



PROGRAM REVIEW

A PROCESS FOR SELF-EVALUATION AND CONTINUOUS IMPROVEMENT

Updated 2017

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DESCRIPTION OF PROGRAM REVIEW

Bergen Community College strives to be a dynamic learning community that supports collaboration, diversity, and student success through quality programs and enthusiastic teaching, learning, and serving. The program review process is designed to ensure excellent educational programs that address student and community needs. It will be helpful to focus on where the program is now from a variety of perspectives, where do we want the program to be, and how and when does the program reach that point.

The purpose for program review is to:

- Provide quality programs through peer review and self-evaluation
- Encourage systematic collection and review of student learning assessments and effectiveness measures
- Ensure that the program meets its stated mission and addresses the strategic directions of the college
- Recognize and celebrate achievements and successes
- Identify and address concerns and difficulties
- Address and fulfill accreditation requirements

Elements of the process include:

- Faculty leadership
- Flexibility in defining areas to be assessed
- Support provided by Office of Institutional Research
- Recommendations based on quantitative and qualitative data
- A continuous improvement cycle whereby the recommendations and action plan for one cycle are addressed in the next cycle
- Sharing and communication of the program review summary and action plan with others at the college

A program review team should consist of an appropriate combination of the following members:

- A Team Chair, typically the department chair or a faculty member appointed by the Divisional Dean in consultation with the Vice President of Academic Affairs
- The program director/coordinator, if applicable
- Designated faculty and staff from the area, appointed by the Team Chair in consultation with the Divisional Dean
- Adjunct faculty and/or part-time staff as appropriate, appointed by the Team Chair in consultation with the Divisional Dean
- Staff from other areas as appropriate, appointed by the Team Chair in consultation with the Divisional Dean
- A faculty member from another division, as appropriate, chosen by the Team Chair in consultation with the Divisional Dean
- The Divisional Dean
- External Reviewer selected by the Divisional Dean based on recommendations from the Team Chair
- Vice President of Institutional Research, ex officio
- Vice President of Academic Affairs, ex officio

Examples of programs are:

- A group of courses that result in a certificate or degree (e.g. A.S., A.A., A.F.A., A.A.S., CERT, C.O.A.)
- Transfer programs, as well as sequences of courses taken for transfer to the university (e.g. EBS or Developmental Math sequence, business transfer courses)
- Individual courses or a sequence of courses or combinations of courses (e.g. communication courses, college math sequence, performing arts program)
- Administrative and Educational Support (AES) Areas (e.g. Tutoring, Advising Library Services)
- Others

The process will involve the following steps:

- Identify the Team Chair and team members for program review
- Hold a team meeting to review purpose, process and end product
- Collect qualitative and quantitative data and other pertinent documents
- Review the data, reflecting on the purposes for program review
- Complete the program review form
- Present summary of program review data and conclusions at a public forum

Timeframes for program review will be:

- Every five years for most programs
- More often for programs where specific issues have been identified and where interim reporting may be necessary

A suggested timeline for a specific program's review is provided below. The Team Chair may modify the number of meetings according to the needs of the program.

Identify programs to review for the next academic year
and identify team chairs by September
Orientation for team chairs..... October
First team meeting to focus on process by 2nd week in November
Second team meeting to review standard data sets by 2nd week in December
Third team meeting to review data from other sources
and determine if more data is needed by 2nd week in February
Fourth team meeting to formulate recommendations and
begin writing results by 2nd week in March
Fifth team meeting to prepare draft by 2nd week in April
Final report completed by 4th week in May
Presentation to division in Fall Semester
Presentation at a public forum in Fall Semester

Template for Program Review
Bergen Community College

PROGRAM: _____ **Medical Office Assistant AAS Degree and Medical Office Administrative Certificate Program**

PROGRAM REVIEW TEAM: __ **Steven W. Toth, and Irene Figliolina**

DATE OF THIS REPORT: _____ **May, 2018** _____

PERIOD OF YEARS BEING REVIEWED: __ **2018 to 2023** _____

OVERVIEW

State the mission of the program, describe program goals and objectives, describe the relationship to overall college mission and goals, ...

The Medical Office Assistant AAS. Degree Program mission statement.

The Medical Office Assistant Program is sponsored by Bergen Community College. The program provides a versatile education in administrative, clinical, medical assisting as well as general liberal arts. The students learning environment is enhanced by the classroom, laboratory, and physicians' offices in which they develop communication, critical thinking, and leadership skills in a cultural diverse population. The program is dedicated to the education of professional employable skills to serve the community.

The Medical Office Assistant AAS. Degree Program goals.

1. To prepare Medical Office Assistant graduates with entry level clinical and administrative competence in the cognitive (knowledge) learning domains to utilize in the medical field.
2. To prepare Medical Office Assistant graduates with entry level clinical and administrative competence in the psychomotor (skills) learning domains to utilize in the medical field.
3. To prepare Medical Office Assistant graduates with competence in the affective (behavior) learning domains to utilize in the medical field.

Students completing the AAS-MOA-Degree program will be able to:

1. Demonstrate entry-level competencies in performing administrative and clinical medical office assistant skills.
2. Assess disease symptoms and diagnostic treatments to determine patient care.

3. Apply medical terminology when communicating professionally in a health care setting with patients, physicians, and all members of the health care team.
4. Communicate effectively with individuals, or groups of hereditary, cultural, and environmental diverse populations.
5. Apply critical thinking skills to construct, evaluate, and measure clinical and administrative medical tasks to operate an office efficiently.
6. Illustrate medical and legal regulations which apply to federal and local laws in the health care field.
7. Demonstrate computer literacy to retrieving, organizing, and analyzing information, using skills from both medical simulations and Information Technology classes.
8. Prepare and formulate action plans for emergencies which affect the community.
9. Institute ethics, and professional behavior in a work place.

The Medical Office Administrative Assistant Certificate Program mission statement.

The Medical Office Assistant Program is sponsored by Bergen Community College. The program provides a versatile education in administrative, medical assisting as well as general liberal arts. The students learning environment is enhanced by the classroom and medical office simulated laboratory experience. Students develop communication, critical thinking, and leadership skills in a cultural diverse population. The program is dedicated to the education of professional employable skills to serve the community.

The Medical Office Administrative Assistant Certificate program goals.

1. To prepare Medical Office Administrative Assistant graduates with entry level administrative competence in the cognitive (knowledge) learning domains to utilize in the medical field.
2. To prepare Medical Office Administrative Assistant graduates with entry level administrative competence in the psychomotor (skills) learning domains to utilize in the medical field.
3. To prepare Medical Office Administrative Assistant graduates with competence in the affective (behavior) learning domains to utilize in the medical field.

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

Provide a brief summary of significant developments since the last program review, with particular emphasis on challenges identified by the previous team, accomplishments relating to the action plans, any work yet to be done, ...

The program has made changes to reflect the evolution of the profession in the medical field. These changes were in the upgrading typing to computer skills in the business courses. Many manual clinical procedures were changed to automatic. The procedure of chest x-ray was eliminated from the program. The externships are both in the physician's offices and not in hospitals.

In the year 2001 the program has updated procedures required by the accreditation agency to include IV therapy. A one-year certificate program was introduced for the Medical Office Administrative Assistant. The courses which were part of the business department are now designated as Medical Office Assistant courses. The A.A.S. degree program consists of 68 credits.

The future of the program to accommodate increasing enrollment will be a new classroom and laboratory to enhance the students learning by simulating the medical office with the newest equipment and technology available. This will be provided by grant funds which have been applied for in 2007 to provide the program with a new room.

Changes in curriculum are that the business department deleted the course ACC-104 Medical Accounting, the competencies have been taught in the MOA-203 and MOA-204 Medical Administrative Procedures I and II. The Informational Technology department deleted INF-100 Keyboarding. The program added INF-114 Microsoft Office. WEX- 2XX an exercise course is no longer a general education credit. This has been deleted from the program. The practicum hours still remain at 240 hours. MOA-145 Medical Assisting: An Overview, an elective course was made mandatory to increase the certification examination passage rate. This has increased the participation and examination passage rates enabling the program to reach satisfactory thresholds. The program consists of 67 credits in the year 2014.

In 2015 MOA-200 Pharmacology was added to the Medical Office Administrative Certificate program and increase the credits to 32. This enables the students to be prepared for the (ABR-OE) Assessment - Based Recognition in Order Entry certificate from the (AAMA) American Association of Medical Assistants which is required by (CMS) Center of Medicare and Medicaid to legally enter information into the Electronic Medical Record.

In 2016 the AAS Medical Office Assistant degree program was granted recognition for students to become certified (RMA) Registered Medical Assistants by the (AMT) American Medical Technologist. Students can now become (CMA) Certified Medical Assistants by the (AAMA) American Association of Medical Assistants and (RMA) Registered Medical Assistants by the (AMT) American Medical Technologist.

The program will be moving to a new facility on campus in the summer of 2016. The new Health Professions Integrated Learning Center will enhance the students experience by allowing integration of all health professions. The student will learn all aspects in a health care environment and to work with other professions. It will also contain a simulation laboratory.

