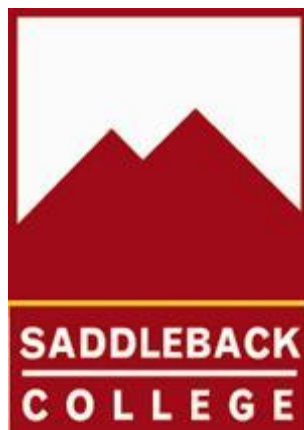


**Saddleback College
Program Review for Medical
Assistant Program**



Submitted on December 14, 2011

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Program Review Team Members

Program Review Team Chair:

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Rob Henry

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Program Review Checklist

	Action
x	Contact EPA Chair for orientation
x	Form Program Review Team (PRT)
x	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
x	Solicit input from faculty and students
x	Determine if additional research is needed
x	Contact College Research Specialist if necessary
x	Write Program Review report
x	Submit report to Dean and EPA Chair for review
x	Report submitted to Academic Senate for acceptance
x	Report submitted to the President and the Vice President of Instruction
x	Report posted to the EPA website
	Presentation to the Consultation Council

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Directions

Saddleback College enriches the students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates. transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The mission of the Saddleback College Medical Assistant Program is to provide high quality courses with easy access that lead toward career-technical certificates in a learning environment that promotes teamwork, student success, professional and personal growth, mutual respect, and an understanding and respect for the cultural diversity of other students, faculty, patients and the workforce.

The Medical Assistant Program serves the community by providing the best trained and most comprehensively prepared medical assistants in south Orange County who are consistently hired to work in the offices and clinics of south Orange County physicians.

The faculty of the Medical Assistant Program regularly review and assess each course to assure students the best possible academic/vocational education experience. Each faculty member evaluates their SLOs and makes necessary adjustments to ensure the course objectives are met and whenever possible, exceeded.

Faculty informally and formally provide student support and refer students to appropriate campus resources as indicated. All instructors have years of experience working in the medical field and three are registered nurses. This education and experience helps make faculty particularly sensitive to signs students may exhibit that warrant referral. A form is used by faculty when discussing and documenting student concerns. Students sign the form and it is kept on file.

Several department meetings are held yearly. SLOs, curriculum, supply and facility needs, resources, strategies and concerns are discussed. Faculty work well together and also meet in smaller groups as needed to help one another.

The concepts of Integrity, honesty and respect are infused into every course we teach. Ethics and confidentiality are integral to health care. HIPPA regulations are discussed in every course. Students are required to sign a promise of confidentiality form prior to entering their externship.

In every clinical course students work in teams with team leaders. Upper classmen and women are typically appointed as team leaders and assistant team leaders in the five clinical courses so that as many students as possible have the experience. Students clearly benefit from this approach. Some have never worked in a team setting before. Small group activities occur frequently in other courses. Team leaders receive Certificates of Appreciation at the conclusion of every clinical course.

Every effort is made to ensure student success in the Medical Assistant Program. Retention rates are 90%, about 5% above the college as a whole. The student success rate is 90%+ which compares quite favorably to the overall college rate of 75%.

The Medical Assistant Program has 115 contracts for externship placement between medical offices/clinics and Saddleback College. The Medical Assistant Program Advisory Committee meets annually and is well attended by medical office managers and administrators. A physician serves as the medical director of the program. Advisory committee members provide recommendations and guidance throughout the year. Input on job openings and salary trends is valuable information provided by the committee.

All students take Computer Applications for Health Care Personnel (INSR 260). Technology is used when there is availability of computers for students. Students benefited greatly from access to the computers at ATEP. There are seven laptops in the medical assisting laboratory used for procedure documentation. There is a simulator in the medical assistant lab as well. Innovation and creativity are encouraged in the student presentations given in several courses.

Cultural diversity is a part of the curriculum. The Medical Assistant Program *is* culturally diverse. Students work with patients, medical office staff, faculty, and each other in the spirit of respect and inclusiveness.

B. Historical Background and Unique Characteristics of the Program

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

The Medical Assistant Program offers three vocational certificate options: Administrative, Clinical, and Comprehensive. Students who only wish to work in the front office of a medical office or clinic and perform clerical and receptionist duties pursue an administrative certificate. Those who wish to work in the clinical setting and perform patient care duties choose the clinical certificate, and those who want to learn and do both select the comprehensive certificate.

The evolution of the Medical Assistant Program since 1973 is as follows:

- 1992 MA 260, Computer Applications for Health Care Personnel, was added to incorporate more utilization of computers in the curriculum.
- 1993 MA 215A, CPT-4 and ICD-9 CM Medical Insurance Coding, was added because of the recognized need for more instruction in insurance billing and coding.
- 1998 A 230, Medical Office Manager Skills, and MA 234, Legal and Ethical Practices for the Medical Office Manager, were offered for students interested in becoming medical office managers or for those who were already medical office managers. Although well received by students who took the courses, they were offered at night and enrollment did not justify continuing them so they were discontinued after two years.
- 2007 MA 289, Special Topic: Advanced Coding and Certification Preparation, was introduced in the summer of 2007. This is an advanced course in medical coding designed to prepare students for certification as a CPC, (Certified Procedural Coder) through the AAPC (American Academy of Procedural Coders). It became INSR 200 in 2011 and is typically offered once a year.
- 2007 MA 214A, Basic Insurance Billing and MA 215A, CPT-4 and ICD-9-CM Medical Insurance Coding, became INSR 214A and INSR 215A. MA 260 became INSR 260. A new Occupational Skills Award in Medical Insurance and Coding was created to provide another option for students only interested in medical insurance billing and not in the full Medical Assistant Program.
- 2009 HSC 201, Medical Terminology, became a requirement for the Occupational Skills Award. INSR 289, Special Topic: Advanced ICD-9-CM and Encoders and INSR 289, Special Topic: Encoder's Lab were introduced to help prepare students for hospital Inpatient billing and coding. In 2011 it became HIT 221 as part of the new Health Information Technology Program.

In the spring of 2010 the Medical Assistant Program received an Economic and Workforce Development Grant for 2010-2012. The mandate of the grant was to design a Health Information Technology Program into which graduates of the Medical Assistant Program could articulate. Those articulating students would have their seat time in the HIT Program reduced because of having taken courses common to both programs.

Graduates of the Administrative and Comprehensive Medical Assistant Program were able to have their seat time in the 56 unit HIT Program reduced by 15 units; Graduates of the Clinical Medical Assistant Program by 9 units.

The Health Information Technology Program began with the fall semester of 2011. Out of the 30 original applicants accepted into the HIT Program, 10 were either finishing the Medical Assistant Program or had graduated.

As a result of the grant, the Medical Assistant Program underwent its most significant change since it began. This was not only because of the grant but also because of the recognition of the need for greatly increased emphasis on electronic health records and the legal issues associated with them.

The Significant Medical Use Requirements for health care providers awards physicians and hospitals, among others who are utilizing EHR (electronic health records) in a meaningful way, with enhanced Medicare and Medicaid reimbursements. Their use is mandated by the federal government by 2014 with few exceptions. As a result, most medical offices have begun using EHR. Some are now rushing to do so.

In 2011 the Medical Assistant Program changed as follows:

MA 222, Legal and Ethical Aspects of Health Information, 3 units, was added as a core course for all medical assistant students.

