



**COMPREHENSIVE
PROGRAM REVIEW**

Business, Workforce, & Athletics Division

Medical Assisting Department

2010-2011

Victoria Clinton, Program Coordinator

Dior Hartford

Kate Charlton

Ildiko Davis

Trudy Ferree

COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse background achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

Part A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The mission of the Medical Assisting Program at Cañada College is to provide education and training directed towards career development in cooperation with the medical community in order that students may achieve gainful employment in healthcare, to advance in current employment positions, and to update skills in order to maintain current employment.

The Medical Assisting Department goals for each academic year include expanding the advisory board when necessary experts are needed, review and update curriculum, certificates, and degree offered with assistance from advisory board in order to meet the needs of the medical community. The Medical Assisting courses are all taught by dedicated adjunct faculty members. There are no full time faculty members in the department. Each professor participates in promoting the program throughout San Mateo County. An ongoing goal for the Medical Assisting Department is to provide a steady stream of medical administrative assistants, medical coding specialists, medical assistants, and medical billing specialists to the workforce. While statistics show an increasing need for allied health care professionals there is a difference between need and what health facilities can afford.

Each semester there is an Orientation to overview of the program and to explain in detail the certificate and AS degree opportunities, prerequisites, skills/attributes required, practice settings, and Medical Assisting as a gateway to other Allied Health careers. The Department helps students develop approved program plans for their Student Educational Plan (SEP).

The entire faculty works closely in securing guest speakers, externship sites, and employer outreach. It is imperative to have close contact with the medical community to assure that the program stays up-to-date with changes in the field and to keep the program in the public eye. The Medical Assisting Advisory Committee continues to strengthen and there are more partnerships with potential employers.

The course scheduling of the Medical Assisting Department has been flexible in order to meet the ever changing demographics of the students in the program. The times of the administrative courses are rotated each semester in order to accommodate early and late lunch "hours" of working students.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and the District.

The goals of the Medical Assisting Department are to continue to track and encourage students to earn multiple certificates, maintain enrollment, review all course outlines and curriculum and to update as needed to meet the changing technological and healthcare needs of the medical community, to develop and offered new curriculum as needed by the medical community, to meet the California Medical Assisting Law and to allow are students to pass the certification exam of the California Medical Assistants Association. Students are also encouraged to continue their education and training in other allied Health fields such as nursing.

Contribution to the Mission of the College and the District:

The mission of the Cañada College is to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success.

The Medical Assisting Program contributes to the mission of the College and District by:

- a) Providing up-to-date quality instruction for student learning and success.
- b) Offering course work leading to the four Medical Assisting certificates and or an Associate of Science Degree, as well as elective courses to enable students to transfer to the California State University system or four year private institutions.
- c) Providing health career education and training to meet medical community needs for first time students, continuing students, returning students, as well as individuals who need to update their skills for a promotion and or career change.
- d) Recruiting students from all ethnic, age, gender, and economic groups.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

Metric	05/06	07/08	08/09	09/10
African-American	3%	10%	8%	7%
Asian or Pacific Islander	22%	19%	20%	13%
Caucasian	32%	31%	24%	18%
Hispanic	35%	32%	38%	29%
Native-American	0%	1%	0%	0%
Other Ethnicity	7%	7%	9%	32%
Female	85%	85%	86%	84%
Male	14%	12%	12%	15%
Less than 20 yrs old	11%	8%	7%	10%
20-29 yrs old	44%	47%	48%	36%
30-49 yrs old	36%	31%	30%	34%
50+ yrs old	9%	13%	15%	19%
Success rate	80.4%	74.6%	81.1%	80.0%
Retention rate	86.1%	79.0%	83.7%	81.9%

The students in the Medical Assisting Program have represented a wide diversity for the past 25 years. The jump in “Other” reflects the drop in African-American, Asian or Pacific Islander, Caucasian, and Hispanic who now identify themselves as mixed race/ethnicity. The diversity has remained consistent.

The female/male ratio has also remained consistent. When the Program started in 1964 it was all female until the 1980s when males entered the nursing profession and then the medical assisting profession.

