

Docket Item: 6.11 - CONSENT ITEM: Linn-Benton Community College | Medical Assisting, CC1

Summary:

Linn-Benton Community College proposes a new Certificate of Completion in Medical Assisting. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the certificate as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following program: Linn-Benton Community College CC1 in Medical Assisting.

Recommended Motion:

Move to approve the following certificate: Linn-Benton Community College CC1 in Medical Assisting.



Linn-Benton Community College seeks the Oregon Higher Education Coordinating Commission’s approval to offer an instructional program leading to Certificate of Completion in Medical Assisting.

Program Summary

The LBCC Medical Assisting program will train students in cognitive, psychomotor, and affective domains to successfully sit for the appropriate certification exam and practice in the workplace as medical assistants. The program teaches medical assistant students to perform a variety of basic medical duties primarily in the outpatient setting. These duties may include taking patient histories; recording patients’ vital signs; collecting and preparing laboratory specimens; preparing patients for exams, X-rays and procedures; taking patient EKGs; phlebotomy, wound dressing and other duties. Medical assistants may also have administrative duties, which may include completing insurance forms, scheduling appointments, billing, and bookkeeping. These duties and their associated knowledge and skills are taught in both practical and didactic educational environments.

1. ***Describe the need for this program by providing clear evidence.***

Why is this program necessary?

This program is necessary because the demand from employers in the area requires it. Each year we are asked by our large local health providers to increase the output of graduating medical assistants. Going to a one year program should helps us to serve these employers better.

Does the workforce data show that the proposed program is needed?

Very much so. Employment in the Medical Assisting profession is projected to grow much faster than in other career tracks.

Can training be provided without creating a new program?

No not really. The current 2 year program is losing interest and demand due to competition from proprietary programs from outside of our service area. Students are traveling outside of Linn and Benton Counties to obtain quicker education allowing them to work and earn money sooner.

What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, and regional workforce specialists?

Local area employers as well as our advisory committee members have provided excellent supportive data.

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What career pathways, employment opportunities and further educational opportunities exist for students who complete the program?

Many of our successful graduates go on to Physician Assistant School, Nursing School, and additional management training.

2. ***Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?***

Who are your key constituents and how have they helped you design your program?

Our key constituents in program/curricular design have been local area employers and our advisory committee.

What resources are your constituents contributing or sharing?

They have shared key information regarding current duties, practice, and standards for medical assisting employees; and how these roles are changing, and how additional or alternative education is necessary to develop successful medical assisting graduates.

What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?

We have obtained data and guidance from our student services division, other academic departments including Math and Communications departments; as well as the student advising department. Finally, the center for accessibility resources and the library/learning center have been instrumental in providing information for our curriculum.

Who in the college community has been involved in planning?

Our dean, Linda Carroll

Our advisory committee

Our entire department faculty - Kathy Durling, Jerry Coe, Melanie Wiens, Rick Durling

Our program administrative support - Janet Yerby

Our Vice-President of Academic Affairs - Ann Buchele

Our Admissions Representative - Amy Bradburn

Are there any national constituents involved in the design and resource sharing?

We have received guidance from the Medical Assistant Education Review Board and Irene Lau, our Liaison

How will this program help meet your partners' needs?

By providing more certified MA's and easing their staffing shortage.

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3. ***Is the community college program aligned with appropriate education, workforce development, and economic development programs?***

How have key constituents been meaningfully and systemically involved in the development of the proposed program?

By attending and participating in regular curriculum development meetings, advisory committee meetings, and answering endless questions about current duties and standards.

What other programs could provide benefit for your students if the instruction and outcomes were aligned with this new program?

None - our program is unique and without articulation

Is your program meeting important education, workforce development, and economic development activities and priorities?

Yes. We are providing relief to employers currently experiencing void in staffing for this critical healthcare position.

How does this program fit into Oregon's educational initiatives?

This program will provide a career pathway which aligns with Oregon's Secondary Career Pathway in accordance with initiatives to incentivize CTE programs of study that lead to high wage and high demand occupations.

How does this program fit into the larger context of workforce educational needs and state and national initiatives?

It very simply shortens the pathway to a higher wage and demand occupation.

Are there articulation agreements in place for students from high school to receive college credit?

No, although we do participate in College Now, and High School Partnerships to export some of our curriculum to the high school level.

Are there articulation agreements in place for program credits to be transferred to other colleges?

No, although we do work with other colleges on a case by case basis to accept their students in progress.

What professional certifications will the students receive as a result of the instruction

Certified Medical Assistant (CMA) - As soon as they pass the certification exam.

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4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***

Is the program designed to meet the need stated in Standard A?

Yes

Are the learner outcomes clearly identified and targeted to the identified needs of students?

Yes

Is the program designed so that the student can participate in a learning community?

Yes

Does the student have an opportunity to construct his own learning experiences?

Yes

What assessment will be used to place student in the appropriate courses?

Standardized College Placement Test

Are the times and length of instruction appropriate for working adults?

Not necessarily. Instruction is offered weekdays during the morning and early afternoon hours; making way for students to work evenings and weekends.

How do all aspects of the program lead to student achievement and successful transitions?

The program is timed to provide the practical, on-site, employer experiences at the end of the program. This allows students to be ready to step into employment; and even to obtain employment from the very site assisting with their education completion.

How will data be collected and use to determine student success and improve the program?

annual graduate survey

annual employer survey

detailed student report from AMAA certification exam

Are there related internships, work study and part time employment opportunities for students?

Yes, our students complete 90 hours of administrative practicum at an actual employer work site; and 180 hours of clinical practicum.

How are career and employment information and counseling incorporated?

Guest speakers from local area employers

Recruiting presentations from local area employers

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Invitation and inclusion in quarterly community education seminars for medical assistants

Are tutoring and mentoring incorporated?

Mentoring and tutoring is available on campus through our learning center for all courses.

Mentoring is a requirement of employers during practicum courses.

How is academic and technical rigor addressed?

All students are required to obtain a "C" grade or better in every academic course of the program.

5. ***Does the community college identify and have the resources to develop, implement, and sustain the program?***

What impact will this program have on current school programs and budgets?

Since this program replaces a current 2 year program, the impact on budget will be minimal to none.

What is the student to teacher ratio?

25 students per teacher in lecture courses

12 students per teacher in lab courses

Assurances

Linn-Benton Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra*segmental impact and detrimental duplication problems with other relevant programs or institutions.
4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college's responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.