MA 210, Introduction to Medical Assisting, became MA 206, Introduction to Healthcare Systems and Delivery and went from 2 units to 3 units.

INSR 260, Computer Applications for Health Care Personnel, became Computer Applications/EHR in Healthcare, and went from 1.5 to 3 units.

INSR 214A, Basic Medical Insurance, became INSR 224A, Reimbursement Methodologies, and went from 2.5 to 3 units.

INSR 215A, CPT and ICD-9-CM Coding (3 units) became two courses, INSR 226A, CPT & Ambulatory Care Coding, 3 units, and INSR 228A, Fundamentals of ICD Coding, 3 units.

All faculty in the Medical Assistant Program had input into the changes. Guidance was received from industry consultants and the Advisory Committee. SLOs, learning objectives and competencies that had been added to the enhanced courses were identified by faculty and strategies developed for the medical assistant students articulating into the HIT Program to meet those objectives and competencies this year and until the transition is complete

As much benefit as these changes provided to medical assistant students, challenges were also created. Units were added to all three certificates:

- The clinical medical assistant certificates went from 24.25 to 29 units.
- The administrative certificate requirements went from 23.25 to 31.5 units.
- The comprehensive certificate requirements went from 37.25 to 45.5 units.

The additional units now make it necessary for students pursuing the Comprehensive Medical Assistant Certificate to add a semester in order to complete the program. Because of the policy that, for reasons of patient safety, students must complete the clinical program in one year, comprehensive students will be advised to take core and administrative courses the first semester, and then add the clinical courses the second and third semester. That way the clinical procedures and skills will be fresh when students do their externship. The benefit to the student pursuing the comprehensive certificate is having only to complete one 150 hour externship rather than two – one in front office and one in back or a total of 300 hours.

The Medical Insurance and Coding Occupational Skills Award changed from 10 to 15 units through the addition of the new INSR 228A, Fundamentals of ICD Coding, 3 units, and the modified INSR 224A, INSR 226A, and INSR 260.

C. Progress Since the Last Program Review

The Medical Assistant Program remains vital and productive since the last Program Review. The number of sections offered by the Medical Assistant Program increased from 49 to 62, representing an increase of almost 21%. Productivity (WSCH/FTEF) show a positive 18% improvement from 861 to the current 1046. Course fill rates are up 11.7% from the previous 78.1% to the current 86.6%. Retention has remained excellent with a current rate of 95.1% compared to the previous 94.8%. This is about 5% above the college overall.

The student success rate has risen from 87.6% to the current 90% or an improvement of 2.6%. This is especially significant when compared to the college rate of 75%.

The number of students receiving passing grades has improved markedly. 1,534 students as compared to the 1086 of the previous period received passing grades – an increase of 24%. The student count grew from 473 students to the current 618 students or a growth of 24%.

Evaluation of the above areas have shown a positive improvement in seven out of the seven areas examined. The data shows that significant progress has been achieved over a broad spectrum of critical elements related to the overall success of the Medical Assistant Program at Saddleback College.

The ability to offer courses at ATEP was very helpful. The campus was welcoming, the IT support excellent, and interest in our program was heightened in the northern part of our district.

The entire curriculum was analyzed and revamped in conjunction with the HIT grant. Needed changes to include more information on electronic health records and more computer practice was achieved.

D. Discussion of How SLOs Have Been Utilized by the Program

The Medical Assistant Program uses student learning outcomes to influence every part of the curriculum. They provide a way to revisit areas we wish to watch closely and know when adjustments need to be made. They are particularly useful in evaluating the extern- ship portion of the program. The evaluations of the students as well as well as the student's evaluations of the externships through the use of surveys give a clearer view of our success. Through the use of the SLOs we have gathered data reflecting very positively on all aspects of the program.

E. Current Strengths, Opportunities, and Challenges

Strengths

Enrollment in the Medical Assistant Program remains excellent. If anything, there is a problem with abundance in that more students wish to enroll than we are able to accommodate. Enrollment has continued to climb related to the re-tooling of skills necessitated by a depressed economy and a changing job market. The program is an ideal choice for the more mature student.. Older students find jobs in physician's offices who typically appreciate the reliability and dedication they bring to the position. The largest group of enrolled students were in the 40-49 age group followed by those 50 to 59 with 22 student over the age of 59. There were no students under 18. The 18-21 and 22-29 age groups were about equal.

Another program strength is the incredibly high student success rate of 90%, reflected in the data along with a retention rate of students exceeding 95%. It would appear that national economic woes has lead to many students seeking health careers. The Saddleback Medical Assistant Program is well positioned to assist currently unemployed individuals without adequate skills to re-tool and once again join the work force.

Slightly more than half of the students state their ethnicity as white. The remaining students represent most of the ethnic choices listed. Mexican, Filipino, mixed ethnicity, and other Asian, in that order are most represented. Although not reflected in the data, an increasing number of Middle Eastern students take the Medical Assistant Program.

As the main reasons for enrolling , 27% stated they took the Medical Assistant Program to prepare for a new career; another 18% said to obtain a vocational certificate without transfer; and another 14% to obtain a Bachelor's Degree after Associates.

Among the Certificate of Achievements awarded, the most were in clinical medical assisting followed by administrative and then comprehensive. The 50-59 age group received about the same number of awards as the 22-29 age group.

One hundred three students have received the Occupational Skills Award in Insurance & Coding. Since the last review, at least an additional nineteen students have taken and passed the CPC examination.

A graduation ceremony continues to be held each year and is well-attended by students, family and friends.

Opportunities

Employment of medical assistants is expected to grow much faster than the average for all occupations through 2018 as the health services industry expands due to technological advances in medicine and a growing and aging population. According to the Bureau of Labor Statistics, the expected growth is 34%. The business of health care remains brisk in south Orange County and nationwide and enrollment is solid in all courses. Salaries have risen for both administrative and clinical graduates. The Medical Assistant Advisory Committee says starting salaries are around \$15 - \$17 an hour and some start at \$20 an hour.

What employers are looking for is very well trained graduates with a strong work ethic and excellent soft skills. That is what Saddleback College provides. Opportunity for growth in all areas of the program is evidenced by the demand for the program that exceeds the space and resources available.

The ability to develop the Health Information Technology Program through the grant has provided an excellent career pathway for medical assistants interested in the administrative side of healthcare. An x-ray program would be an opportunity to do the same for the clinical student. Medical assistant graduates often go on to other careers in nursing, as physician's assistants, and in other areas of the industry.

Challenges

Many challenges loom in the immediate future. The most likely and most immediate challenge is available space for new and additional students to be able to enter the program. Historically, the Medical Assistant Program has had open access to new students without the provision of a wait list. Unfortunately,

because of the large numbers of students seeking admission to the program, a selection or wait list process may be needed in the future. As class enrollment rises, the need for additional instructional staff will become a real concern.

When the medical assistant classroom and lab were designed, a plan should have been in place to have computers available. The room next to HS 138 (141) would have been an ideal spot for as many computer stations as possible. That room is used by nursing for the simulators and the only access students have to computers is at the other end of the building in the computer lab. Since that is a shared lab and used often by nursing students on a walk-in basis, it is not convenient for the Medical Assistant Program. It is a challenge to provide enough computer time when the only class the students take that uses computers is INSR 260 – 3 units. Although a long time in coming, a printer was finally installed in the computer lab. Another was promised but has not arrived.

