

MIDDLESEX COMMUNITY COLLEGE

**ACADEMIC PROGRAM REVIEW
FOR HEALTH CAREER PROGRAMS
THAT CONDUCT SELF-STUDIES
FOR NATIONAL PROFESSIONAL ACCREDITING BOARDS**

Medical Assisting Certificate Program

2006 – 2007

Program Review Committee

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MIDDLESEX COMMUNITY COLLEGE

Academic Program Review

**FOR HEALTH CAREER PROGRAMS
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Table of Contents

Section I	Introduction
Section II	Mission and Goals
Section III	Comparison of Similar Programs
Section IV	Curriculum - Institutional Student Learning Outcomes
Section V	Program Evaluation Summary
Section VI	Report from Accrediting Board

Middlesex Community College

Academic Program Review

FOR HEALTH CAREER PROGRAMS THAT CONDUCT SELF-STUDIES FOR NATIONAL PROFESSIONAL ACCREDITING BOARDS

Note: This program review is an addendum to the Program Self-Study Report that is required for National Accreditation. The report of the Accrediting Board is included in this addendum. The complete Program Self-Study Report is on file with the Dean of Health Careers, Ann Montminy.

Section I: Summary of Self-Study/Introduction to the Program Review

The medical assisting program at Middlesex Community College provides preparation for medical office employment as a medical assistant. The certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs. An accreditation visit was made in October 2006, and the program was awarded accreditation until 2016. The following recommendations were made to strengthen the program:

1. Appoint a student member to the Advisory Committee
2. Document that all students are receiving both administrative and clinical experiences in externship.
3. Document that the following entry-level competencies are being met in the curriculum
 - a. Identify and respond to issues of confidentiality
 - b. Perform routine maintenance of administrative and clinical equipment
4. Correct the address of CAAHEP (Commission on Accreditation of Allied Health Education Programs) in the next college catalog.

A report must be submitted by December 1, 2007 to show that these recommendations have been met.

After receiving the Certificate in Medical Assisting, graduates are qualified to take a national certification examination in medical assisting. The CMA examination is given by the American Association of Medical Assistants, and the RMA examination is given by the American Medical Technologists. Both credentials have equivalent recognition nationally. Since the AAMA is affiliated with CAAHEP, the examination taken by Middlesex graduates is the CMA examination.

In addition, after receiving the Certificate in Medical Assisting, students may continue their studies to receive an Associate in Science in Medical Assisting. Because of previous coursework, some students receive the certificate and AS degree in the same semester.

Section II: Mission and Goals

State the mission/philosophy of the program. Please align the program's mission/philosophy and goals to the institutional mission and goals. Table format is encouraged.

Middlesex Community College Mission Statement	Medical Assisting Program Statement of Philosophy
Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population.	The medical assisting programs reflect the mission of Middlesex Community College. The faculty is committed to offering educational opportunities to a diverse student population and respects the individuality of each student.
The College's state-of-the-art programs in the liberal arts, basic skills, and more than fifty career and technical fields respond to student and community needs, providing a strong foundation for college transfer, employment, professional development and lifelong learning.	We are committed to high academic standards. Recognizing that people in our society change occupations several times during their life, we foster good work habits, personal and academic growth, in addition to building the specific skills needed for the profession of medical assisting. We view the education we provide as one step in a process of lifelong learning.
Dedicated to student success, the College provides excellence in teaching, personal attention, and extensive opportunities for exploration and growth.	We believe that learning is a process that requires active involvement of the learner. To master new material effectively both teacher and learner must work together. This collaboration fosters open communication and shared responsibility for learning. Recognizing that students have different learning styles and are influenced by different life experiences, we believe that flexible planning and implementation are vital to build necessary medical assisting skills. Classroom presentations combine visual, auditory and tactile stimuli whenever possible so that different kinds of learners can process

	information effectively.
Closely linked to the fabric of the community, Middlesex's partnerships with school, business and service organizations provide leadership in economic and community development and foster a culture of civic engagement and responsive workforce development.	<p>We believe that the medical assisting program serves the local community. Almost all of our students come from Middlesex county and southern New Hampshire. The medical assisting program requires all students to complete an externship in a physician's office or clinic within our service area. The interaction between students and offices enriches the experience of students, the community, and the medical assisting program.</p> <p>We believe in maintaining high standards of professionalism for medical assistants. We encourage our graduates to take a certification examination and to join the American Association of Medical Assistants. We educate local physicians about the profession of medical assisting and the qualifications of certified medical assistants. We require professional behavior from students in class and during externships. We teach our students about the importance of continuing education and life-long learning.</p>

Goals and Objectives of the Medical Assisting Certificate Program

1. To provide students with education necessary to function effectively as members of the health care team recognizing and embracing diversity.