FOCUS ON STUDENTS

Reflect on the degree to which the program is meeting student needs. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

Demographics

[Analysis or examination of the demographics of the students enrolled, special populations being served or not being served, trends and patterns of enrollment, comparisons to other NJ county colleges and national trends, ...]

Year	Female	Male	
2017	23	1	
2016	20	1	
2015	16	2	
2014	12	2	
2013	16	1	

Data collected by the graduation cohort.

Demographics indicate that Medical Office Assistant profession is a female dominate field. This is a national trend.

Students Demographic Information on Race and Gender The data collected by Institutional Research did not reflect the actual student population. Using the student contact list from 2010-2014, the program created a more accurate reflection of the students in the program. Below is the list of academic years, gender, and ethnic distribution for the MOA AAS Degree graduates.

Ethnicity Data – 2011 to 2014

	2017	2016	2015	2014	2013
Am. Indian/Alaska Native	0	0	0	0	0
Asian	2	1	0	2	2
Black/African American	1	1	1	0	4
Hawaiian/Pacific Islander	1	2	1	0	0
Hispanic, all races	7	6	9	8	8
White	15	7	14	17	19
Unknown	0	0	0	0	0
Total	26	17	25	27	33

Data is lacking in this category. The college needs to implement a survey and criteria to collect information.

Student Satisfaction

[Student surveys of enrollees, transfer students and/or graduates (program-specific or institution-level), qualitative measures for example focus groups or interviews, ...]

Bergen Community College, Medical Office Assistant program policies regarding transfer of credits and credit for experiential learning;

Bergen Community College, Medical Office Assistant program does not accept transfer credits of any Medical Office Assisting program courses. Students must be tracked completing psychomotor and affective domain competencies. This is a requirement by the programs accreditation.

Bergen Community College does accept transfer of general educational, informational technology, and wellness and exercise courses which are part the Medical Assistant degree.

General Educational courses of the Medical Office Assistant degree.

- WRT-101 English Composition 1
- WRT-201 or WRT-202 English Composition II or Technical Writing
- Humanities From the General Educational Page
- BIO-109 Anatomy and Physiology I
- BIO-209 Anatomy and Physiology II
- PSY-101 Introduction to Psychology

Informational courses of the Medical Office Assistant degree.

- INF-114 Microsoft Office [Office 2016]
- INF-119 Document Processing [Word 2016]

Wellness and Exercise course of the Medical Office Assistant degree.

- WEX-101 Dynamics of Health and Fitness
- WEX-159 Cardiopulmonary Resuscitation [CPR] and Emergency First Aid

Learning Outcomes Assessments

[Documented outcomes, degree of faculty participation in regular assessment activities, results of assessments, what has been learned from assessments, what has changed as a result of assessments, what plans are there for changes in the future, are there appropriate feedback loops to improve student learning, ...] Please fill out the chart below and include copies of recent assessment reports.

Program Learning Outcomes (include all program outcomes that are listed in the Academic Catalog)	Describe how the outcome has been directly assessed in the last five-year period.	What have been the results of that assessment? What changes have been made as a result?
To prepare Medical Office Assistant graduates with entry level clinical and administrative competence in the cognitive (knowledge) learning domains to utilize in the medical field.	Cognitive learning domain assess the student learning by utilization of examinations, assignments, reports, presentations, and simulation activities.	The program has maintained above the national accreditation's threshold standards for all 5 years. The program changes were to implement the 2015 standards into the curriculum.
To prepare Medical Office Assistant graduates with entry level clinical and administrative competence in the psychomotor (skills) learning domains to utilize in the medical field.	Psychomotor learning domain assess the student with objective performance base competency check off sheets. Student role play activities. Competencies are performed for either a grade which is determined and explained to the student prior or for a pass/fail determination by the instructor.	Accreditation mandated the following student assessment: *Student must successfully pass all the psychomotor and affective competencies in order to pass the course and progress in the program.
To prepare Medical Office Assistant graduates with competence in the affective (behavior) learning domains to utilize in the medical field.	Affective learning domain assess the student with objective performance base competency rubrics. Student role play activities. Competencies are performed for either a grade which is determined and explained to the student prior or for a pass/fail determination by the instructor.	Accreditation mandated the following student assessment: *Student must successfully pass all the psychomotor and affective competencies in order to pass the course and progress in the program.

Student Success

[Retention and completion rates, placement data, comparison to other colleges in New Jersey and national trends, transfer rates and/or transfer success, graduates' perspectives, employers']

perspectives, degree to which students succeed at next educational level, degree to which diverse populations succeed, ...]

Sample of Survey

GRADUATE SURVEY Bergen Community College Medical Office Assisting Program

The primary goal of a Medical Assisting Education program is to prepare each graduate to function as a competent Medical Assistant. This survey is designed to help program faculty determine their program's strengths and those areas that need improvement. All data will be kept confidential and will be used for program evaluation purposes only.

BACKGROUND INFORMATION:

Job Title: _____ If not working, what are you doing? _____

Current Salary (optional): _____

Place of employment: _____

Length of employment at time of survey: _____ years and/or _____ months

Name of graduate (Optional): _____

Certification/Registration Status (*check all that apply*): _____ CMA (AAMA) _____ RMA (AMT)
_____ NCMA (NCCT) _____ CCMA (NHA)

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.
5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree

Cognitive Domain:

The program:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Helped me to acquire the medical assisting knowledge appropriate to my level of training. | 5 | 4 | 3 | 2 | 1 |
| 2. Prepared and encouraged me to apply for and pass my professional credentialing exam. | 5 | 4 | 3 | 2 | 1 |

Psychomotor Domain:

The program:

- | | | | | | |
|---|---|---|---|---|---|
| 3. Prepared me to collect patient data effectively. | 5 | 4 | 3 | 2 | 1 |
| 4. Prepared me to perform appropriate diagnostic and medical procedures. | 5 | 4 | 3 | 2 | 1 |
| 5. Prepared me to use sound judgment for functioning in the healthcare setting. | 5 | 4 | 3 | 2 | 1 |
| 6. Prepared me to perform all clinical skills appropriate to entry level medical assisting. | 5 | 4 | 3 | 2 | 1 |
| 7. Prepared me to perform all administrative skills appropriate to entry level medical assisting. | 5 | 4 | 3 | 2 | 1 |

Affective Domain:

The program:

- | | | | | | |
|--|---|---|---|---|---|
| 8. Prepared me to communicate effectively in the healthcare setting. | 5 | 4 | 3 | 2 | 1 |
| 9. Prepared me to conduct myself in an ethical and professional manner. | 5 | 4 | 3 | 2 | 1 |
| 10. Prepared me to manage my time efficiently while functioning in the healthcare setting. | 5 | 4 | 3 | 2 | 1 |
| 11. OVERALL, the program prepared me very well to do entry-level medical assisting | 5 | 4 | 3 | 2 | 1 |

Please provide comments and suggestions that would help to better prepare future graduates.

Thank You! Date: _____

Example of Survey

EMPLOYER SURVEY Bergen Community College Medical Office Assisting Program

The primary goal of a Medical Assisting Education program is to prepare each graduate to function as a competent Medical Assistant. This survey is designed to help program faculty determine their program's strengths and those areas that need improvement. All data will be kept confidential and will be used for program evaluation purposes only. We request that this survey be completed by the graduate's immediate supervisor.

Name of Graduate (Optional): _____

Length of employment at time of survey: _____ years and _____ months

Place of employment: _____

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.

5 = Strongly Agree 4 = Agree 3 = Neutral (acceptable) 2 = Disagree 1 = Strongly Disagree

Cognitive Domain:

The graduate:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Has medical assisting knowledge appropriate to his/her level of training. | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|

Psychomotor Domain:

The graduate:

- | | | | | | |
|--|---|---|---|---|---|
| 2. Is able to collect pertinent data accurately from charts and patients. | 5 | 4 | 3 | 2 | 1 |
| 3. Is able to perform appropriate diagnostic and medical procedures as directed. | 5 | 4 | 3 | 2 | 1 |

Affective Domain:

The graduate:

- | | | | | | |
|---|---|---|---|---|---|
| 4. Uses good judgment while functioning in the ambulatory healthcare setting. | 5 | 4 | 3 | 2 | 1 |
| 5. Communicates effectively in the healthcare setting. | 5 | 4 | 3 | 2 | 1 |
| 6. Conducts himself/herself in an ethical and professional manner. | 5 | 4 | 3 | 2 | 1 |
| 7. Functions effectively as a member of the healthcare team. | 5 | 4 | 3 | 2 | 1 |
| 8. Accepts supervision and works effectively with supervisory personnel. | 5 | 4 | 3 | 2 | 1 |
| 9. Is self-directed and responsible for his/her actions. | 5 | 4 | 3 | 2 | 1 |
| 10. Arrives to work prepared and on time. | 5 | 4 | 3 | 2 | 1 |
| 11. Contributes to a positive environment in the department. | 5 | 4 | 3 | 2 | 1 |

12. Overall, this graduate is a well prepared employee?

5 4

3 2 1

Comments:

What qualities or skills did you expect of the graduate upon employment that he/she did not possess?

