	Sponsorship	met	
I.B.1	Consortium Sponsor - Members		
I.B.1	Consortium Sponsor - Responsibilities		
I.B.1	Responsibilities of Sponsor	Met	

STANDARD II - PROGRAM GOALS

II.A	Program Goals and Outcomes	Met	
	♦ 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 Communities of Interest	Met	
	♦ provide basis for program.....		
	♦ planning	Met	
	♦ implementation	Met	
	♦ evaluation	Met	
	♦ compatible with the mission of the sponsor	Met	
	♦ compatible w/ the expectations of the C of I.	Met	
	♦ based on substantiated needs of.....		
	health care providers	Met	
	employers	Met	
	educational needs of the students	Met	

II.B	Appropriateness of Goals and Learning Domains	Met	
	♦ Program regularly assesses if goals and learning	Met	
	♦ Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.	Met	
	♦ an Advisory Committee must:		
	♦ be representative of C of I	Not Met	
	♦ students	Not Met	
	♦ graduates	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	Met	
	♦ Program has the required minimum expectations goal	Met	
	♦ Program clearly delineates additional goal(s)	Met	
	♦ provides evidence that all students have achieved basic competencies prior to entry into the field.	Met	

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

Institution Name: Columbia Gorge Community College		Survey Dates: April 2-3, 2009	
City, State: The Dalles, OR		Type Review: Initial Accreditation	
<small>(Positioning cursor over yellow boxes in "Text" column displays Standard.)</small> <small>Note: Row heights may be manually adjusted to fit the amount of text.</small>			
Standard	Description	Met/ Not Met	Rationale
● clinical procedures		Met	list of competencies not in competency based format on the Program Summary Tab.

Institution Name: Columbia Gorge Community College		Survey Dates: April 2-3, 2009	
City, State: The Dalles, OR		Initial Accreditation Type Review	
(Positioning cursor over yellow boxes in "Text" column displays Standard.)			
Standard	Description	Met/Not Met	Text
III.C	1. Content:		
III.C	a. Anatomy & Physiology		
	(1) A & P of all body systems	Met	Achieved
	(2) Common pathology/diseases	Met	Met
	(3) Diagnostic/treatment modalities	Met	Met
III.C	b. Medical Terminology		
	(1) Basic structure of medical words	Met	Met
	(2) Word building and definitions	Met	Met
	(3) Applications of medical terminology	Met	Met
III.C	c. Medical Law and Ethics		
	(1) Legal guidelines/requirements for health care	Met	Met
	(2) Medical ethics and related issues	Met	Met
III.C	d. Psychology		
	(1) Basic Principles	Met	Met
	(2) Developmental stages of the life cycle	Met	Met
	(3) Hereditary, cultural, and environmental influences on behavior	Met	Met
III.C	e. Communication		
	(1) Principles of verbal and nonverbal	Met	Met
	(2) Recognition and response to verbal and nonverbal communication	Met	Met
	(3) Adaptations for individualized needs	Met	Met
	(4) Applications of electronic technology	Met	Met
	(5) Fundamental writing skills	Met	Met
III.C	f. Medical Assisting Administrative Procedures		
	(1) Basic medical assisting clerical functions	Met	Met
	(2) Bookkeeping principles	Met	Met
	(3) Insurance, procedural, diagnostic coding	Met	Met
	(4) Operational functions	Met	Met
III.C	g. Medical Assisting Clinical Procedures		
	(1) Asepsis and infection control	Met	Met
	(2) Specimen collection and processing	Met	Met
	(3) Diagnostic testing	Met	Met
	(4) Patient care and instruction	Met	Met
	(5) Pharmacology	Met	Met
	(6) Medical emergencies	Met	Met
	(7) Principles of IV therapy	Met	Met
III.C	h. Professional Components		
	(1) Personal attributes	Met	Met
	(2) Job readiness	Met	Met
	(3) Workplace dynamics	Met	Met
	(4) Allied Health professions & credentials	Met	Met
	(5) Provider level CPR cert & first aid training	Met	Met

Enter the Rationale for ALL Content Areas NOT TAUGHT here, if there is anything in addition to the list.
 If you citing this Standard, you do not need to list the content areas not being taught. However, you must be sure they are marked as "Not Met" under Taught in rows 109-147. You will be able to verify the list of content areas not taught on the Program Summary Tab.