Graduates of the medical assisting program will

- A. Demonstrate proficiency in performing administrative and clinical competencies.
 - B. Demonstrate professionalism, tolerance and understanding consistent with the expectations of the profession and employers.
 - C. Communicate effectively with health team members and patients and provide effective instruction to patients.
2. To provide students with an academic program leading to certification as a medical assistant.
 - A. Upon completion of the medical assisting program at least 20% of graduates will take the CMA or RMA exam.

- B. At least 50% of students who take the CMA exam will pass the exam.
3. To provide students with academic preparation that enables them to find full time or part time employment as medical assistants or in related occupations.
 - A. All graduates of the medical assisting program who actively seek employment will find positions within three months
 - B. Employers who hire medical assisting graduates verify that they become satisfactory employees.

Graduate surveys and employer surveys are done annually and results must be included in the annual report to CAAHEP.

4. To foster a commitment to lifelong learning including additional higher education and continuing education in the profession of medical assisting.
 - A. Students will express a commitment to continued professional education.
 - B. At least 50% of graduates of the medical assisting program will take at least one college course or continuing education program within two years of graduation.

Statistics on the number of students who take the CMA exam and the results of the exam are reported to the college approximately two months after the examination is given. These results must be included in the program's annual report to CAAHEP. Graduate surveys and employer surveys are done annually and results must be included in the annual report to CAAHEP. Students report continuing education on the graduate survey.

Section III: Comparison of Similar Programs

- A. Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration.

Northern Essex Community College – Accredited certificate program, similar to MCC in length and structure

North Shore Community College – Accredited certificate program similar to MCC in length and structure

Mount Wachusett Community College - Accredited certificate program similar to MCC in length and structure

Bunker Hill Community college – Certificate program similar to MCC in length and structure

Salter school (Tewksbury campus) – Certificate program (specifics not published on line)

Lincoln Technical Institute, formerly Career Education Institute (CEI), Lowell campus – Certificate Program (specifics not published on line)

Hesser College, Manchester NH – Diploma and AS programs, frequent start dates for diploma program. AS program similar to MCC. (specifics not published on line)

- B. Based upon the committee’s knowledge of institutions beyond our geographical area that have exemplary programs or are known for their ‘best practices,’ comment on significant similarities or differences at MCC and in what areas that bear further exploration.

Medical assisting programs that are accredited by CAAHEP (Commission on Allied Health Education Programs) are generally considered to be excellent due to the stringent requirements for this accreditation. I am not aware of any programs that are known for “best practices.” In Massachusetts, most community college medical assisting programs are accredited. The programs of proprietary schools generally are not accredited, and their programs differ in focus and quality. Medical assisting programs in proprietary schools have more flexibility in scheduling and usually more contact hours with students than community colleges. They often have a modular arrangement that allows them to begin a new group of students every eight weeks or so.

Section IV: Curriculum – Institutional Student Learning Outcomes

Institutional Student Learning Outcomes

(see **Appendix A** for detailed listing of MCC’s Institutional Student Learning Outcomes)

- a. Please describe your program’s plan for ongoing, annual assessment of MCC’s ISLOs that are supported to proficiency within your program.

After completing the Medical Assisting Certificate program, students demonstrate the following to proficiency:

1. Knowledge and skills of the profession of medical assisting in order to function effectively as an entry-level medical assistant.
2. The ability to communicate verbally and in writing with patients and colleagues, to produce medical reports and error-free letters, to utilize technology to record clinical, financial and demographic data, to calculate account balances and to find and evaluate appropriate scientific information related to current medical practice.

3. The ability to demonstrate empathy and caring for diverse populations, to maintain patient confidentiality as required by federal HIPAA regulations, and to practice within the ethical and legal guidelines appropriate for the profession of medical assisting.

ISLO Assessment Plan

ISLO	Year to be assessed, as appropriate:
Knowledge & Skills	2006-2007 (contained in this report)
Critical Thinking	
Communication	2006-2007 (contained in this report)
Global Perspectives	
Social Responsibility	2007-2008
Personal & Professional Development	

- b. If applicable, discuss any changes you have made to your program’s support of MCC’s ISLOs since your last program review.