Please provide comments and suggestions that would help this program to better prepare future graduates.

What are the strengths of the graduate(s) of this program?

Name, Credentials, and Title of Evaluator:

Please Print: _____ **Date:** _____

Signature: _____

Thank you in advance.

I. 2017 Annual Report

II. MAERB

Institution Name: **Bergen Community College**

City, State: **Paramus, NJ**

ID Number: **3303**

Program Type: [Associate Degree](#)

[Dashboard](#)

[Enrollment, Retention & Graduation](#)

[Graduate Survey](#)

[Job Placement](#)

[Employer Survey](#)

[NOTE](#)

[Graduate Analysis](#)

[Exam](#)

[Print](#)

Status: Submitted 10/17/2017

Year	Retention	Placement	Grad Part	Grad Sat	Emp Part	Emp Sat	Exam Part	Exam Pass	# Grads from admissions cohort
	>=60%	>=60%	>=30%	>=80%	>=30%	>=80%	>=30%	>=60%	
2016	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	40.00%	100.00%	0
2015	78.26%	61.11%	83.33%	80.00%	63.64%	85.71%	100.00%	66.67%	18
2014	70.00%	61.54%	38.46%	80.00%	50.00%	100.00%	76.19%	100.00%	13

2013	80.95%	64.71%	35.29%	83.33%	36.36%	100.00%	93.10%	77.78%	17
2012	84.00%	66.67%	71.43%	93.33%	55.56%	100.00%	NA	NA	21
5 year	82.73%	63.77%	59.42%	85.37%	51.28%	95.00%	76.34%	83.10%	69

III. Enrollment, Retention and Graduation

Institution Name: **Bergen Community College**

City, State: **Paramus, NJ**

ID Number: **3303**

Program Type: [Associate Degree](#)

[Dashboard](#)

[Enrollment, Retention & Graduation](#)

[Graduate Survey](#)

[Job Placement](#)


[Employer Survey](#)

[NOTE](#)

[Graduate Analysis](#)

[Exam](#)

[Print](#)

 [Add Admission Entry](#)

	Enrollment Date Month/Year	Number of New Students Enrolled	Number of Students Transferring In	Total Students in this Class	Number "In- Progress" or "Stopped Out"	Number "Dropped Out" (Attrition)	Number Graduated
	January/2016	8	0	8	8	0	
	September/2016	13	0	13	13	0	
Graduates for Cohort Admitted 2016							
	January/2015	10	0	10	0	2	
	September/2015	13	0	13	0	3	
Graduates for Cohort Admitted 2015							
	January/2014	8	0	8	0	3	
	September/2014	12	0	12	1	3	
Graduates for Cohort Admitted 2014							
	January/2013	9	0	9	0	2	
	September/2013	12	0	12	0	2	
Graduates for Cohort Admitted 2013							
	January/2012	8	0	8	0	1	
	September/2012	17	0	17	0	3	
Graduates for Cohort Admitted 2012							
				110	22	19	

The Bergen Community College Medical Office Assistant Program has successfully accomplished the accreditation thresholds in enrollment, retention, and graduation rates. These statistics are recorded by the enrollment cohorts. Retention for the five-year average threshold is 60% and the programs was 82.73%.

IV. 2017 Annual Report

V. MAERB

VI. Graduate Survey Results

Institution Name: **Bergen Community College**

City, State: **Paramus, NJ**

ID Number: **3303**

Program Type: [Associate Degree](#)

[Dashboard](#)

[Enrollment, Retention & Graduation](#)

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[NOTE](#)

[Graduate Analysis](#)

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Calendar Year Admitted	Number of Graduates	Number of Grad Surveys Sent	Number of Grads Returning Surveys	Participation Percent	Number of Surveys with Positive responses - Cognitive	Number of Surveys with Positive responses - Psychomotor	Number of Surveys with Positive responses - Affective	N
2016	0	0	0	0%	0	0	0	
2015	18	18	15	83.33%	12	13	12	
2014	13	12	5	38.46%	4	4	3	
2013	17	16	6	35.29%	5	5	5	
2012	21	21	15	71.43%	15	14	14	
Total	69	67	41	59.42%	36	36	34	
Thresholds				30%				

The Bergen Community College Medical Office Assistant Program has successfully accomplished the accreditation thresholds in graduation participation and satisfaction rates. These statistics are recorded by the enrollment cohorts. Graduation participation rates for the five-year average threshold is 30% and the programs

was 59.42%. Graduate satisfaction rate threshold is 80% and the programs was 85.37% in cognitive, psychomotor, and affective domain question on the graduate survey.

VII. 2017 Annual Report

VIII.MAERB

IX. Employer Survey Results

Institution Name: **Bergen Community College**

City, State: **Paramus, NJ**

ID Number: **3303**

Program Type: [Associate Degree](#)

[Dashboard](#)

[Enrollment, Retention & Graduation](#)

[Graduate Survey](#)

[Job Placement](#)

[Employer Survey](#)

[NOTE](#)

[Graduate Analysis](#)

[Exam](#)

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Admission Year	Total Number of Positive Placements	Number of Grads Employed as MA or in Related Field	Number of Grads Whose Employers Were Sent Surveys	Number of Grads Whose Employer Returned Surveys	Participation Percent	Number of Surveys with Positive responses - Cognitive	Number of Surveys with Positive responses - Psychomotor	Number of Surveys with Positive responses - Affective	Number of Surveys with Positive responses - Total
2016	0	0	0	0	0%	0	0	0	0
2015	11	11	10	7	63.64%	7	6	5	18
2014	8	8	5	4	50%	4	4	4	12
2013	11	11	5	4	36.36%	4	4	4	12
2012	14	9	5	5	55.56%	5	5	4	14
Total	44	39	25	20	51.28%	20	19	17	56
Thresholds					30%				

The Bergen Community College Medical Office Assistant Program has successfully accomplished the accreditation thresholds in employer participation and satisfaction rates. These statistics are recorded by the enrollment cohorts. Employer participation rates for the five-year average threshold is 30% and the programs was 51.28%. Employer satisfaction rate threshold is 80% and the programs was 95.00% in cognitive, psychomotor, and affective domain question on the employer survey.

X. 2017 Annual Report

XI. MAERB

XII. Graduate Analysis Data Reporting

Institution Name: **Bergen Community College**

City, State: **Paramus, NJ**

ID Number: **3303**

Program Type: [Associate Degree](#)

[Dashboard](#)

[Enrollment, Retention & Graduation](#)

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Status: Submitted

Year of Graduation	Total Number of Students Who Graduated in the Calendar Year	# with Distance Education	# v
2016	25	0	
2015	18	0	
2014	21	0	
2013	29	0	
2012	12	0	
	105	0	

Graduation rates are analyzed by the graduation cohorts and not the admission cohorts. The five-year results indicated that 105 students have graduated.

XIII. 2017 Annual Report

XIV. MAERB

XV. Credentialing Exam Outcomes

Institution Name: **Bergen Community College**

City, State: **Paramus, NJ**

ID Number: **3303**

Program Type: [Associate Degree](#)

[Dashboard](#)

[Enrollment, Retention & Graduation](#)

[Graduate Survey](#)

[Job Placement](#)

After completing the Graduate Analysis and Exam tabs of this ARF, if your Exam Participation % Total or Exam Satisfaction % Total is greater than 100%, the ARF is wrong and must be corrected prior to online submission. Failure to do so will result in the ARF being assessed a \$200 unlock fee.

XVI. Participation

Year of Graduation	Total # of Graduates	Total # who took CMA (AAMA)	Total # who took RMA (AMT)	Total # who took NCMA (NCCT)	Total # who took CCMA (NHA)	Total # who took CMAC (AMCA)	Total # who took more than one
2016	25	10	1	0	0	0	1
2015	18	18	1	0	0	0	1
2014	21	16	0	0	0	0	0
2013	29	27	0	0	0	0	0
2012	12	0	0	0	0	0	0
Total	105	71	2	0	0	0	2
Threshold							

XVII. Passage

Year of Graduation	Total # who took an exam	Total # passing CMA (AAMA)	Total # passing RMA (AMT)	Total # passing NCMA (NCCT)	Total # passing CCMA (NHA)	Total # passing CMAC (AMCA)	Total # who passed more than one
2016	10	9	1	0	0	0	
2015	18	11	1	0	0	0	
2014	16	16	0	0	0	0	
2013	27	21	0	0	0	0	
2012	0	0	0	0	0	0	
Total	71	57	2	0	0	0	
Threshold							

The Bergen Community College Medical Office Assistant Program has successfully accomplished the accreditation thresholds in Examination Outcome participation and satisfaction rates. Examination Outcome participation rates for the five-year average threshold is 30% and the programs was 76.34%. Employer satisfaction rate threshold is 80% and the programs was 83.10%.

The Medical Office Assistant Program Assesses the resources annually for student satisfaction.