The Program since the 1970s has always had a diverse age population with an older population as the majority which is desired by the medical community. They prefer a “mature” person who has had enough life experience to be able to deal with crises and emergencies. When the program started it was a younger population until Marcia Mahood who started helped the Program became head of the Women’s Reentry Program at CSM in the 70s which immediately resulted in the increase in age range. The age diversity has remained consistent since the 70s.

The change which is not reflected in the data available is the huge shift to a majority who work and have young children. The Medical Assisting Program continues to seek to help students to be successful which is reflected in the success and retention rates.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The Medical Assisting Advisory Board meets twice per year in fall and spring to discuss and gather input on changes in industry, internship possibilities, curriculum review and update. The advisory board provides valuable recommendations and assistance in the assessment, development, and implementation of educational curricula for the department.

PART B: CURRICULUM

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

The Medical Assisting courses offered at Cañada College are available for all age groups, demographics, and ethnicities in order for the students to meet the requirements of the specific Medical Assisting Department certificates and Associate of Science degree to gain employment. The curriculum is reviewed on a yearly basis by the departmental members and members of the Advisory Board to ensure the students will have the necessary skills required for the job market.

2. State how the program has remained current in the discipline(s).

The Medical Assisting Program has remained current by faculty and staff continually reviewing their individual course outlines and course material. Also, the faculty keeps abreast of the latest medical technology and medical information to keep the curriculum current. In particular the changes in medical insurance, medical coding, and electronic medical records has resulted in recent updating.

3. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not Applicable.

4. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

All but two courses transfer to CSU as prerequisites, course work, or elective units. The only articulation is with ROP. Completion of their medical assisting course program articulates with our MEDA 100 Introduction to Medical Assisting.

5. Discuss plans for future curricular development and/or program modification.

Curriculum development is underway to provide students who have completed the ICD-9 coding courses or who are working as coders to make the conversion for ICD-9 coding to ICD-10 which expands diagnosis coding from 14,000 codes to 46,000. The conversion deadline set by the Federal government for all medical facilities and insurance companies is October 1, 2013. The short .5 unit course will be submitted to the Curriculum Committee Spring 2011 and will be offered each semester until the established Diagnosis Coding courses permanently becomes ICD-10 Spring 2014.

PART C: Student Outcomes

The SLOs for the Medical Assisting Program are:

1. Students will receive education and training directed towards career development in cooperation with the medical community in order that they may achieve gainful employment in healthcare.
2. Students will receive education and training to advance in current employment.
3. Students will receive education and training to update skills in order to maintain current employment.

PART D: Faculty and Staff

1. **List current faculty and staff members in the program areas of expertise and how positions contribute to the program success.**

Victoria Clinton, Coordinator

Adjunct Professor

MA San Jose State University

Life Community College Credential

Development of new courses and Medical Assisting Certificates

Dior Hartford, RN

Adjunct Professor

BS Nursing

PHN (Public Health Nurse

UOP (University of Phoenix, San Jose)

Registered Nurse California

Kate Charlton, RN

Adjunct Professor

BS Nursing, Public Health Certificate, San Francisco State University

Registered Nurse California

Phlebotomy Certification Maintenance (American Society of Pathology)

Tuberculosis Testing Trainer (Francis J. Curry National Tuberculosis Center)

Ildiko Davis, CDA, RDAEF, BS

Adjunct Professor

BS Komensky University / Bratislava, Czecholovakia

Radiology Laboratory Diagnostic Technician Assistant / Medical College of Kosice,
Czechoslovakia

RDA (Registered Dental Assistant) Dental Board of California

RDAEF (Registered Dental Assistant with Extended Functions) UCSF

CDA (Certified Dental Assistant) Dental Assisting National Board

Member of CADAT

Member of ADAA

Trudy Ferree, RN, MSN

Adjunct Professor

BS Nursing, University of California, San Francisco

MS Nursing University of California, San Francisco

Registered Nurse California

College Nurse, Cañada College

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

All adjunct faculty participate in department meetings, Advisory Committee meetings, keeping current in their areas of expertise, updating of curriculum, and developing new courses as needed. Kate Charlton and her clinical students participate in the Health Fair on campus.