Since this is the first year of assessment of institutional student learning outcomes, this does not apply. The only two ISLO’s that will be included in this report are Knowledge and Skills and Communication.

c. As appropriate, map the way in which your program provides opportunities for students to progress towards proficiency level of MCC's Institutional Student Learning Outcomes, by noting in which courses outcomes are **Introduced (I)**, **Developed (D)**, or where students are expected to demonstrate **Proficiency (P)**.

**Curriculum Map I:
Program Opportunities for Student Progress toward ISLOs**

	Course MAS 101	Course MAS 102	Course MAS 103	Course MAS 104	Course MAS 120	Course MAS 121	Course MAS 122	Course MAS 201
Knowledge & Skills	I, D	I, D	I,D	I, D	I, D	I, D	I, D	P
Critical Thinking		D	D	D	D	D	D	D
Communication	I,D	I, D	I, D	D	D	D	D	P
Global Perspectives					I, D			
Social Responsibility		I,D	I.D		I,D	D	ID	P
Personal & Professional Development		I,D						D

- c. Please comment on the **sequencing of** opportunities for students to develop and achieve to ISLO proficiency within the program as appropriate, as noted on Curriculum Map I.

Students work on different aspects of all ISLOs throughout the curriculum of the Medical Assisting Certificate program. This is most obvious in relation to knowledge and skills of the profession of medical assisting. CAAHEP (Commission on Accreditation of Allied Health Education Programs) has identified eight content areas (anatomy and physiology, medical terminology, medical law and ethics, psychology, communication, medical assisting administrative procedures, medical assisting administrative procedures and professional components) to provide for student attainment of entry-level competencies for the medical assistant. In addition, the performance sixty-one specific administrative, clinical and general competencies must be documented for each student. In addition to the medical assisting courses, students are required to take English Composition I and Introduction to Psychology in order to complete the Certificate in Medical Assisting.

Each medical assisting course stands alone with the exception of MAS 201 Medical Assisting Externship. Students must have taken all courses that build skills (MAS 102, MAS 103, MAS 104, MAS 121) before the externship. MAS 122 can be taken concurrently with the externship. This practical experience is the final step in applying knowledge gained throughout the curriculum in preparation for employment as a medical assistant. During the course students reflect on their progress in meeting personal goals and prepare for employment and further professional development.

- d. Please indicate on the following pages as appropriate **how each ISLO is supported to proficiency achievement within the program and how that achievement is assessed**. Also as appropriate, please note where ISLO achievement is directly supported by Program SLO achievement. If the strategy for attainment of an ISLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

Strategies for Attainment		Assessment Strategies
Course	Activities	
MAS 101 Medical Terminology	Learn medical word roots, building medical words and medical terminology of all body systems.	<ul style="list-style-type: none"> • Chapter quizzes • Midterm Exam • Final Exam
MAS 102 Administrative Medical Assisting	Theory, skills and computer practice to perform administrative procedures in the medical office <ul style="list-style-type: none"> • Filing and medical records • Telephone techniques • Patient confidentiality • Appointments • Charges and Payments • Billing and insurance • Medical Coding 	<ul style="list-style-type: none"> • Quizzes • Midterm exam • Final exam • Computer skills midterm • Computer skills final • Practical skills midterm • Practical skills final • Successful completion of skill sheet for each administrative entry-level competency required by CAAHEP
MAS 103 Basic Clinical Skills	Theory and skills practice to perform clinical procedures in the medical office <ul style="list-style-type: none"> • Vital signs and measurements • Prepare patients for examination • Obtain history and chief complaint • Take electrocardiograms • Perform spirometry • Patient teaching 	<ul style="list-style-type: none"> • Unit examinations • Final exam • Skills midterm • Skills final • Successful completion of skill sheet for clinical entry-level competencies required by CAAHEP • Written teaching plan • Written paper on a bioethical topic
MAS 104 Transcription for Medical Assistants	Perform medical transcription, compose and produce error-free letters	<ul style="list-style-type: none"> • Examination • Completion of worksheets • Transcription of medical reports