2017 Resource Assessment Bergen Community College Medical Office Assistant Program						
Program Resource	What program Outcomes are affected	Tools used to assess the resource	Dates of Measurement	Results	Action Plan (designed for maintenance or	Action Plan Follow-Up/Status

	by that resource and how? (for example, retention or job placement or so on)	(for example, surveys, evaluations, interviews)			improvement)	
Program Director	Student Satisfaction Examination Passage Job Placement Retention	Student Classroom Evaluations Graduate Surveys Employer Surveys Annual Record of Activities	Student Classroom Evaluations April and December Graduate and Employer surveys May June Record of Activities	Above threshold scores have been achieved	Monitor surveys, evaluate, analysis results. Maintain scores above thresholds.	Annually review, threshold outcomes, and if program does not meet thresholds, communicate problems to the Administration Sponsor for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Practicum Coordinator	Student Satisfaction Clinical Externship Site Satisfaction	Student Evaluations Externship site evaluations by students	May and December	Students Satisfactory results	Monitor Students results for positive responses to the externship experience	Review response of students to externship experience. Coordinate and analysis previous responses to inspect efficiency of externship site.
Faculty	Students Satisfaction and Examination Passing Rates	Student Classroom Evaluations and ARF report	Evaluations April and December	Above threshold scores have been achieved	Monitor Examination Passage rates	Annually review, threshold outcomes, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative

						evaluation and implementation of strategies to correct programs deficiencies.
Advisory Committee	Employee satisfaction and Examination Passage Rates	Employee surveys and ARF report on Examination Passage Rates	April and December Advisory Committee Meetings	All threshold have been achieved	Monitor Employee Surveys and Examination Passage Rates	Annually review, threshold outcomes, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Clerical Staff	Student Satisfaction	Student Resource Surveys Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Support Staff (Registrar, Admissions, Financial Aid, and so	Student Satisfaction	Student Resource Surveys Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate

on)						problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Finances	Student Satisfaction	Annual budget review Faculty Resource Surveys	Budget annually in July Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Offices	Student Satisfaction	Student Resource Surveys Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Classrooms	Student Satisfaction	Student Resource Surveys	Evaluations April	All thresholds have been	No deficiencies to report. Will	Annually review, surveys, and if program does

		Faculty Resource Surveys		achieved.	monitor future surveys.	not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Laboratories	Student Satisfaction	Student Resource Surveys Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Ancillary Student Facilities (library, food services, student health services, learning center)	Student Satisfaction	Student Resource Surveys Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.

Practicum Affiliations	Student Satisfaction Examination Passage Rate Job Placement	Practicum Evaluations of Students Student Evaluation of Externship Sites	Evaluations April and December	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Equipment	Student Satisfaction	Student Resource Surveys Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Supplies	Student Satisfaction	Student Resource Surveys Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct

						programs deficiencies.
Computer Resources	Student Satisfaction	Enter here.	Evaluations April	All threshold shave been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Instructional Reference Material	Student Satisfaction	Student Resource Surveys Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and implementation of strategies to correct programs deficiencies.
Faculty/Staff Continuing Education	Student Satisfaction	Faculty Resource Surveys	Evaluations April	All thresholds have been achieved.	No deficiencies to report. Will monitor future surveys.	Annually review, surveys, and if program does not meet thresholds, communicate problems to the faculty and advisory board for cooperative evaluation and

						implementation of strategies to correct programs deficiencies.
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Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Data Needs

Data on student populations of diverse groups are not collected by the Medical Office Assistant program director.

Currently the local workforce is very pleased and continues to hire our graduates. The Program continues to meet annually with the advisory committee and obtain feedback on our graduates.

FOCUS ON FACULTY AND STAFF

Reflect on the faculty and staff in the program and the degree to which their needs are met, in order for them to in turn be successful with students. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

Demographics

The Medical Office Assistant Program consists of two full time faculty and three-part time adjunct faculty. Any changes in personnel must be reported with a full profile of the faculties experience and credentials and approved by the accreditation agency.

Name	Title	Professional Credentialing	Full Time/Part Time
Steven W. Toth	Program Director	MS, CMA(AAMT), RMA(AMT)	Full Time
Irene Figliolina	Clinical Coordinator/ Faculty	AAS, CMA(AAMT)	Full Time
Marie Andriozzi	Clinical Coordinator		Adjunct Faculty
Elizabeth Terhune	Adjunct		Adjunct Faculty
Eve Zlotkin	Adjunct		Adjunct Faculty

Program Director Job Description:

1. Develop, plan and implement program objectives that directly support the college's mission and goals
2. Work with the Academic Department Chair to develop and assign class schedules that best serve students' and faculty members' needs
3. Work closely with faculty on assessment efforts at the classroom, program and department level, including program review and student evaluations
4. Guide faculty in curriculum development based on student and community needs, including the analysis of hiring trends and costs, for new and established programs
5. Assist in the recruitment, hiring and orientation of full-time faculty, adjunct faculty and staff
6. Coordinate the utilization of special program facilities and equipment within overall scheduling parameters
7. Work with Academic Department Chair to assist students with the resolution of problems and complaints involving courses, curricula, other academic issues, and departmental faculty in accordance with proper college procedure.
8. Coordinate program communications with students, administrators and the community
9. Coordinate the evaluation of part-time faculty and lecturers as necessary and appropriate
10. Prepare all accreditation documents and communications with accreditation agencies (e.g. self-study, site visit, annual report), if applicable
11. Oversee clinical/cooperative education experiences, if applicable.

12. Coordinate the program admissions process, if applicable.
13. Coordinate the program advisory committee and chair the advisory committee meetings, if applicable
14. Perform other duties as assigned, as required by accreditation or the needs of the program, if applicable.

Clinical Coordinator Job Description:

1. Meet with contact person at practicum site.
2. Complete Practicum Site Evaluation Form.
3. Tour facility and meet staff.
4. Provide orientation - Review all externship required paperwork (including: Memo of Understanding, Student Evaluations and Protocol and Procedures) with site supervisor and answer any questions or concerns.

Once selected, based on various factors (including, but not limited to, variety of experiences that can be provided, staff professionalism, procedures performed, equipment, standards of practice, etc.) a student may then be assigned to the site.

After an assignment:

Make on-site, unannounced visits throughout the entire externship and meet with both supervisor and student separately at each visit.

1. Review Mid-Semester Evaluation, completed by Practicum Site, with student and make suggestions, if necessary, at Mid-Semester Seminar.
2. Review Student Observation and Performance Checklist Mid-Semester to note progression.
3. Review and discuss Mid-Semester Evaluation Grade with Practicum Site Supervisor at next site visit and progression of student experiences.
4. Review and Grade Final Evaluation of Student.
5. Discuss Final Grade with Practicum Site Supervisor, if necessary.
6. Review Practicum Site Evaluations by Student for any concerns.
7. Review completed Student Observation and Performance Checklist at end of semester for the observed and performed experiences that student was exposed to at the site and progression from mid-semester.
8. Meet with each student to go over final grade.

Both students and supervisors are encouraged to contact me immediately if there are any questions or concerns.

Responsibilities for Medical Office Assistant Program Faculty and/or Instructional Staff.

Qualifications of faculty:

1. Faculty must be knowledgeable in course content in the area of Medical Office Assisting.
2. Faculty must be effective in directing and evaluating student learning and laboratory performance.
3. Faculty must be prepared in educational theory and techniques which may include college courses, seminars or in-service.

Responsibilities:

1. Faculty must develop instructional plans, direct and assess student progress in achieving theory and performance requirements of the program.
2. Faculty is responsible for evaluation of the students with cognitive content and psychomotor and affective competencies.

Professional Activities

[Special projects, reassigned time, professional organizations, grants, partnerships, publications, presentations, other contributions, ...]

The students can be certified as a CMA(AAMA) Certified Medical Assistant by the American Association of Medical Assistants or a RMA(AMT) Registered Medical Assistant by the American Medical Technologist.

Recertification of the CMA (AAMA) credential The CMA (AAMA) designates a medical assistant who is credentialed through the Certifying Board of the American Association of Medical Assistants. The CMA (AAMA) credential must be recertified every 60 months to better ensure current competency and knowledge, and thus better protect patients. All CMAs (AAMA) employed or seeking employment must have current certified status to use the CMA (AAMA) credential. Failure to recertify will result in a not current status. CMA (AAMA) expiration.

Required recertification points A total of 60 recertification points is necessary to recertify the CMA (AAMA) credential. A minimum of 10 points is required in each of the general, administrative, and clinical content areas. The remaining 30 points may be accumulated in any of the three content areas; administrative, clinical, and general.

Medical Office Assistants complete the WEX-159 course and become certified in Adult, Child, and Infant CPR and First Aid.

Many Medical Office Assistants participate in First Aid for Mental Health and become certified as their community service.

Adjunct Faculty

[Hiring, coordination, support, communication, ...]

Hiring Adjunct hiring is initially coordinated by the Program Director. Applicants submit a resume, complete an employment application, and interview with the Department Chair and Director of Clinical Education. The applicant will then interview with the Divisional Dean and Human Resources. They are invited to participate in the Adjunct Orientation this Weekend. The Divisional Dean and the Academic Vice President have final approval of the appointment of adjunct faculty. The Bergen Community College support the education of the adjunct faculty.