It is essential that this participating and updating continues as well as the development of the ICD-10 curriculum.

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

The entire adjunct faculty help to orient any new faculty, aides, etc. This is done on an ongoing basis throughout the first year rather than all at once. The Dean of Business, Workforce, and Athletics and the Division's entire support team have been incredible in their immediate help when it is needed.

PART E: Facilities, Equipment, Materials and Maintenance

- 1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.**

The quality and accessibility of the facilities is excellent as the Medical Assisting Department uses Smart classrooms throughout the campus. The equipment and materials available in the classrooms are good.

- 2. Describe the use and currency of technology. List projected needs.**

Replacing clinical supplies and the occasional need for new equipment or supplies will need to continue being met.

- 3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

The Medical Assisting Department receives support with placements of externships. Stanford and Mills Peninsula Medical Group continue to donate medical coding books.

PART F: Budget Request

- 1. What faculty positions will be needed in the next six years in order to maintain or build the department?**

The current adjunct faculty should be able to meet the needs of the Medical Assisting Program over the next six years. However a pool of Medical Assisting instructors needs to be established with the District as the retirement of adjunct faculty will probably take place in six to eight years.

- 2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?**

The Medical Assisting Department has a continuing need for a clinical assistant, student aides in the classroom, and a tutor for the Learning Center.

- 3. What equipment will be needed in the next six years in order to maintain or build the department?**

It is difficult to project what technologies might occur in the future, but the Medical Assisting Department will make any future needs know in the Annual Program Review.

- 4. What facilities will be needed in the next six years in order to maintain or build the department?**

The current facilities should be adequate for the next six years.

PART G: Additional Information

- 1. Describe any other pertinent information about the program that these questions did not address?**

Not Applicable

CAÑADA COLLEGE
ANNUAL DEPT/PROGRAM PLAN (INSTRUCTIONAL)
 ADOPTED SPRING 2009

- 1) **Department Name: Medical Assisting**
- 2) **Completed By: Victoria Clinton, Dior Hartford, Kate Charlton, Ildiko Davis, Trudy Ferree**
- 3) **Curricular Offerings**

Fall 09	Spring 10		
1 section	1 section	MEDA 100	Introduction to Medical Assisting
3 section	3 sections	MEDA 110	Basic Medical Terminology I
1 section	2 sections	MEDA 111	Basic Medical Terminology II
2 sections	2 sections	MEDA 115	Medical Word Processing
1 section	1 section	MEDA 120	Clinical Procedures I
1 section	1 section	MEDA 121	Clinical Procedures II
1 section	1 section	MEDA 140	Medical Transcription: Basic
1 section	1 section	MEDA 141	Medical Transcription: Advanced
1 section	1 section	MEDA 150	Medical Office Procedures
1 section	1 section	MEDA 160	Medical Insurance Procedures
1 section	1 section	MEDA 164	CPT Beginning Coding
1 section	1 section	MEDA 165	CPT Intermediate Coding
1 section	1 section	MEDA 166	CPT Advanced Coding
1 section	1 section	MEDA 190	Introduction to Pharmacology
1 section	1 section	MEDA 672	Medical Assisting Externship
1 section	1 section	MEDA 801	Medical Assisting Exam Review

SLOAC completed for all courses through Fall 09. Every semester for every course and each SLO for each course a report is submitted. All cycles have been successful. The 1-5 students who have not been successful have all been due to limited English ability. Even though a small number, the medical community through the Medical Assisting Advisory Committee have stated those without college level English skills would not be hired and advised that English prerequisites be implemented. This took place starting Fall 2010.

The curriculum cycle is based upon the Medical Assisting law, the guidelines of the national organization, certification exams, and the needs of the medical community communicated through the Medical Assisting Advisory Committee. The current curriculum cycle is meeting these needs.

All curriculum updated with the following in process: MEDA 120/121 Exposure Control Handbook to be updated Spring 10, MEDA 140/150/161-164 course material being prepared to be sold in bookstore instead of class handouts (minor updates to be made).