		<ul style="list-style-type: none"> • Creation of error-free letters and envelopes
MAS 120 Medical Care in Health and Disease	<p>The history of the Western medical model. Anatomy and physiology of body systems. Common diseases and diagnostic tests of body systems. Chinese traditional medical practices and Cambodian folk health practices.</p>	<ul style="list-style-type: none"> • Short papers related to history of medicine, immigration and health practices of specific ethnic groups and scientific study of acupuncture. • Weekly quizzes • Midterm examination • Final examination • Study guides related to anatomy and physiology
MAS 121 Clinical Laboratory Techniques	<p>Theory and skills related to CLIA-waived medical diagnostic testing in the following areas:</p> <ul style="list-style-type: none"> • Urinalysis • Hematology • Chemistry • Microbiology • Immunology <p>Theory and skills related to daily controls, monitoring and recording results of laboratory tests</p>	<ul style="list-style-type: none"> • Weekly quizzes • Unit examinations • Final exam • Skills test for each unit • Successful completion of skill sheet for clinical entry-level competencies required by CAAHEP
MAS 122 Clinical Skills for Specialized Procedures	<ul style="list-style-type: none"> • Theory and skills related to the following areas: • Pharmacology and administering medications • Phlebotomy and handling specimens • Surgical asepsis and 	<ul style="list-style-type: none"> • Unit examinations • Final examination • Midterm skills test • Final skills test • Successful completion of skill sheet for clinical entry-level competencies

	assisting with sterile procedures and minor office surgery •Emergency Care	required by CAAHEP
MAS 201 Medical Assisting Externship	Perform 160 hours of externship experience in an assigned office to include <ul style="list-style-type: none"> •Administrative entry-level competencies •Clinical entry-level competencies •General entry-level competencies Prepare for finding a job and entering the medical assisting profession <ul style="list-style-type: none"> •Complete error-free resume •Create sample cover letter •Discuss job search and job interview •Decide whether to sit for AAMA certification exam and/or other certification 	<ul style="list-style-type: none"> •Evaluation tool completed by externship site •Error-free resume •Sample cover letter

- Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

Before completing the medical assisting program, the student must have a skill sheet or written assignment validating successful completion of each entry-level competency identified by the Commission for Accreditation of Allied Health Education Programs. The student must have received a satisfactory evaluation from the medical assisting externship site to validate that the student can perform administrative, clinical and general entry-level competencies in a job setting.

Certification of medical assistants is voluntary in all states except California. The program has a goal that at least 20% of all graduates will take the certification examination given by the American Association of Medical Assistants, and of those who take the examination, at least 50% will pass the examination. This is the standard set by CAAHEP, the accrediting agency.

In addition, the program sends out graduate questionnaires annually. Students who are employed as medical assistants are asked to give an employer questionnaire to their employers. The results of these surveys must be reported annually to the Commission for Accreditation of Allied Health Education Programs.

- What does the program's data analysis reveal about student achievement of this ISLO within the program?

All students who receive a Certificate in Medical Assisting pass all entry-level skills and receive a satisfactory evaluation from the externship placement.

Start date	# students New /returning	Complete certificate spring	Complete certificate late	Dropped out	Continued to next academic year	CMA Exam
Fall 2005	15	8 (S06)	1 (U06)	2	4	4 Pass 1 Fail
Spring 2006	3				3	
Fall 2006	8/7	12 (S07)	1 (U07)	2		
Spring 2007	5				5	

Of 15 students who began the certificate program in Fall 2005, 8 students finished the certificate in May 2005, one student finished Summer 2005, 2 students dropped out and 4 students continued to the academic year 2006-2007 (3 will finish the certificate in Medical Assisting in May 2007, and one student completed all medical assisting courses but is applying to another health career program within the college without officially receiving the certificate in medical assisting.)

Of 3 students who began the certificate program in Spring 2006, 2 students will finish the certificate in May 2007, and 1 dropped out of the program during the Fall semester 2006.

Of 9 students who began the certificate program in the Fall 2006, 8 students are expected to finish the certificate in May 2007, and one student will finish courses during the summer semester.

There were 5 students who began the certificate program in Spring 2007, and they are expected to finish in May 2008.

In June 2006, 4 of the 8 May 2006 graduates (50%) took the CMA exam and 3 graduates passed the examination (75%). There was one graduate in the summer

semester who took and passed the examination. (100% participation and pass rate)
These results are within the threshold limits set by the accrediting agency.