Communication is on-going throughout the year. All adjunct faculty are expected to attend the college Adjunct Conference and Program's fall, spring, and summer meetings. Between those meetings, adjuncts will receive email messages and phone calls as necessary.

The program director is responsible for communicating the programs goals and implementing the MAERB Medical Assistant Educational Review Board standards in cognitive, psychomotor and affective domains set by the 2015 Standards for medical assistant program.

Staff

[Secretarial/clerical support, other staff support, ...]

Administrative Assistant Support

Support staff consists of an administrative assistant shared with other health profession programs, and additionally, the Dean's administrative assistant will support program needs. The Department's administrative assistant helps coordinate Program's mailings, ordering supplies, maintains Program syllabi and general secretarial support. Both assistants' help with yearly self-studies and reaccreditation process by gathering institutional data.

Other Support

All faculty have access and assistance to the college technology service through the Help Desk and Center for Innovation in Teaching and Learning (CITL). Faculty participate in course offerings through the CITL to enhance teaching methods and student engagement.

Data Needs

No additional data need for this category.

FOCUS ON CURRICULUM

Reflect on the curriculum for the program—the courses, the scope and sequence, articulation with other institutions, teaching innovations, and other relevant issues—**please comment on only those which are applicable to this program.**

Summary of Program Curriculum

[Degrees, certificates, sequences of courses] Attach copies of Program Learning Outcomes, Curriculum Maps and Master Course Syllabi, where applicable

The program's curriculum is designed in 4 semesters. The courses are designed to sequence each other. A 100 level course comes before a 200 level course. The first semester starts with cognitive objectives being taught. These objectives are pre-requisites or co- requisites for the continuing courses. The second semester offers 200 level courses. The second semester courses are pre-requisites for the externship one. One course is administrative cognitive objectives with psychomotor and affective competences. The other is clinical cognitive objectives with psychomotor and affective competences. The administrative course is a 3 credit, 4 hour class, 2hours designed to teach the cognitive objectives and the other 2 hours are designated to the psychomotor and affective competencies. The clinical class is a 4 credit, 6 hour class, 3 hours designed to teach the cognitive objectives and the other 3 hours is designated for the psychomotor and affective competencies. The third semester the students are placed in the externship 1 and apply the applicable cognitive, psychomotor, and affective competencies. This is all outlined in the externship agreement and overviewed by the externship coordinator. During the 3rd semester the students continue to enroll into 200 level classes. The third semester clinical class is a 4 credits, 6 hour class, 3 hours lecture and 3 hours laboratory which complete the students' clinical cognitive, psychomotor, and affective competencies to be utilized during their second externship.

Health Professions AAS – Medical Office Assistant Degree

Code: AAS.HP.MOA

Medical Office Assistants are multi-skilled practitioners who perform administrative and clinical as well as management duties. Graduates may work in physicians' offices, clinics, HMO's, billing companies, or other ambulatory care facilities, such as freestanding emergency centers and hospitals. Clinical responsibilities include: performing laboratory tests, taking electrocardiograms, injections, vein punctures, sterilization techniques, vital signs, and assisting with minor surgery. Administrative responsibilities include scheduling appointments, billing and collecting, coding diagnoses and procedures, insurance claim forms, medical records, performing computer applications, and providing patient instructions. Graduates are prepared to take the Certified Medical Assistant examination by the American Association of Medical Assistants.

Program Learning Outcomes

- Demonstrates entry-level competency in performing administrative medical office assistant skills.
- Demonstrates technical proficiency in all clinical skills.
- Assess disease symptoms and diagnostic treatments to determine patient care.
- Apply medical terminology when communicating in a health care setting with patients, physicians, and all members of the health care team.

- Apply critical thinking skills to construct, evaluate, and measure administrative tasks to operate the office efficiently.
- Demonstrate ethical and professional behavior in the workplace.
- Adhere to state, federal and local regulations and laws that apply to health care.
- Communicate effectively with diverse populations.

XVIII. First Semester

WRT-101	English Composition I	3
BIO-109	Anatomy and Physiology I	4
INF-119	Document Processing [Word 2016]	3
MOA-140	Medical Terminology	3
MOA-141	Introduction to Medical Office Assisting	3
Credit Hours:		16

XIX. Second Semester

WRT-201	English Composition II	3
	or	
WRT-202	Technical Writing	3
WEX-101	Dynamics of Health and Fitness	2
BIO-209	Anatomy and Physiology II	4
INF-114	Microsoft Office [Office 2016]	3
MOA-240	Clinical Office Practice	4
Credit Hours:		16

XX. Third Semester

	Humanities Elective*	3
WEX-159	Cardiopulmonary Resuscitation [CPR] and Emergency First Aid	3
MOA-218	Medical Economics	2
MOA-241	Clinical Laboratory Technology	4
MOA-243	Medical Office Assistant Externship I	1
MOA-203	Medical Office Assistant Administrative Procedures I	3
Credit Hours:		16

XXI. Fourth Semester

PSY-101	General Psychology	3
MOA-200	Pharmacology for Medical Office Assistants	2
MOA-145	Medical Office Assistant: Overview	3

MOA-201	Diagnostic and Procedural Coding	4
MOA-244	Medical Office Assistant Externship II	1
MOA-204	Medical Office Assistant Administrative Procedures II	3
Credit Hours:		16

Medical Office Administrative Assistant Code: CERT.MOAA

Medical Office Administrative Assistants are multi-skilled practitioners who perform administrative and management duties. Graduates may work in physicians' offices, clinics, HMO's, billing companies, or other ambulatory care facilities, such as freestanding emergency centers and hospitals. Administrative responsibilities include: scheduling appointments, billing and collecting, coding diagnoses and procedures, insurance claim forms, medical records, performing computer applications, and providing patient instructions.

Program Learning Outcomes

- Demonstrate entry-level competence in performing administrative medical office assistant skills.
- Demonstrate technical proficiency in all administrative skills
- Apply medical terminology when communicating professionally in a health care setting with patients, physicians, and all members of the health care team.
- Apply critical thinking skills to construct, evaluate, and measure administrative tasks to operate the office efficiently.
- Demonstrate computer literacy to retrieve, organize, and analyze information using skills from medical simulations and information technology classes.
- Demonstrate ethical and professional behavior in the workplace.
- Adhere to state, federal and local regulations and laws that apply to health care.
- Communicate effectively with diverse populations.

First Semester

MOA-140	Medical Terminology	3
MOA-141	Introduction to Medical Office Assisting	3
MOA-203	Medical Office Assistant Administrative Procedures I	3
MOA-218	Medical Economics	2
INF-119	Document Processing [Word 2016]	3
WRT-101	English Composition I	3
Credit Hours:		17

Second Semester

MOA-200	Pharmacology for Medical Office Assistants	2
MOA-201	Diagnostic and Procedural Coding	4
MOA-204	Medical Office Assistant Administrative Procedures II	3

PSY-101	General Psychology	3
WEX-159	Cardiopulmonary Resuscitation [CPR] and Emergency First Aid	3

Credit Hours:

A. Curriculum Course List

It is not necessary to list the general education courses. The only courses that should be listed are the ones that contain the MAERB Core Curriculum.

Course Number	Course Title	# of Lecture Hours	# of Lab hours	# of credits (if applicable)	Cognitive objectives taught (yes/no)	Psychomotor/ Affective Competencies taught (yes/no)	Term Taken	Prerequisite if any
MOA-140	Medical Terminology	45	0	3	yes	no	Fall and Spring	none
MOA-141	Introduction to Medical Assisting	45	0	3	yes	yes	Fall and Spring	none
MOA-145	Medical Office Assisting: An Overview	45	0	3	no	no	Spring	none
MOA-200	Pharmacology for Medical Office Assistants	30	0	2	yes	yes	Fall and Spring	MOA-140
MOA-201	Diagnostic and Procedural Coding	45	45	4	yes	yes	Fall and Spring	MOA-140
MOA-203	Medical Assistant Administrative Procedures I	30	30	3	yes	yes	Fall and Spring	Co-requisites: MOA-140 and INF-119
MOA-204	Medical Assistant Administrative Procedures II	30	30	3	yes	yes	Fall and Spring	MOA-203
MOA-218	Medical Economics	30	0	2	yes	yes	Fall and Spring	Co-requisites: MOA-140
MOA-240	Clinical Office Practice	45	45	4	yes	yes	Spring	MOA-140, MOA-141, MAT-040
MOA-241	Clinical Laboratory	45	45	4	yes	yes	Fall	MOA-240

	Technology							Co-requisites: MOA-203
MOA-243	Medical Office Assistant Externship I	0	120	1	no	no	Fall	MOA-141 Co-requisites: MOA-203, MOA-241
MOA-244	Medical Office Assistant Externship I	0	120	1	no	no	Spring	MOA-243