HS 138 used to be a dedicated classroom. That allowed faculty to come in early and stay late to work with students as necessary. It also allowed meetings to be held for externship planning and post clinical conferences. Now, because of lack of space on campus and the apparent need to use this room, it is very difficult to provide students with the same spontaneous attention that used to occur. It is also difficult to plan and hold the many meeting related to the externship.

Filling the program to capacity provided a considerable challenge in terms of finding appropriate externships. Students have different needs and challenges themselves so that putting the right student in the right office becomes more difficult with the added number of students.

Working with the bookstore has presented some challenges. Students need their books in hand when they start the first day. This is particularly true with our many 8-weeks courses. A conversation with the book store manager this fall uncovered the fact that the reason many students did not have their books was because the book orders were routinely drastically cut even though unsold books can be returned. Having syllabi available has also been a problem for some instructors.

Section II: Review Report

A. Faculty and Staff

1. Staffing Structure

The Medical Assistant Program staff consists of one Department Chair/part-time instructor (Professor Emeritus) who has taught and coordinated the program for 21 years, two other part-time instructors, one instructor who is full time but teaches part of the time in the Emeritus Institute and one full-time instructor hired through the grant and who teaches part time in the Medical Assistant Program and is considered a full time instructor in the Health Information Technology Program.

The ratio of full-time faculty to part-time faculty is .5:4. It was .5:5 in fall of 2009, but that part-time instructor has left. The ratio of faculty members to students overall is now 4.0 faculty to 63 students or 6.3. There is also a program specialist who divides her time between the Human Services Department, Sign Language, and Medical Assisting.

Two men and three women teach in the program. Three of the instructors are registered nurses. Two have Master's Degrees. All of the instructors currently teaching were also teaching in the program at the last review.

The faculty staffing arrangement has worked very well the last two years. The loss of the part-time instructor with advanced computer skills was disappointing. Now that units have been increased and the Health Information Technology Program is underway, another part-time instructor is needed and that person has been hired for spring 2012.

The program specialist is shared with two other programs. It would be ideal to have more assistance in the lab with the program specialist assisting in a way similar to that of the EMT/Paramedic Program.

B. Curriculum and Instruction

Successful completion of any of the Medical Assistant Program options, Administrative, Clinical, or Comprehensive, prepares students to directly enter the work force and results in a Vocational Certificate of Achievement. Credit hours earned in the Medical Assistant Program may be used as elective courses toward an Associate of Science or Associate of Arts Degree. As another option, students may earn an Insurance and Coding Occupational Skills Award.

It has always been our philosophy that we want to provide a program that will give students entry level skills and a relatively short path into the workforce. We have avoided barriers and prerequisites, believing that our typical student needs

to receive excellent, comprehensive training and get to work. Our curriculum has been designed with many 8 week courses and until the changes this year as described previously, all certificates could be completed in three semesters including-either fall, spring, and summer or spring, fall, and spring. Externships only occur in the summer and spring semesters. We have offered at least one section of all of the core courses in the summer and have increased the number sections of Medical Terminology to meet the huge demand.

Program curriculum goes through the technical review process yearly. Curriculum adjustments are made as necessary based on changing technology, industry, and advisory committee input. Faculty attends the yearly Medical Assistant Program Advisory Committee Meeting to hear the recommendations of the members and to share our accomplishments and plans for the future. Faculty attends department meetings to evaluate the program as well as meeting in smaller groups and with the Department Chair.

SLOs are evaluated in each course and are used to improve curriculum and student learning. Course level SLOs are evaluated through written and practical examinations. Program level SLOs are evaluated through clinical evaluations and student surveys.

The newest editions of textbooks are adopted as soon as they are available. Considerable time and discussion among faculty goes into the decision regarding textbooks, particularly when they are to be used in more than one course.

The curricular changes and the reasons for those changes were discussed in detail under Program Overview in Section I-B.

All students must take certain core courses no matter which of the certificates they are pursuing. Those courses are offered in the fall, spring, and summer. The clinical procedural courses are only offered in the fall and spring and they are not the same courses. Therefore, it is essential that a student be enrolled in all of the courses offered during the semester in order to proceed through the program and graduate in the three semesters. This is also true of some of the administrative courses. Two of these are only offered in the fall and one is only offered in the spring. Again, the student must enroll in them when they are offered in order to progress through the program on schedule. Determining that all students are in the correct courses is difficult and time consuming.

In every course and all but one SLO, the goal was met and exceeded. There have been no particular difficulties in assessing the SLOs.

During the externship students have a training plan or evaluation of learning that goes with them to the externship site. They are evaluated on attitude, behavior, dependability, grooming, judgment, teamwork, and skill performance by the physician, and office manager or supervisor. An analysis of the evaluations

based on the SLOs indicated that 91% of the externs received a rating of satisfactory or above assessing employability skills in 17 areas of dependability, grooming, confidentiality, attendance, teamwork, and problem solving skills. Another SLO assessment through a survey showed that 93.3% of employers reported they would be very likely to hire a graduate of the Medical Assistant Program. In another SLO assessment using a written survey, 96% of students said that the program had prepared them very well for the externship and 97% rated their externship as very good or excellent.

We continue to use a variety of teaching methods including lecture (with and without PowerPoint), demonstration, return demonstration, team and small group activities, role playing, use of audio-visual materials, computer assignments, and guest speakers. Critical thinking is emphasized. Students and instructors utilize the DVDs provided by publishers. A simulation mannequin and clinical laboratory laptop computers are in the lab. There have been some additions to the AV library. Specialized software has been used for Encoder lab.

We are satisfied with the considerable change that was made to the program this year. Where needed we were able to add and enhance some courses in ways we felt would best prepare our students to work in today's healthcare industry. We will be able to evaluate and report on this at the next Program Review.

C. Student Success

The student success rate has risen from the previous 87.6% to the current 90%. This represents an improvement of 2.6%. The Medical Assistant Program compares very favorably to the college's student success rate of 75%. The number of passing grades has increased by 24%.

Since the last program review, 19 additional students have taken and passed the CPC examination and 103 students have received the Occupational Skills Award in Insurance and Coding. There is no listing of names of students who take the CCMA (California Certified Medical Assistant) examination or are schools notified of student success. Of the students who reported, all passed the examination and are now a CCMA.

The changes that were made to the program were the result of the recognition of the need for more emphasis on technology and electronic health records and the opportunity provided by the grant. The changes affected the core and administrative courses more than the clinical courses. The SLO process has succeeded in confirming the techniques used to develop and implement course work contained in this program. The advantage of SLOs is to be able to make a point by point comparison within the program to two different points in time. This process both confirms success and indicates when focus and revision is indicated.

An interesting demographic is the increase in the number of students in the 40-59 age group who represent the largest group of enrolled students. Fortunately, the Medical Assistant Program has long been in tune with the needs of the adult learner and this age group contributes favorably to our many indicators of success.

Clinical program requirements include meeting the requirements for the state-required venipuncture and injection certificates. Of the students completing MA 212B and MA 214B, 100% received the certificates. Of the students completing the Clinical Experience, MA 217 A, B, and C, 100% received Certificates of Achievement.