Enter the Rationale for ALL Content Areas NOT DOCUMENTED AS ACHIEVED here, if there is anything in addition to the list.
 If you citing this Standard, you do not need to list the content areas not being taught. However, you must be sure they are marked as "Not Met" under Achieved in rows 109-147. You will be able to verify the list of content areas not taught on the Program Summary Tab.

Institution Name: Columbia Gorge Community College		Survey Dates: April 2-3, 2009	
City, State: The Dalles, OR		Type Review: Initial Accreditation	
(Positioning cursor over yellow boxes in "Text" column displays Standard.)		Note: Row heights may be manually adjusted to fit the amount of text.	
Standard	Description	Met/ Not Met	Rationale

STANDARD IV - STUDENT AND GRADUATE EVALUATION / ASSESSMENT

IV.A	Student Evaluation 1. Frequency and Purpose ♦ Conducted on a recurrent basis and with sufficient frequency ♦ Valid and timely indications of student progress 2. Documentation ♦ Records of student evaluation maintained in sufficient detail	Met Met Met	
IV.B	Outcomes Assessment 1. Outcome Assessment ♦ Periodically assesses its effectiveness ♦ Results reflected in review and timely revision ♦ Outcomes Assessments include: ♦ programmatic retention/attrition ♦ graduate satisfaction survey ♦ job (positive) placement ♦ programmatic summative measures ♦ competencies ♦ externship evaluation of students	Met Met Met Not Met Met Met Met	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.

STANDARD V - FAIR PRACTICES

V.A	Publications and Disclosures 1. Announcements, catalogs, publications, and advertising accurately reflect the program 2. The following are made known to =====>	Met	
	♦ sponsor's institutional accreditation ♦ programmatic accreditation ♦ admissions policies and practices ♦ policies on advanced placement ♦ policies on transfer of credits ♦ policies on credits for experiential learning ♦ number of credits to complete the program ♦ tuition/fees and other costs ♦ policies for withdrawal and refunds	Students: Met Applicants: Met Met Met Met Met Met Met Met Met Met Met	

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 facilities and supplies. The program is well-suported by administration and support staff

Columbia Gorge Community College

Columbia Gorge Community College

List the site survey participants in each of the 10 columns (A through J).
Place an "X" beside the name of each individual who attended the exit interview.

Institution Name:

Directions:

Administrative Offices	Support Services Representative	Program Director	Instructional Faculty (All Dept)	Instructional Faculty (Health Dept)	Advisory Committee	Clinical Supervisors	Students in Early Program Phase	Students in Late Program Phase	Recent Graduates
X Susan Wolf, Ed.D. X Chief Academic Officer X Interim Dean of Health Science Karen Carter, Chief of Student Services	X Linda Guadagnoli Administrative Assistant Trecy Soham Librarian	X Dr. Lee-Orren, RMA, MT, MBA	Myriam Pathophysiology Krisi Kelchum Clinical Lab Laurie Miller Coding		Kelly Runyan Connie Clark Paul Amending, MD	Kelly Runyan Connie Clark		Kristopher Lucas Ashley Dejeus Callin Larsen Jinger Smith Jackie Jones Maggie Zummo Jennie Meyers Stefany Vanek Wendy Olivari	Hedi Parrish Lindsay White Lisha Brumfield Natasha Short

Institution Name:

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

Institution Name:

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: _____

Date: 3-Apr-09

Team Member/Credentials:

Jane Vallely, RM, CMA (AAMA), BS

Typed or Printed Name and Credentials

Signature: _____

Date: 3-Apr-09

Program Summary	
Columbia Gorge Community College	
The Dalles, OR	
Certificate	
April 2-3, 2009	
Not Met	<p>II. Program Goals</p> <p>B. Appropriateness of Goals and Learning Domains</p> <p>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.</p> <p>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.</p>
	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	<p>IV. Student and Graduates Evaluation/Assessment</p> <p>B.1 Outcomes Assessment</p> <p>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.</p> <p>"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.</p>
	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.