4) Enrollment Data

The Medical Assisting Department is an all part-time faculty with an increasing enrollment. For occupational programs course plans cannot be governed by enrollment trends. The Department strives to balance providing a qualified workforce without flooding the market even during high need periods. Nursing programs have fallen victim to flooding the market time and time again. The demographics of the students basically have remained the same over the last eight years: highly diversified in age, ethnicity, and job experience.

5) Three-year Action Plan

Prepare for ICD-10. ICD-10 goes into effect October 1, 2013. This need is being addressed as fast as possible. A two Saturday course is being developed for those students who have already taken ICD-9 or who are working as diagnosis coders. A more detailed plan cannot be given as it is being done by one adjunct faculty already slightly behind schedule.

The Medical Assisting Department will continue providing education and training programs directed toward career development in cooperation with the medical community.

6) Faculty and Staff hiring requests:

No positions requested at this time.

7) Professional Development needs:

No professional development requested at this time, however all the faculty of the department will continue to research possible workshops and conferences to help with curriculum development.

8) Equipment Requests: (Item description, Number of Items, Total Cost)

Equipment:
Laptop for new instructor to use in smart classroom to present course material.

Computer to replace very old computer in the Clinical Lab (Bldg. 20) for students to access for research work and to complete background checks.

Locking cabinet for Instructor lecturing in Bldg. 17. Instructor is not in the same building where all the instructional materials are located and she transports materials back and forth and needs to lock items up as she makes multiple trips.

Supplies:
Three Concise Oxford English Dictionaries (Hardcover) \$23 each or similar (Total cost \$69). Currently dictionaries used by students to look up English words are falling apart.

9) Facilities Requests: (Either new or maintenance issues)

Leaking roof and falling ceiling panels in Clinical Lab (Bldg. 20). Need is self explanatory.

10) Reflections on comments made to previous reviews

Facility for a compliant clinical skills lab has been met with the remodeling of Building 20.

MEDICAL ASSISTING PROGRAM
CAÑADA COLLEGE
COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY

Short Summary of Findings

Type your summary here:

The mission of the Medical Assisting Program at Cañada College is to provide education and training directed towards career development in cooperation with the medical community in order that students may achieve gainful employment in healthcare, to advance in current employment positions, and to update skills in order to maintain current employment.

The goals of the Medical Assisting Department are to continue to track and encourage students to earn multiple certificates, maintain enrollment, review all course outlines and curriculum and to update as needed to meet the changing technological and healthcare needs of the medical community, to develop and offered new curriculum as needed by the medical community, to meet the California Medical Assisting Law and to allow are students to pass the certification exam of the California Medical Assistants Association. Students are also encouraged to continue their education and training in other allied Health fields such as nursing.

Three Strengths of the Program

1. Dedicated adjunct faculty who unfailingly participate and contribute to make this one of the most successful medical assisting programs in the State.
2. Curriculum to meet administrative and clinical needs of the medical community.
3. Providing education and training in new technologies and CEUs for professional medical organizations.

Three Suggestions for Improvement

1. Continued effort to make sure students entering the program have basic English and math skills.
2. Continued effort to expand externship sites.
3. To keep up with the latest changes in technology in the field.

CAÑADA COLLEGE
Comprehensive Program Review Checklist

Comprehensive Program Review Self-Study Document

All Bi-Annual State of the Department Documents since last Program Review

Executive Summary

Completed Evaluation of the Comprehensive Program Review Process Form

Additional data as necessary

Date: 4/22/11

Program Name: Medical Assisting


Review Committee Chair:

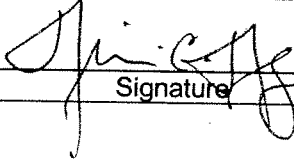
Review Committee Members:


PROGRAM REVIEW INSTITUTIONAL RESPONSE SHEET

Program Name: *Medical Assisting*

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	 _____ Signature
Comments:	

#2. Curriculum Committee Chair	 _____ Signature
Comments:	

#3. College Vice President	 _____ Signature
Comments:	