- What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:
 - The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities
 - The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

In terms of knowledge and skills, the accrediting agency report requested the following:

- Document that all students are receiving both administrative and clinical experiences in externship.
- Document that the following entry-level competencies are being met in the curriculum
 - Identify and respond to issues of confidentiality
 - Perform routine maintenance of administrative and clinical equipment

A report will be submitted showing that students do in fact receive both administrative and clinical experiences in externship. A field trip to a medical billing facility was added with a written summary to be completed by each student, since medical billing is not performed in most medical placements.

An written assignment was developed for each student to discuss confidentiality and apply the knowledge to specific situations. Skill sheets for maintenance of administrative and clinical equipment were developed and completed during the Fall semester 2006. These will be continued in order to improve documentation of entry-level skills.

Communication

The MCC graduate will communicate, use information and employ technology effectively.

Strategies for Attainment		Assessment Strategies
Course	Activities	Course
MAS 101 Medical Terminology	Learn medical word roots, building medical words and medical terminology of all body systems.	<ul style="list-style-type: none"> • Chapter quizzes • Midterm Exam • Final Exam
MAS 102 Administrative Medical Assisting	<p>Verbal communication practice to use the telephone and take complete messages</p> <p>Practice to schedule inpatient and outpatients procedures and admissions using the telephone</p> <p>Use of medical computer billing program to make appointments, post charges and payments, prepare insurance forms and manage the computer system.</p> <p>Use of Microsoft Word to prepare correspondence related to overdue accounts and refund.</p>	<ul style="list-style-type: none"> • Computer skills midterm • Computer skills final • Practical skills midterm • Practical skills testing • Oral class presentation related to a group project. • Successful completion of skill sheets for taking telephone messages, arranging inpatient and outpatient tests and admissions, entering charges and payments using computer, processing a refund including letter to the patient.
MAS 103 Basic Clinical Skills	<p>Theory and skills practice to perform clinical procedures in the medical office</p> <ul style="list-style-type: none"> • Direct patients and explain procedures • Obtain history and chief complaint • Respond to verbal and non-verbal 	<ul style="list-style-type: none"> • Unit examinations including content on verbal and nonverbal communication • Skills testing including effective communication • Successful completion of skill

	<p>communication</p> <ul style="list-style-type: none"> • Respond when there are barriers to communication • Patient teaching 	<p>sheets including taking a patient history and instructing patients appropriately for any procedure</p> <ul style="list-style-type: none"> • Written teaching plan • Written paper on a bioethical topic
MAS 104 Transcription for Medical Assistants	<p>Perform medical transcription, compose and produce error-free letters</p>	<ul style="list-style-type: none"> • Examination including grammar, medical terms and punctuation. • Completion of worksheets • Transcription of medical reports • Transcription and creation of error-free letters
MAS 120 Medical Care in Health and Disease	<p>Discussion of non-verbal communication in different cultures related to childbirth practices and other medical practices</p>	<ul style="list-style-type: none"> • Short papers related to history of medicine, immigration and health practices of specific ethnic groups and scientific study of acupuncture.
MAS 121 Clinical Laboratory Techniques	<p>Theory and skills related to CLIA-waived medical diagnostic testing.</p>	<ul style="list-style-type: none"> • Skill sheets related to instructing patients in the collection of specimens for testing. • Class presentation related to a group project.
MAS 122 Clinical Skills for Specialized Procedures	<ul style="list-style-type: none"> • Theory and skills related to the following areas: • Pharmacology and administering 	<ul style="list-style-type: none"> • Skill sheets including instructions to patients about procedures and

	medications <ul style="list-style-type: none"> • Phlebotomy and handling specimens • Surgical asepsis and assisting with sterile procedures and minor office surgery • Emergency Care 	diagnostic testing.
MAS 201 Medical Assisting Externship	Perform 160 hours of externship experience in an assigned office to include communicating effectively with patients and coworkers. Prepare for finding a job and entering the medical assisting profession <ul style="list-style-type: none"> • Complete error-free resume • Create sample cover letter 	<ul style="list-style-type: none"> • Evaluation tool completed by externship site • Error-free resume • Sample cover letter

- Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

Before completing the medical assisting program, the student must have a skill sheet or written assignment validating successful completion of each entry-level competency identified by the Commission for Accreditation of Allied Health Education Programs. Most of these skill sheets have either a communication or technology component. The student must have received a satisfactory evaluation from the medical assisting externship site to validate that the student communicates effectively with patients and coworkers and also uses the computer effectively.