Curriculum Map

Cognitive Objectives

	Course Number (eg, MED 101, MED 107)	Assessment Tool List what type of assessment tool is used to measure the achievement of this objective. Be detailed (multiple choice, essay, presentation, fill-in the blank, report, and so on)	
I.C Anatomy & Physiology			
I.C.1. Describe structural organization of the human body	MOA 201	Essay	
I.C.2. Identify body systems	MOA-201	Diagrams	
I.C.3. Describe: a. body planes; b. directional terms; c. quadrants; d. body cavities	MOA-140	Label Diagrams, Essay	
I.C.4. List major organs in each body system	MOA-201	Essay	
I.C.5. Identify the anatomical location of major organs in each body system	MOA-201	Label Diagram	
I.C.6. Compare structure and function of the human body across the life span	MOA-201	Essay	
I.C.7. Describe the normal function of each body system	MOA-201	Essay	
I.C.8. Identify common pathology related to each body system including: a. signs; b. symptoms; c. etiology	MOA-201	Essay	
I.C.9. Analyze pathology for each body system including: a. diagnostic measures; b. treatment modalities	MOA-201	Fill in the Blank	

I.C.10. Identify CLIA waived tests associated with common diseases	MOA-241	Multiple Choice	
I.C.11. Identify the classifications of medications including: a. indications for use; b. desired effects; c. side effects; d. adverse reactions	MOA-200	Multiple Choice	
I.C.12. Identify quality assurance practices in healthcare	MOA-241	Essay	
I.C.13. List principles and steps of professional/provider CPR	MOA-145	Essay	
I.C.14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting	MOA-145	Essay	
II.C Applied Mathematics			
II.C.1. Demonstrate knowledge of basic math computations	MOA-200	Fill in Blank	
II.C.2. Apply mathematical computations to solve equations	MOA-200	Essay	
II.C.3. Define basic units of measurement in: a. the metric system; b. the household system	MOA-200	Fill in Blank	
II.C.4. Convert among measurement systems	MOA-200	Fill in Blank	
II.C.5. Identify abbreviations and symbols used in calculating medication dosages	MOA-200	Define	
II.C.6. Analyze healthcare results as reported in: a. graphs; b. tables	MOA-240 MOA-241	Fill out Table	
III.C Infection Control			
III.C.1. List major types of infectious agents	MOA-240	Multiple Choice	
III.C.2. Describe the infection cycle including: a. the infectious agent; b. reservoir; c. susceptible host; d. means of transmission; e. portals of entry; f. portals of exit	MOA-240	Essay	
III.C.3. Define the following as practiced within an ambulatory care setting: a. medical asepsis; b. surgical asepsis	MOA-240	Multiple Choice	
III.C.4. Identify methods of controlling the growth of microorganisms	MOA-240	Multiple Choice	
III.C.5. Define the principles of standard precautions	MOA-240	Multiple Choice	
III.C.6. Define personal protective equipment (PPE) for: a. all body fluids, secretions and excretions; b. blood; c. non-intact skin; d. mucous membranes	MOA-240	Multiple Choice	
III.C.7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices	MOA-240	List	

IV.C Nutrition			
IV.C.1. Describe dietary nutrients including: a. carbohydrates; b. fat; c. protein; d. minerals; e. electrolytes; f. vitamins; g. fiber; h. water	MOA-241	Essay	
IV.C.2. Define the function of dietary supplements	MOA-241	Essay	
IV.C.3. Identify the special dietary needs for: a. weight control; b. diabetes; c. cardiovascular disease; d. hypertension; e. cancer; f. lactose sensitivity; g. gluten-free; h. food allergies	MOA-241	Essay	
V.C Concepts of Effective Communication			
V.C.1. Identify styles and types of verbal communication	MOA-141	Multiple Choice	
V.C.2. Identify types of nonverbal communication	MOA-141	Multiple Choice	
V.C.3. Recognize barriers to communication	MOA-141	Multiple Choice	
V.C.4. Identify techniques for overcoming communication barriers	MOA-141	Multiple Choice	
V.C.5. Recognize the elements of oral communication using a sender-receiver process	MOA-141	Multiple Choice	
V.C.6. Define coaching a patient as it relates to: a. health maintenance; b. disease prevention; c. compliance with treatment plan; d. community resources; e. adaptations relevant to individual patient needs	MOA-141	Essay	
V.C.7. Recognize elements of fundamental writing skills	MOA-203	Multiple Choice	
V.C.8. Discuss applications of electronic technology in professional communication	MOA-203	Multiple Choice	
V.C.9. Identify medical terms labeling the word parts	MOA-140	Labeling	
V.C.10. Define medical terms and abbreviations related to all body systems	MOA-140	Defining	
V.C.11. Define the principles of self-boundaries	MOA-141	Essay	
V.C.12. Define patient navigator	MOA-141	Essay	
V.C.13. Describe the role of the medical assistant as a patient navigator	MOA-141	Essay	
V.C.14. Relate the following behaviors to professional communication: a. assertive; b. aggressive; c. passive	MOA-141	Essay	
V.C.15. Differentiate between adaptive and non-adaptive coping mechanisms	MOA-141		
V.C.16. Differentiate between subjective and objective information	MOA-201	Define	
V.C.17. Discuss the theories of: a. Maslow; b. Erikson;	MOA-141	Multiple	

c. Kubler-Ross		Choice	
V.C.18. Discuss examples of diversity: a. cultural; b. social; c. ethnic	MOA-141	Essay	
VI.C Administrative Functions			
VI.C.1. Identify different types of appointment scheduling methods	MOA-203	Multiple Choice	
VI.C.2. Identify advantages and disadvantages of the following appointment systems: a. manual; b. electronic	MOA-203	Essay	
VI.C.3. Identify critical information required for scheduling patient procedures	MOA-203	Multiple Choice	
VI.C.4. Define types of information contained in the patient's medical record	MOA-203	Multiple Choice	
VI.C.5. Identify methods of organizing the patient's medical record based on: a. problem-oriented medical record (POMR); b. source-oriented medical record (SOMR)	MOA-203	Multiple Choice	
VI.C.6. Identify equipment and supplies needed for medical records in order to: a. Create; b. Maintain; c. Store	MOA-203	Multiple Choice	
VI.C.7. Describe filing indexing rules	MOA-203	Multiple Choice	
VI.C.8. Differentiate between electronic medical records (EMR) and a practice management system	MOA-204	Matching	
VI.C.9. Explain the purpose of routine maintenance of administrative and clinical equipment	MOA-141	Multiple Choice	
VI.C.10. List steps involved in completing an inventory	MOA-141	Multiple Choice	
VI.C.11. Explain the importance of data back-up	MOA-203	Fill in Blank	
VI.C.12. Explain meaningful use as it applies to EMR	MOA-203	Multiple Choice	
VII.C Basic Practice Finances			
VII.C.1. Define the following bookkeeping terms: a. charges; b. payments; c. accounts receivable; d. accounts payable; e. adjustments	MOA-218	Multiple Choice	
VII.C.2. Describe banking procedures as related to the ambulatory care setting	MOA-218	Multiple Choice	
VII.C.3. Identify precautions for accepting the following types of payments: a. cash; b. check; c. credit card; d. debit card	MOA-204	Essay	
VII.C.4. Describe types of adjustments made to patient accounts including: a. non-sufficient funds (NSF) check; b. collection agency transaction; c. credit	MOA-218, MOA-204	Multiple Choice	

balance; d. third party			
VII.C.5. Identify types of information contained in the patient's billing record	MOA-218	Multiple Choice	
VII.C.6. Explain patient financial obligations for services rendered	MOA-218	Multiple Choice	
VIII.C Third Party Reimbursement			
VIII.C.1. Identify: a. types of third party plans; b. information required to file a third party claim; c. the steps for filing a third party claim	MOA-218	Multiple Choice	
VIII.C.2. Outline managed care requirements for patient referral	MOA-218	Essay	
VIII.C.3. Describe processes for: a. verification of eligibility for services; b. precertification; c. preauthorization	MOA-218	Multiple Choice	
VIII.C.4. Define a patient-centered medical home (PCMH)	MOA-204	Matching	
VIII.C.5. Differentiate between fraud and abuse	MOA-218	Multiple Choice	
IX.C Procedural and Diagnostic Coding			
XI.C.1. Describe how to use the most current procedural coding system	MOA-201	Essay	
XI.C.2. Describe how to use the most current diagnostic coding classification system	MOA-201	Essay	
XI.C.3. Describe how to use the most current HCPCS level II coding system	MOA-201	Essay	
IX.C.4. Discuss the effects of: a. upcoding; b. downcoding	MOA-201	Essay	
XI.C.5. Define medical necessity as it applies to procedural and diagnostic coding	MOA-201	Essay	
X.C Legal Implications			
X.C.1. Differentiate between scope of practice and standards of care for medical assistants	MOA-141	Multiple Choice	
X.C.2. Compare and contrast provider and medical assistant roles in terms of standard of care	MOA-141	Essay	
X.C.3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA)	MOA-203	Multiple Choice	
X.C.4. Summarize the Patient Bill of Rights	MOA-203	Multiple Choice	
X.C.5. Discuss licensure and certification as they apply to healthcare providers	MOA-141	Multiple Choice	