Faculty feels very strongly that clinical students should complete the program in three semesters and extern while the skills are still fresh. In particular, venipuncture, skin puncture, and intradermal, subcutaneous, and intramuscular injection techniques, as well as sterile technique, ECG, and blood pressures are critical skills that need to be done properly. This policy has been enforced and there have been no problems or patient safety issues reported.

The Department Chair has given presentations to the college's counseling department. This year it was to inform them of the many changes that have occurred in the program.

Special Services informs the Medical Assistant Program of students needing special accommodations and those are provided. We work closely with the Student Health Services due to the health requirements prior to the externship. Students are referred to the appropriate resources when indicated.

While a formal survey was not done in this review period, it is evident from the feedback we have received that most students who seriously looked for employment after graduation found it. Students who waited more than 6 months found it more difficult. Some graduates moved out of the area and some went back to school.

D. Facilities, Technical Infrastructure, and Resources

As grateful as we are to have HS 138 and the lab, because of the increased enrollment, it is very crowded. As we pursue a no growth but productive mode, we will have to curb our desire to admit more students and focus on not over-taxing our existing facilities. If we had been able to obtain the room next to HS 138, HS 141, the facilities would be much more conducive to helping us service our current offerings. The location of the computer lab at the other end of the building and its limited availability remains a serious deterrent to us providing the technological support we need. When that room was available and even without the computers needed, it was often used by the medical assisting classes so that students could work in several areas doing different activities and the instructor could move among the rooms.

As addressed earlier, the fact that we are no longer able to count on the classroom being available for extra practice, meetings and workshops has created a burden on instruction. Now that classes from other disciplines or other health science departments are regularly scheduled in the classroom, it is very hard to plan sufficient meeting time for the various other activities beyond our regularly scheduled classes. The limited access to HS 138 and the lack of availability of the adjoining classroom have been the most significant changes in the program's facilities since the last review.

There is not enough technology support for the program. It is difficult to get assistance in the computer lab when it is needed. The current computer classes are taught at night when there is no one to help with an IT problem. There is often a long period from the time a request is made until it gets done.

With the addition of the Health Information Technology Program and the increased technology needs in Medical Assisting, we need at least 30 laptop computers with a tower charging unit in the classroom and another printer in the computer lab.

As long as we limit our growth, the existing classroom, lab, and workroom are adequate.

E. Service, Community Outreach, and Economic Development (optional)

The Medical Assistant Program takes very seriously the recommendations of our vocational advisory committee. Meetings are held yearly and are well-attended. Medical Terminology was added as a requirement for the Occupational Skills Award. The advisory committee was in strong support of the Health Information Technology Program. Input on salaries and hiring opportunities is extremely useful. They make recommendations on new externship sites, EHR, and legal and ethical issues. Their support is invaluable.

Section III: Needs Assessment and Annual Update

A. Statement of Program's Current Situation

This program has done very well with what it has to work with as the data supports. As long as we do not take in more students than we can accommodate in our current facilities and with our current resources we are probably not a program in the greatest need. We are aware of the restrictive financial climate and the no growth policy and plan to continue to provide the best possible education and training for our medical assistant students.

B. Human Resource Needs

We would continue to like to have a full-time program specialist to work only with the Medical Assistant Program and provide the necessary clerical, reception, and coordination support. Some other programs have a program specialist dedicated to only that program and who provides a great deal of assistance in the lab. Our program specialist must assist three programs and really is not available to provide all of the help we need.

We need the assistance of a skills specialist in certain clinical courses teaching vital signs venipuncture and injections, This would need to be a licensed person.

An additional part-time faculty member who is both an RN and who has computer expertise to assist with both clinical and administrative courses is needed and has been hired. If we are to continue to grow, at some point more staff will probably be needed. The grant-funded full-time position for an instructor who teaches in both administrative medical assisting and the HIT Program will need to be funded in order for all of the courses to be taught.

C. Instructional/Service Needs

Make resources available so that a skills review workshop can be conducted prior to every externship. This should be for several hours and have the supplies and equipment available to all clinical students about to extern so that they can review their procedures. These skills are taught in 5 different courses over the year and students would benefit from this opportunity.

If there were a medical assistant computer lab, it would be ideal to have an individual to manage that lab and the other lab in the building. If the additional computers were added to HS 141, they should be desktop rather than laptop.

It would be useful to have a pool of skills specialists to call upon when needed.

D. Research Needs

A program is needed to track students as they move through the Medical Assistant Program and determine that students have passed all of the required courses before the externship. We also need to know if a student does not enroll in all of the required courses in a given semester and make the adjustment so students can finish in one year.

We need to be able to determine patterns after graduation such as employment, job satisfaction, and areas of employment other than a doctor's office.

E. Technical, Equipment and Other Resource Needs

The need for more computers for the Medical Assistant Program has been addressed. The computer in the workroom has been replaced.

F. Facilities Needs

As previously stated, HS #138 should be a dedicated classroom. It would be ideal if Room # 141 could be used by medical assisting. It is understood that nursing needs that room for simulation practice but if it does become available again, it would help with our space and instructional needs.

G. Marketing and Outreach Needs

Marketing should be an ongoing process. Funds should be available to update all promotional materials.

The Department Chair held several information meetings in the last year to explain the Medical Assistant Program and the new Health Information Technology Program. These were well attended and an excellent form of marketing as they were well advertised on the websites and the marquees at the entrances to the college.

Section IV: Appendices

A. Program Organizational Chart

Health Sciences & Human Services

Nursing
 Alcohol & Drug Studies
 Paramedic
 Human Services Generalist
 Emergency Medical Technician
 Corrections and Criminal Justice
 Medical Assistant
 Mental Health Worker
 Medical Laboratory Technician
 Phlebotomy
 ASL/ Interpreting
 Health Information Technology

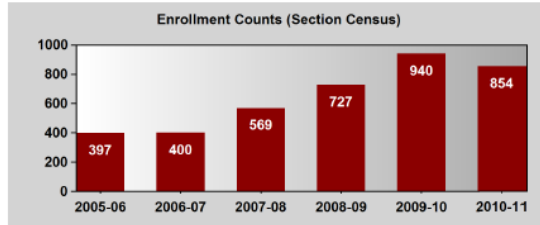
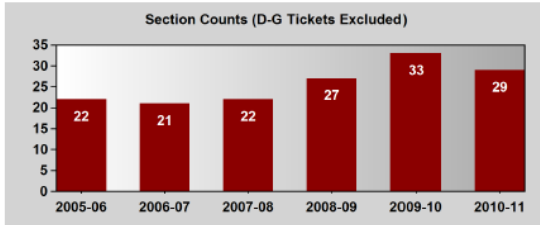
B. Five-Year Program Staffing Profile

Position from year 1 to year 5	Staffing Levels for Each of Previous Five Years						% change
	2006	2007	2008	2009	2010	2011	
Administration 0%	2	2	2	2	2	2	
Bargaining Classified 0% Full Time	1	1	1	1	1	1	
Bargaining Classified 0% Staff Part Time	0	0	0	0	0	0	
Non-Bargaining 0% Classified Staff PT	0	0	0	0	0	0	
Student Workers 0%		0	0	0	0	0	0
Faculty Full Time 0%		.5	.5	.5	.5	.5	.5
Faculty Part Time 0%		4	4	4	5	4	4