The certification examinations for medical assistants (discussed above) include questions on verbal and non-verbal communication as well as structure and use of the computer in the medical office.

- What does the program's data analysis reveal about student achievement of this ISLO within the program?

As discussed above, all students who receive a Certificate in Medical Assisting pass all entry-level skills and receive a satisfactory evaluation from the externship placement.

The pass rate on the certification examination given by the American Association of Medical Assistants was 80%, which is within the accepted standards for accreditation.

- What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:
 - The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities
 - The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

Students are meeting the program objectives related to this ISLO. The program is strong in this area, and no particular intervention is necessary.

Section V: Program Evaluation Summary

A. Program Strengths (Bulleted List with reference to the question(s) numbers in the program review where this strength is explained.)

- The Medical Assisting Certificate program is well organized and comprehensive. Students have classroom and laboratory opportunities to develop all entry-level competencies required to become professional medical assistants.
- The program has adequate equipment and supplies for students to meet their needs. Students obtain practical experience through an externship in a community agency during the second half of the last semester of their academic program.
- The program meets all requirements for accreditation by the Commission on Accreditation of Allied Health Education Programs.
- An acceptable number of students take and pass a national certification examination.

B. Program Needs for Improvement, Proposed Plans for Improvements, Budgetary Implications, Timelines

Program Needs (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation
The accreditation agency requires a student member of the Advisory Committee.	<ul style="list-style-type: none"> • A student member was appointed to the Advisory Committee for the academic year 2006-2007. • A student member has been appointed to the Advisory Committee for the academic year 2007-2008. 	None	Already implemented
The accrediting agency requires documentation that students are receiving both clinical and administrative experiences in the externship.	<ul style="list-style-type: none"> • Students are required to maintain a list of tasks performed during externship to validate both clinical and administrative experiences. • A field trip was set up for Spring 2007 to a medical billing facility in order to increase students' exposure to medical billing • Attempt to expand the billing experience for Spring 2008 to be an entire day. 	None	Already implemented Already implemented Spring 2008
The accrediting agency requires documentation that the following entry-level competencies are being met. a. Identify and respond to issues of confidentiality b. Perform routine maintenance of administrative and clinical equipment	<ul style="list-style-type: none"> • A confidentiality assignment was developed and completed by students in Fall 2006. • Skill sheets for maintenance clinical and administrative equipment were created and completed for all students in Fall 2006. 	None	Already implemented Already implemented

Correct the address of CAAHEP (Commission on Accreditation of Allied Health Education Programs) in the next college catalog.	Corrected information was supplied for the revision of the college catalog.	None	Complete.
The accrediting agency requires a report by December 2007 validating that all of the above issues have been addressed.	The report will be submitted when all evaluations for students currently in externships have been received.	None	Will be completed by June 2007.

SECTION VI: Report from Professional Accrediting Board

If available, please enclose the Board’s final report.

See Attached.

**APPENDIX A
MCC Institutional Student Learning Outcomes**

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

- Freshman and sophomore foundation for transfer
- Professional skills for career track (degree or certificate)

Critical Thinking

The MCC graduate will demonstrate an ability to understand, interpret and analyze information in order to engage in critical thinking and problem-solving.

- Knowledge Acquisition, Comprehension, Application, Analysis, Synthesis, and Evaluation
- Quantitative and Scientific Reasoning
- Knowledge Integration, Reasoning, and Problem-Solving Across Disciplines

Communication

The MCC graduate will communicate, use information and employ technology effectively.

- Effective Written, Presentation and Numeracy Skills, AND
- Information Literacy and Technology Fluency

Global Perspectives

The MCC graduate will communicate an understanding of the world from a global perspective.

- Historical, Political, Economic and Social
- Scientific and Environmental
- Aesthetic Appreciation and Creativity

Social Responsibility

The MCC graduate will demonstrate social responsibility both within and outside of the classroom.

- Multicultural and Diversity Awareness
- Ethics, Values, and Social Justice
- Citizenship and Civic Engagement

Personal and Professional Development

The MCC graduate will demonstrate the capacity for on-going personal and professional development.

- Independent and Life-long Learning
- Professionalism and Accountability
- Collaboration
- Managing Responsibilities and Adapting to Change
- Initiative and Self-Advocacy
- Self Assessment