X.C.6. Compare criminal and civil law as they apply to the practicing medical assistant	MOA-141	Multiple Choice	
X.C.7. Define: a. negligence; b. malpractice; c. statute of limitations; d. Good Samaritan Act(s); e. Uniform Anatomical Gift Act; f. living will/advanced directives; g. medical durable power of attorney; h. Patient Self Determination Act (PSDA); i. risk management	MOA-141	Matching	
X.C.8. Describe the following types of insurance: a. liability; b. professional (malpractice); c. personal injury	MOA-141	Essay	
X.C.9. List and discuss legal and illegal applicant interview questions	MOA-204	Multiple Choice	
X.C.10. Identify: a. Health Information Technology for Economic and Clinical Health (HITECH) Act; b. Genetic Information Nondiscrimination Act of 2008 (GINA); c. Americans with Disabilities Act Amendments	MOA-141	Essay, Matching	
X.C.11. Describe the process in compliance reporting: a. unsafe activities' b. errors in patient care; c. conflicts of interest; d. incident reports	MOA-141	Essay	
X.C.12. Describe compliance with public health statutes: a. communicable diseases; b. abuse, neglect, and exploitation; c. wounds of violence	MOA-141	Describe	
X.C.13. Define the following medical legal terms: a. informed consent; b. implied consent; c. expressed consent; d. patient incompetence; e. emancipated minor; f. mature minor; g. subpoena duces tecum; h. respondent superior; i. res ipsa loquitor; j. locum tenens; k. defendant-plaintiff; l. deposition; m. arbitration-mediation; n. Good Samaritan laws	MOA-141	Matching	
XI.C Ethical Considerations			
XI.C.1. Defines: a. ethics; b. morals	MOA-141	Multiple Choice	
XI.C.2. Differentiate between personal and professional ethics	MOA-141	Multiple Choice	
XI.C.3. Identify the effect of personal morals on professional performance	MOA-141	Multiple Choice	
XII.C Protective Practices			
XII.C.1. Identify: a. safety signs; b. symbols; c. labels	MOA-204	Matching	
XII.C.2. Identify safety techniques that can be used in responding to accidental exposure to: a. blood; b. other body fluids; c. needle sticks; d. chemicals	MOA-240	Multiple choice	
XII.C.3. Discuss fire safety issues in an ambulatory healthcare environment	MOA-204	Essay	

XII.C.4. Describe fundamental principles for evacuation of a healthcare setting	MOA-204	Essay	
XII.C.5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting	MOA-204	Essay	
XII.C.6. Discuss protocols for disposal of biological chemical materials	MOA-204	Essay	
XII.C.7. Identify principles of: a. body mechanics; b. ergonomics	MOA-240	Essay	
XII.C.8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency	MOA-204	Essay	

Psychomotor Competencies

	Course Number (eg, MED 101, MED 107)	Assessment Tool List what type of assessment tool is used to measure the achievement of this competency. Be detailed (Check-off sheet, roleplaying with rubric, work product)	If the program learning objective covers the number, the psychomotor syllabus, in objective list covers the
I.P Anatomy & Physiology			
I.P.1. Measure and record: a. blood pressure; b. temperature; c. pulse; d. respirations; e. height; f. weight; g. length (infant); h. head circumference (infant); i. pulse oximetry	MOA-240	Check off sheet	
I.P.2. Perform: a. electrocardiography; b. venipuncture; c. capillary puncture; d. pulmonary function testing	MOA-240, MOA241	Check off sheet	
I.P.3. Perform patient screening using established protocols	MOA-240	Check off sheet	
I.P.4. Verify the rules of medication administration: a. right patient; b. right medication; c. right dose; d. right route; e. right time; f. right documentation	MOA-240	Check off sheet	
I.P.5. Select proper sites for administering parenteral medication	MOA-240	Check off sheet	
I.P.6. Administer oral medications	MOA-240	Check off sheet	
I.P.7. Administer parenteral (excluding IV) medications	MOA-240	Check off sheet	
I.P.8. Instruct and prepare a patient for a procedure or a treatment	MOA-241	Check off sheet	
I.P.9. Assist provider with a patient exam	MOA-240	Check off sheet	
I.P.10. Perform a quality control measure	MOA-241	Check off sheet	
I.P.11. Obtain specimens and perform: a. CLIA waived hematology test; b. CLIA waived chemistry test; c. CLIA waived urinalysis; d. CLIA waived immunology test; e. CLIA waived microbiology test	MOA-241	Check off sheet	
I.P.12. Produce up-to-date documentation of provider/professional level CPR	MOA-145	Check off sheet	

I.P.13. Perform first aid procedures for: a. bleeding; b. diabetic coma or insulin shock; c. fractures; d. seizures; e. shock; f. syncope	MOA-240	Check off sheet	
II.P Applied Mathematics			
II.P.1. Calculate proper dosages of medication for administration	MOA-200	Check off sheet	
II.P.2. Differentiate between normal and abnormal test results	MOA-241	Check off sheet	
II.P.3. Maintain lab test results using flow sheets	MOA-241	Check off sheet	
II.P.4. Document on a growth chart	MOA-240	Check off sheet	
III.P Infection Control			
III.P.1. Participate in bloodborne pathogen training	MOA-240	Check off sheet	
III.P.2. Select appropriate barrier/personal protective equipment (PPE)	MOA-241	Check off sheet	
III.P.3. Perform handwashing	MOA-240	Check off sheet	
III.P.4. Prepare items for autoclaving	MOA-240	Check off sheet	
III.P.5. Perform sterilization procedures	MOA-240	Check off sheet	
III.P.6. Prepare a sterile field	MOA-240	Check off sheet	
III.P.7. Perform within a sterile field	MOA-240	Check off sheet	
III.P.8. Perform wound care	MOA-240	Check off sheet	
III.P.9. Perform dressing change	MOA-240	Check off sheet	
III.P.10. Demonstrate proper disposal of biohazardous material: a. sharps; b. regulated wastes	MOA-241	Check off sheet	
IV.P Nutrition			
IV.P.1. Instruct a patient according to patient's special dietary needs	MOA-241	Check off sheet	
V.P Concepts of Effective Communication			
V.P.1. Use feedback techniques to obtain patient information including: a. reflection; b. restatement; c. clarification	MOA-141	Check off sheet	
V.P.2. Respond to nonverbal communication	MOA-141	Check off sheet	
V.P.3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients	MOA-241	Check off sheet	
V.P.4. Coach patients regarding: a. office policies; b. health maintenance; c. disease prevention; d. treatment plan	MOA-141	Check off sheet	
V.P.5. Coach patients appropriately considering: a. cultural diversity; b. developmental life stage; c.	MOA-141	Rubric	

communication barriers			
V.P.6. Demonstrate professional telephone techniques	MOA-203	Check off sheet	
V.P.7. Document telephone messages accurately	MOA-203	Check off sheet	
V.P.8. Compose professional correspondence utilizing electronic technology	MOA-203	Check off sheet	
V.P.9. Develop a current list of community resources related to patients' healthcare needs	MOA-203	Check off sheet	
V.P.10. Facilitate referrals to community resources in the role of a patient navigator	MOA-203	Check off sheet	
V.P.11. Report relevant information concisely and accurately	MOA-203	Check off sheet	
VI.P Administrative Functions			
VI.P.1. Manage appointment schedule using established priorities	MOA-203	Check off sheet	
VI.P.2. Schedule a patient procedure	MOA-203	Check off sheet	
VI.P.3. Create a patient's medical record	MOA-203	Check off sheet	
VI.P.4. Organize a patient's medical record	MOA-203	Check off sheet	
VI.P.5. File patient medical records	MOA-203	Check off sheet	
VI.P.6. Utilize an EMR	MOA-203	Check off sheet	
VI.P.7. Input patient data utilizing a practice management system	MOA-204	Check off sheet	
VI.P.8. Perform routine maintenance of administrative or clinical equipment	MOA-141	Check off sheet	
VI.P.9. Perform an inventory with documentation	MOA-141	Check off sheet	
VII.P Basic Practice Finances			
VII.P.1. Perform accounts receivable procedures to patient accounts including posting: a. charges; b. payments; c. adjustments	MOA-218	Check off sheet	
VII.P.2. Prepare a bank deposit	MOA-204	Check off sheet	
VII.P.3. Obtain accurate patient billing information	MOA-218	Check off sheet	
VII.P.4. Inform a patient of financial obligations for services rendered	MOA-218	Check off sheet	
VIII.P Third Party Reimbursement			
VIII.P.1. Interpret information on an insurance card	MOA-218	Check off sheet	
VIII.P.2. Verify eligibility for services including documentation	MOA-218	Check off sheet	
VIII.P.3. Obtain precertification or preauthorization including documentation	MOA-218	Check off sheet	
VIII.P.4. Complete an insurance claim form	MOA-218	Check off sheet	