C. Program Review Data Sets



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID



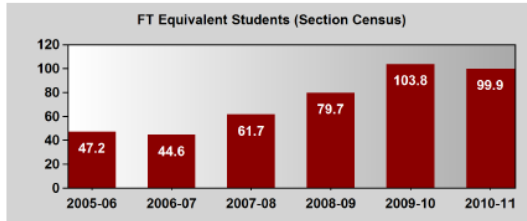
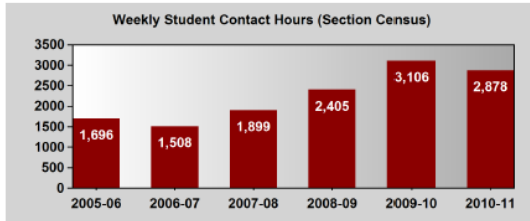
Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169	2	3				
INSR 200					1	1
INSR 201					2	1
INSR 202					2	1
INSR 214 A			3	3	4	4
INSR 215 A			2	2	4	4
INSR 260				5	7	6
INSR 289				4		
MA 210	2	2	3	3	3	2
MA 211 A	1	1	1	1	1	1
MA 211 B	1	1	1	1	1	1
MA 212 A	1	1	1	1	1	1
MA 212 B	1	1	1	1	1	1
MA 213 A	1	1	1	1	1	1
MA 213 B	1	1	1	1	1	1
MA 214 A	1	1				
MA 214 B	1	1	1	1	1	1
MA 215 A	1	2				
MA 217 A	2	1	2	2	2	2
MA 217 B	1					
MA 217 C	1					
MA 218 B	1	1	1	1	1	1
MA 260	4	3	3			
MA 289		1	1			
Total Sections	22	21	22	27	33	29

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169	42	24				
INSR 200					18	24
INSR 201					24	13
INSR 202					25	14
INSR 214 A			85	70	126	130
INSR 215 A			58	69	114	120
INSR 260				140	168	149
INSR 289				48		
MA 210	51	60	87	94	110	60
MA 211 A	23	21	27	33	39	40
MA 211 B	26	25	29	32	38	39
MA 212 A	18	24	33	37	44	41
MA 212 B	21	23	32	37	39	39
MA 213 A	25	26	27	31	41	38
MA 213 B	25	23	24	35	35	35
MA 214 A	25	19				
MA 214 B	24	16	30	28	32	31
MA 215 A	26	45				
MA 217 A	8	2	12	13	17	19
MA 217 B	15	9	11	14	25	13
MA 217 C	5	7	2	8	11	16
MA 218 B	19	24	31	38	34	33
MA 260	44	43	65			
MA 289		9	16			
Total Enrollments	397	400	569	727	940	854



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID



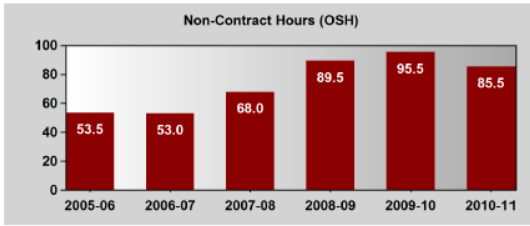
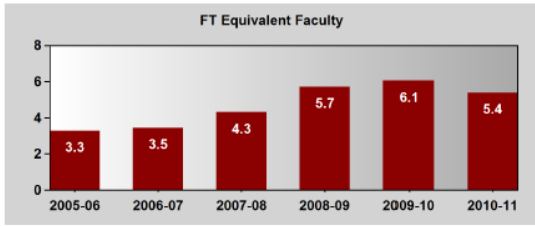
Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169	380	217				
INSR 200					54	72
INSR 201					96	52
INSR 202					50	28
INSR 214 A			213	175	315	325
INSR 215 A			174	207	342	360
INSR 260				350	420	373
INSR 289				143		
MA 210	102	120	174	188	220	120
MA 211 A	58	53	68	83	98	100
MA 211 B	130	125	145	160	190	195
MA 212 A	45	60	83	93	110	103
MA 212 B	105	115	160	185	195	195
MA 213 A	63	65	68	78	103	95
MA 213 B	125	115	120	175	175	175
MA 214 A	63	48				
MA 214 B	120	80	150	140	160	155
MA 215 A	78	135				
MA 217 A	189	162	225	315	477	432
MA 217 B	63					
MA 217 C						
MA 218 B	57	72	93	114	102	99
MA 260	120	115	180			
MA 289		27	48			
Total WSCH	1,696	1,508	1,899	2,405	3,106	2,878

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169	2.8	1.6				
INSR 200					1.7	2.4
INSR 201					3.1	1.7
INSR 202					1.6	.9
INSR 214 A			7.2	6.1	10.9	11.3
INSR 215 A			5.8	6.9	11.4	12
INSR 260				12	14.4	13.5
INSR 289				4.3		
MA 210	3.5	4.3	6	6.3	7.4	4.6
MA 211 A	1.8	1.7	2.2	2.7	3.1	3.2
MA 211 B	4.2	3.8	4.4	4.8	5.7	6.3
MA 212 A	1.6	2.2	2.7	3.3	4	3.7
MA 212 B	3.8	3.7	5.1	5.9	6.3	7.8
MA 213 A	2.3	2.3	2.4	2.5	3.7	3.4
MA 213 B	4.5	4.2	4.1	6.3	6.3	6.3
MA 214 A	2.2	1.6				
MA 214 B	4.3	2.9	4.8	5.1	5.8	5.6
MA 215 A	2.6	4.5				
MA 217 A	2.3	.3	3.4	3.8	4.9	5.5
MA 217 B	4.1	2.6	3.2	4	7	3.8
MA 217 C	1.4	2	.6	2	3.2	4.6
MA 218 B	1.9	2.4	3.1	3.8	3.4	3.3
MA 260	3.8	3.7	5.5			
MA 289		.8	1.3			
Total FTES	47.2	44.6	61.7	79.7	103.8	99.9



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
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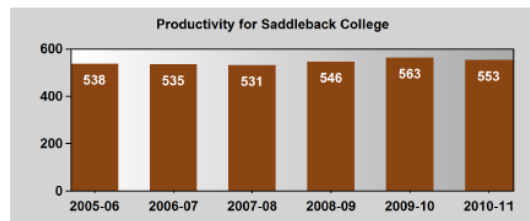
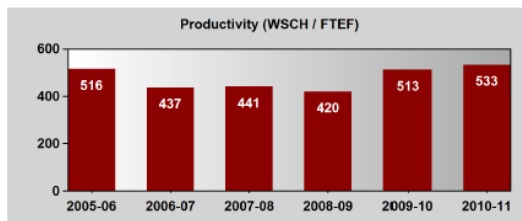
Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169						
INSR 200					.2	.2
INSR 201					.54	.27
INSR 202					.22	.11
INSR 214 A			.51	.51	.68	.68
INSR 215 A			.4	.4	.77	.8
INSR 260				.75	1.05	.9
INSR 289				.78		
MA 210	.26	.26	.39	.39	.39	.26
MA 211 A	.17	.17	.17	.17	.17	.17
MA 211 B	.3	.3	.3	.3	.3	.3
MA 212 A	.17	.17	.17	.17	.17	.17
MA 212 B	.3	.3	.3	.3	.3	.3
MA 213 A	.17	.17	.17	.17	.17	.17
MA 213 B	.3	.3	.3	.3	.3	.3
MA 214 A	.17	.17				
MA 214 B	.3	.3	.3	.3	.3	.3
MA 215 A	.2	.4				
MA 217 A	.32	.16	.55	1	.32	.29
MA 217 B						
MA 217 C						
MA 218 B	.18	.18	.18	.18	.18	.18
MA 260	.45	.37	.37			
MA 289		.2	.2			
Total FTEF	3.29	3.45	4.31	5.72	6.06	5.40

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169						
INSR 200					3	3
INSR 201					8	4
INSR 202					4	2
INSR 214 A			8	8	10	10
INSR 215 A			6	6	12	12
INSR 260				13	18	15
INSR 289				12		
MA 210	4	2	5	3	6	4
MA 211 A	3	3	3	3	3	3
MA 211 B	5	5	5	5	5	5
MA 212 A	3	3	3	3	3	3
MA 212 B	5	5	5	5	5	5
MA 213 A	3	3	3	3	3	3
MA 213 B	5	5	5	5	5	5
MA 214 A	3	3				
MA 214 B	5	5	5	5	5	5
MA 215 A	3	6				
MA 217 A	6	3	10	18	5	6
MA 217 B						
MA 217 C						
MA 218 B	3	3	3	3	3	3
MA 260	8	6	6			
MA 289		3	3			
Total OSH	54	53	68	90	96	86



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
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 Program : All
 Detail by : Course ID



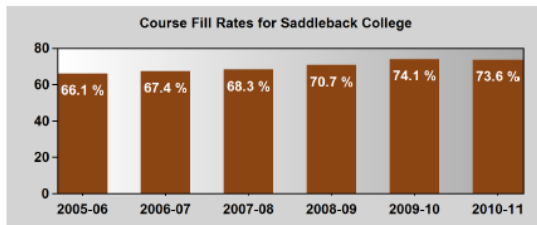
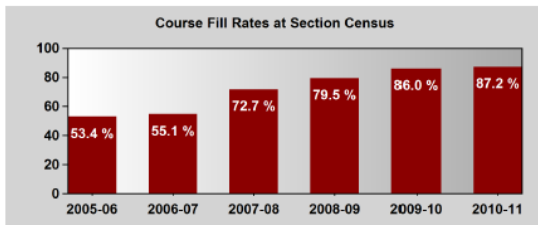


Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169						
INSR 200					270	360
INSR 201					178	193
INSR 202					227	255
INSR 214 A			417	343	463	478
INSR 215 A			435	518	444	450
INSR 260				467	400	414
INSR 289				183		
MA 210	392	462	446	482	564	462
MA 211 A	338	309	397	485	574	588
MA 211 B	433	417	483	533	633	650
MA 212 A	265	353	485	544	647	603
MA 212 B	350	383	533	617	650	650
MA 213 A	368	382	397	456	603	559
MA 213 B	417	383	400	583	583	583
MA 214 A	368	279				
MA 214 B	400	267	500	467	533	517
MA 215 A	390	338				
MA 217 A	591	1,013	409	315	1,491	1,490
MA 217 B						
MA 217 C						
MA 218 B	317	400	517	633	567	550
MA 260	267	311	486			
MA 289		135	240			
Productivity	516	437	441	420	513	533



Saddleback College
 Program Review Report
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 Detail by : Course ID



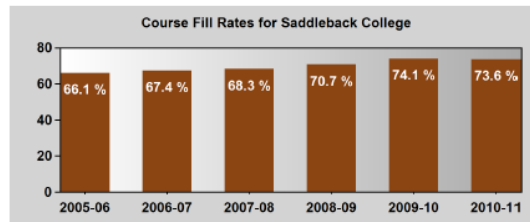
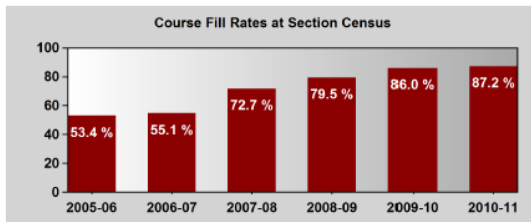


Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169	46.7	17.8				
INSR 200					72	96
INSR 201					40	43.3
INSR 202					41.7	46.7
INSR 214 A			81	66.7	90	92.9
INSR 215 A			96.7	115	95	100
INSR 260				116.7	100	103.5
INSR 289				43.6		
MA 210	85	100	96.7	104.4	122.2	100
MA 211 A	76.7	70	90	110	130	133.3
MA 211 B	130	125	145	160	190	195
MA 212 A	51.4	68.6	94.3	105.7	125.7	117.1
MA 212 B	60	65.7	91.4	105.7	111.4	111.4
MA 213 A	83.3	86.7	90	103.3	136.7	126.7
MA 213 B	83.3	76.7	80	116.7	116.7	116.7
MA 214 A	71.4	54.3				
MA 214 B	68.6	45.7	85.7	112	128	124
MA 215 A	86.7	75				
MA 217 A	16	8	24	26	34	38
MA 217 B	30	36	22	28	50	26
MA 217 C	5.6	15.6	2.2	8.9	12.2	17.8
MA 218 B	54.3	68.6	88.6	108.6	97.1	94.3
MA 260	45.8	59.7	90.3			
MA 289		36	64			
Course Fill Rates	52.9	54.6	71.8	79.5	86.0	87.2



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID



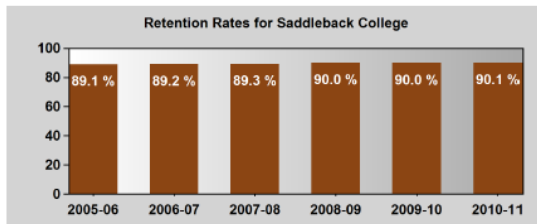
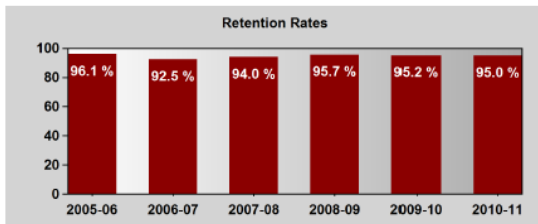


Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169	46.7	17.8				
INSR 200					72	96
INSR 201					40	43.3
INSR 202					41.7	46.7
INSR 214 A			81	66.7	90	92.9
INSR 215 A			96.7	115	95	100
INSR 260				116.7	100	103.5
INSR 289				43.6		
MA 210	85	100	96.7	104.4	122.2	100
MA 211 A	76.7	70	90	110	130	133.3
MA 211 B	130	125	145	160	190	195
MA 212 A	51.4	68.6	94.3	105.7	125.7	117.1
MA 212 B	60	65.7	91.4	105.7	111.4	111.4
MA 213 A	83.3	86.7	90	103.3	136.7	126.7
MA 213 B	83.3	76.7	80	116.7	116.7	116.7
MA 214 A	71.4	54.3				
MA 214 B	68.6	45.7	85.7	112	128	124
MA 215 A	86.7	75				
MA 217 A	16	8	24	26	34	38
MA 217 B	30	36	22	28	50	26
MA 217 C	5.6	15.6	2.2	8.9	12.2	17.8
MA 218 B	54.3	68.6	88.6	108.6	97.1	94.3
MA 260	45.8	59.7	90.3			
MA 289		36	64			
Course Fill Rates	52.9	54.6	71.8	79.5	86.0	87.2



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID



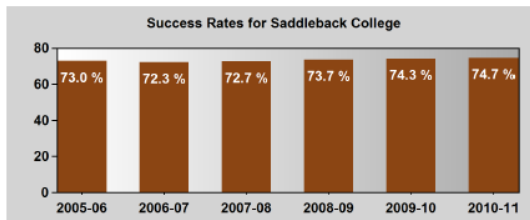
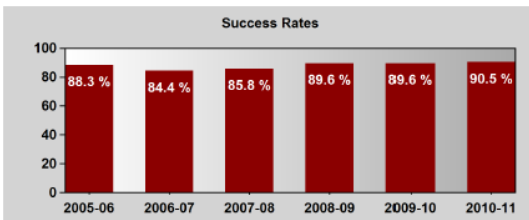


Saddleback College
Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169	95.1	78.1				
INSR 200					100	70
INSR 201					95	100
INSR 202					90.5	100
INSR 214 A			93.8	89.1	94	90.3
INSR 215 A			91.1	93.7	93.5	92.2
INSR 260				98.5	98.8	97.9
INSR 289				95		
MA 210	91.7	90.4	93.2	95.7	86	90.2
MA 211 A	95.7	95.2	96.3	100	94.9	100
MA 211 B	100	91.7	89.3	93.8	100	92.1
MA 212 A	89.5	87.5	93.9	100	95.2	100
MA 212 B	95.2	95.7	90.6	91.9	89.2	97.2
MA 213 A	95.8	96	85.2	96.9	100	100
MA 213 B	100	95.7	95.7	91.4	97.1	100
MA 214 A	95.8	83.3				
MA 214 B	100	100	96.3	100	100	96.8
MA 215 A	100	91.9				
MA 217 A	100	100	100	100	100	100
MA 217 B	93.3	100	100	100	96	100
MA 217 C	100	100	100	100	100	100
MA 218 B	100	90.9	100	94.6	100	97
MA 260	95.3	100	96.9			
MA 289		100	100			
Retention Rate	96.1	92.5	94.0	95.7	95.2	95.0



Saddleback College
Program Review Report
 Division : Health Sciences & Human Services
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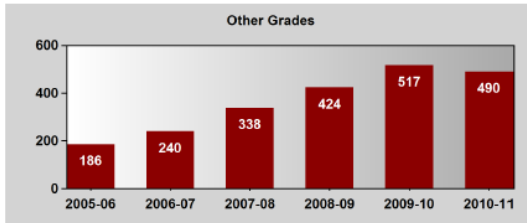
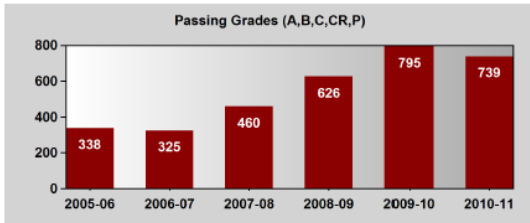


Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CWE 169	85.4	75.0	0.0	0.0	0.0	0.0
INSR 200	0.0	0.0	0.0	0.0	100.0	70.0
INSR 201	0.0	0.0	0.0	0.0	95.0	92.3
INSR 202	0.0	0.0	0.0	0.0	90.5	100.0
INSR 214 A	0.0	0.0	78.8	82.8	82.8	83.1
INSR 215 A	0.0	0.0	71.4	88.9	84.1	88.8
INSR 260	0.0	0.0	0.0	98.5	98.2	95.0
INSR 289	0.0	0.0	0.0	80.0	0.0	0.0
MA 210	66.7	71.2	83.6	83.0	66.0	72.5
MA 211 A	87.0	90.5	92.6	93.9	92.3	97.5
MA 211 B	90.9	91.7	71.4	81.3	100.0	86.8
MA 212 A	89.5	75.0	84.8	91.7	85.7	97.6
MA 212 B	90.5	87.0	90.6	81.1	89.2	83.3
MA 213 A	95.8	80.0	85.2	93.8	100.0	100.0
MA 213 B	100.0	87.0	87.0	82.9	97.1	100.0
MA 214 A	91.7	83.3	0.0	0.0	0.0	0.0
MA 214 B	91.7	93.8	92.6	100.0	100.0	96.8
MA 215 A	87.0	86.5	0.0	0.0	0.0	0.0
MA 217 A	100.0	100.0	100.0	100.0	100.0	100.0
MA 217 B	93.3	100.0	100.0	100.0	96.0	100.0
MA 217 C	100.0	100.0	100.0	100.0	100.0	100.0
MA 218 B	94.4	86.4	100.0	91.9	100.0	93.9
MA 260	90.7	90.9	95.4	0.0	0.0	0.0
MA 289	0.0	100.0	92.3	0.0	0.0	0.0
Success Rate	88.3	84.4	85.8	89.6	89.6	90.5



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
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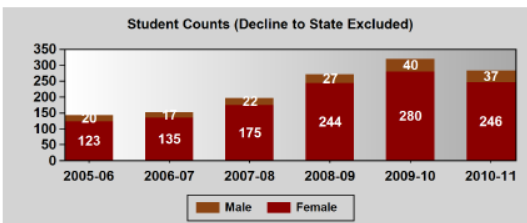
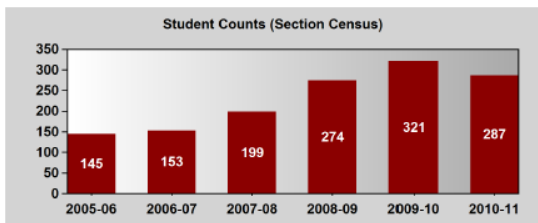


Passing Grades	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
A	192	209	267	400	484	458
B	91	81	135	159	213	210
C	52	35	54	64	85	71
CR	3		4	3		
P					13	
Total	338	325	460	626	795	739

Other Grades	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
D	3	5	13	22	22	12
DR	141	180	262	351	425	412
F	27	26	29	21	27	25
NC			2			
W	15	29	32	30	43	41
Total	186	240	338	424	517	490



Saddleback College
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 Division : Health Sciences & Human Services
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Age Group	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1.Below 18	1	1	4	3		
2.18-21	32	34	40	53	51	64
3.22-29	47	33	32	54	61	57
4.30-39	24	32	30	38	43	43
5.40-49	25	32	51	64	83	62
6.50-59	15	20	34	49	67	55
7.Over 59	1	1	8	13	16	6
Total Students	145	153	199	274	321	287



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Student Counts by Ethnicity

Ethnicity	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
White, Non-Hispanic	54	63	91	144	159	152
Mexican, Chicano, Mexican-American	17	17	27	23	38	34
Decline to state	30	27	26	22	25	18
Filipino	6	4	8	21	22	16
Mixed Ethnicity	5	4	3	7	15	23
Other Asian	7	8	9	10	15	7
Vietnamese	2	2	3	7	8	8
Indian Sub-Continent	3	6	5	9	4	1
Other Hispanic	5	2	3	4	5	6
Black, African-American	4	4	6	5	4	1
South American	2	5	2	3	7	4
Chinese	4	3	3	6	3	4
Middle Eastern	2	4	3	2	1	
Other Non-White	1	1	1	2	4	3
Central American		2	3	2	2	3
Japanese	1		1	1	2	2
American Indian, Alaskan Native	2			1	3	1
Korean			1	3	2	1
Pacific Islander, Hawaiian		1	1		1	2
Pacific Islander, Samoan			2			
Other Pacific Islander			1	1		
Loatian				1	1	
Pacific Islander, Guamanian						1
Total Students	145	153	199	274	321	287



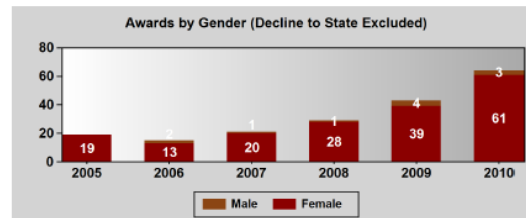
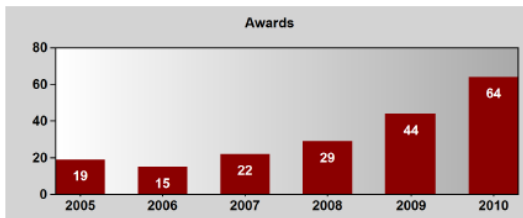
Saddleback College
 Program Review Report
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 Department : Medical Assistant
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 Detail by : Course ID

Student Counts by Educational Goal

Educational Goal	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Prepare for a new career	57	57	53	76	92	75
Obtain a voc certificate w/o transfer	12	15	27	45	52	58
Obtain a Bachelor's degree after Assoc.	28	25	22	28	43	44
Undecided on goal	13	9	20	31	34	21
Advance in current job/career	15	9	19	27	14	10
Obtain two-year voc. degree w/o transfer	2	4	5	12	19	13
Maintain license	1	5	8	10	14	9
Obtain a voc certificate and transfer	7	7	11	8	3	10
Personal Development	6	6	5	8	11	10
Discover/develop career interests	3	8	12	8	9	4
Obtain a non-voc degree w/o transfer		2	2	7	14	15
Improve basic skills		2	9	10	5	7
Obtain a Bachelor's degree w/o Assoc.	1	3	6	3	2	3
4 yr col std taking crs to meet 4 yr requirements				1	6	5
Complete credits for HS diploma or GED		1			2	1
To move fr NCR coursework to CR coursework					1	2
Total Students	145	153	199	274	321	287



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID



Awards by Age Group	2005	2006	2007	2008	2009	2010
2.18-21	1	4	3	8	7	10
3.22-29	9	4	5	6	10	16
4.30-39	3	2	4	3	7	9
5.40-49	3	4	7	8	6	11
6.50-59	3	1	3	4	9	15
7.Over 59					5	3
Total Awards	19	15	22	29	44	64

Awards by Major	2005	2006	2007	2008	2009	2010
ADMINISTRATIVE MEDICAL ASSISTANT	8	4	2	15	11	23
CLINICAL MEDICAL ASSISTANT	9	6	13	9	22	27
MEDICAL ASSISTANT	2	5	7	5	11	14
Total Awards	19	15	22	29	44	64

Award Type	2005	2006	2007	2008	2009	2010
Associate in Arts		1	1	1	1	1
Associate in Science	2		2	2	3	8
Certificate of Achievement	17	14	19	26	40	55
Total Awards	19	15	22	29	44	64



Saddleback College
 Program Review Report
 Division : Health Sciences & Human Services
 Department : Medical Assistant
 Program : All
 Detail by : Course ID

Staffing Counts (Instructors Assigned to D-G Tickets Only Have Been Excluded)

Employee Type	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
PART-TIME	Alexander, James	1	1	1	1	1
	Alles, Erika					1
	Austin, George				1	1
	Mamoon, Safiah	1	1	1	1	1
	Stevens, Kay	1	1	1	1	1
	Stokes, Dave	1				
	Tharpe, Scott		1			
	Valensky, Victoria	1	1			
	White-Alcover, Susan	1	1	1	1	1
	Total	6	6	4	5	5
Total	6	6	4	5	5	

D. Others

MEDICAL ASSISTANT PROGRAM CERTIFICATES

***CORE COURSES** All **certificates** require a current CPR card for Healthcare Personnel.

Administrative Medical Assistant Certificate

*HSC 201	Medical Terminology	3
*MA 206	Introduction to Healthcare Systems & Delivery	3
*MA 222	Legal & Ethical Aspects of Health Information	3
*INSR 260	Computer Applications/EHR in Healthcare	3
INSR 224A	Reimbursement Methodologies	3
INSR 226A	CPT/Ambulatory Care Coding	3
INSR 228A	Fundamentals of ICD Coding	3
MA 211A	Medical Reception Techniques	2.5
MA 212A	Medical Office Financial Procedures	2.5
MA 213A	Medical Records Management	2.5
MA 217A	Medical Assisting Clinical Experience-Administrative	3
		31.5 units

Clinical Medical Assistant Certificate

*HSC 201	Medical Terminology	3
*MA 206	Introduction to Healthcare Systems & Delivery	3
*MA 222	Legal & Ethical Aspects of Health Information	3
*INSR 260	Computer Applications/EHR in Healthcare	3
MA 211B	Physical Examination Procedures	3
MA 212B	Medical Office Laboratory Procedures	3
MA 213B	Medical Asepsis and Surgical Procedures	3
MA 214B	Medication Administration for Medical Assistants	3
MA 217B	Medical Assisting Clinical Experience-Clinical	3
MA 218B	Electrocardiography for the Medical Assistant	2
		29 units

Comprehensive Medical Assistant Certificate

*HSC 201	Medical Terminology	3
*MA 206	Introduction to Healthcare Systems & Delivery	3
*MA 222	Legal & Ethical Aspects of Health Information	3
*INSR 260	Computer Applications/EHR in Healthcare	3
INSR 224A	Reimbursement Methodologies	3
INSR 226A	CPT/Ambulatory Care Coding	3
INSR 228A	Fundamentals of ICD Coding	3
MA 211A	Medical Reception Techniques	2.5
MA 212A	Medical Office Financial Procedures	2.5
MA 213A	Medical Records Management	2.5
MA 211B	Physical Examination Procedures	3

MA 212B	Medical Office Laboratory Procedures	3
MA 213B	Medical Asepsis and Surgical Procedures	3
MA 214B	Medication Administration for Medical Assistants	3
MA 218B	Electrocardiography for the Medical Assistant	2
MA 217C	MA Clinical Experience-Comprehensive	3

45.5 units

INSURANCE/CODING OCCUPATIONAL SKILLS AWARD

HSC 201	Medical Terminology	3
INSR 224A	Reimbursement Methodologies	3
INSR 226A	CPT/Ambulatory Care Coding	3
INSR 228A	Fundamentals of ICD Coding	3
INSR 260	Computer Applications/EHR in Healthcare	3

15 units