IX.P Procedural and Diagnostic Coding			
IX.P.1. Perform procedural coding	MOA-201	Check off sheet	
IX.P.2. Perform diagnostic coding	MOA-201	Check off sheet	
IX.P.3. Utilize medical necessity guidelines	MOA-218	Check off sheet	
X.P Legal Implications			
X.P.1. Locate a state's legal scope of practice for medical assistants	MOA-141	Check off sheet	
X.P.2. Apply HIPAA rules in regard to: a. privacy; b. release of information	MOA-203	Rubric	
X.P.3. Document patient care accurately in the medical record	MOA-203	Rubric	
X.P.4. Apply the Patient's Bill of Rights as it relates to: a. choice of treatment; b. consent for treatment; c. refusal of treatment	MOA-141	Check off sheet	
X.P.5. Perform compliance reporting based on public health statutes	MOA-203	Check off sheet	
X.P.6. Report an illegal activity in the healthcare setting following proper protocol	MOA-141	Check off sheet	
X.P.7. Complete an incident report related to an error in patient care	MOA-204	Rubric	
XI.P Ethical Considerations			
XI.P.1. Develop a plan for separation of personal and professional ethics	MOA-141	Check off sheet	
XI.P.2. Demonstrate appropriate response(s) to ethical issues	MOA-141	Check off sheet	
XII.P Protective Practices			
XII.1. Comply with: a. safety signs; b. symbols; c. labels	MOA-241	Check off sheet	
XII.2. Demonstrate proper use of: a. eyewash equipment; b. fire extinguishers; c. sharps disposal containers	MOA-241	Check off sheet	
XII.3. Use proper body mechanics	MOA-240	Check off sheet	
XII.4. Participate in a mock exposure event with documentation of specific steps	MOA-204	Check off sheet	
XII.5. Evaluate the work environment to identify unsafe working conditions	MOA-204	Check off sheet	

Affective Competencies

	Course Number (eg, MED 101, MED 107)	Assessment Tool List what type of assessment tool is used to measure the achievement of this competency. Be detailed (Check-off sheet, roleplaying with rubric,	If the program learning objectives include the affective competencies, include the syllabus, in
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		work product)	objective lis covers the s
I.A Anatomy & Physiology			
I.A.1. Incorporate critical thinking skills when performing patient assessment	MOA-240	Rubric	
I.A.2. Incorporate critical thinking skills when performing patient care	MOA-241	Rubric	
I.A.3. Show awareness of a patient's concerns related to the procedure being performed	MOA-241	Rubric	
II.A Applied Mathematics			
II.A.1. Reassure a patient of the accuracy of the test results	MOA-241	Rubric	
III.A Infection Control			
III.A.1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings	MOA-241	Rubric	
IV.A Nutrition			
IV.A.1. Show awareness of patient's concerns regarding a dietary change	MOA-241	Rubric	
V.A Concept of Effective Communication			

Students Psychomotor and Affective Domains are tracked after the completion of each semester throughout the program. Faculty must complete the tracking mechanism.

Competencies are performed for either a grade which is determined and explained to the student prior or for a pass/fail determination by the instructor.

The student receives 3 attempts to pass/fail.

The student's grade determination for a grade is 1st attempt 100%, minus points if missing a step, 2nd attempt is minus 11 points, 3rd attempt minus 22 points. Any steps not completed for additional attempts will be minus points. Points are determined by the number of steps to be completed based on the total grade determination. Some competencies will be a pass/fail determined by the instructor.

***Student must successfully pass all the psychomotor and affective competencies in order to pass the course and progress in the program. This is a requirement by the accreditation agency.**

Example of Student Tracking Mechanism

Institution Name: Bergen Community College

Student Name: _____

Date of Graduation: _____

Master Competency Form

Competencies in italics require work products.

Competency (Psychomotor & Affective)	Grade	Pass	Date	Int.
I. Anatomy & Physiology				
1. Obtain vital signs				
2. Perform venipuncture				
3. Perform capillary puncture				
4. <i>Perform pulmonary function testing</i>				
5. <i>Perform electrocardiography</i>				
6. <i>Perform patient screening using established protocols</i>				
7. Select proper sites for administering parenteral medication				
8. Administer oral medications				
9. Administer parenteral (excluding IV) medications				
10. Assist physician with patient care				
11. <i>Perform quality control measures</i>				
12. <i>Perform CLIA-Waived hematology testing</i>				
13. <i>Perform CLIA-Waived chemistry testing</i>				
14. <i>Perform CLIA-Waived urinalysis</i>				
15. <i>Perform CLIA-Waived immunology testing</i>				
16. <i>Screen test results</i>				
17. Apply critical thinking skills in performing patient assessment and care				
18. Use language/verbal skills that enable patients' understanding				
19. Demonstrate respect for diversity in approaching patients and families				
II. Applied Mathematics				
1. <i>Prepare proper dosages of medication for</i>				

<i>administration</i>				
2. Maintain laboratory test results using flow sheets				
3. Maintain growth charts				
4. Verify ordered doses/dosages prior to administration				
5. Distinguish between normal and abnormal test results				

Competency (Psychomotor & Affective)	Grade	Pass	Date	Int.
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II. Applied Microbiology/Infection Control

1. Participate in training on Standard Precautions				
2. Practice Standard Precautions				
3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations				
4. Perform handwashing				
5. Prepare items for autoclaving				
6. Perform sterilization procedures				
7. Obtain specimens for microbiological testing				
8. Perform CLIA waived microbiology testing				
9. Display sensitivity to patient rights and feelings in collecting specimens				
10. Explain the rationale for performance of a procedure to the patient				
11. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed				

IV. Concepts of Effective Communication

1. Use reflection, restatement and clarification techniques to obtain a patient history				
2. Report relevant information to others				

<i>succinctly and accurately</i>				
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations				
4. Explain general office policies				
5. Instruct patients according to their needs to promote health maintenance and disease prevention				
6. Prepare a patient for procedures and/or treatments				
7. Demonstrate telephone techniques				
8. <i>Document patient care</i>				
9. <i>Document patient education</i>				
10. <i>Compose professional/business letters</i>				
11. Respond to nonverbal communication				
12. <i>Develop and maintain a current list of community resources related to patients' healthcare needs</i>				
13. Advocate on behalf of patients				
14. Demonstrate empathy in communicating with patients, family and staff				
Competency (Psychomotor & Affective)	Grade	Pass	Date	Int.
15. Apply active listening skills				
16. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff				
17. Demonstrate awareness of the territorial boundaries of the person with whom communicating				
18. Demonstrate sensitivity appropriate to the message being delivered				
19. Demonstrate awareness of how an individual's personal appearance affects anticipated responses				
20. Demonstrate recognition of the patient's level of understanding in communications				

21. Analyze communications in providing appropriate responses/ feedback				
22. Recognize and protect personal boundaries in communicating with others				
23. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status				

V. Administrative Functions

1. <i>Manage appointment schedule, using established priorities</i>				
2. <i>Schedule patient admissions and/or procedures</i>				
3. <i>Organize a patient's medical record</i>				
4. File medical records				
5. <i>Execute data management using electronic healthcare records such as the EMR</i>				
6. <i>Use office hardware and software to maintain office systems</i>				
7. <i>Use internet to access information related to the medical office</i>				
8. Maintain organization by filing				
9. <i>Perform routine maintenance of office equipment with documentation</i>				
10. <i>Perform an office inventory</i>				
11. Consider staff needs and limitations in establishment of a filing system				
12. Implement time management principles to maintain effective office function				
Competency (Psychomotor & Affective)	Grade	Pass	Date	Int.

VI. Basic Practice Finances cont.

1. <i>Prepare a bank deposit</i>				
2. Perform accounts receivable procedures,				

including:				
<i>a. Post entries on a daysheet</i>				
<i>b. Perform billing procedures</i>				
<i>c. Perform collection procedures</i>				
<i>d. Post adjustments</i>				
<i>e. Process a credit balance</i>				
<i>f. Process refunds</i>				
<i>g. Post non-sufficient fund (NSF) checks</i>				
<i>h. Post collection agency payments</i>				
3. Utilize computerized office billing systems				
4. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients				

VII. Managed Care/Insurance

1. Apply both managed care policies and procedures				
2. Apply third party guidelines				
3. Complete insurance claim forms				
4. Obtain precertification, including documentation				
5. Obtain preauthorization, including documentation				
6. Verify eligibility for managed care services				
7. Demonstrate assertive communication with managed care and/or insurance providers				
8. Demonstrate sensitivity in communicating with both providers and patients				
9. Communicate in language the patient can understand regarding managed care and insurance plans				

VIII. Procedural and Diagnostic Coding

1. Perform procedural coding				
2. Perform diagnostic coding				

3. Work with physician to achieve the maximum reimbursement				
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IX. Legal Implications

1. Respond to issues of confidentiality				
2. Perform within scope of practice				
Competency (Psychomotor & Affective)	Grade	Pass	Date	Int.
3. Apply HIPAA rules in regard to privacy/release of information				
4. Practice within the standard of care for a medical assistant				
5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures				
6. <i>Complete an incident report</i>				
7. <i>Document accurately in the patient record</i>				
8. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting				
9. Demonstrate sensitivity to patient rights				
10. Demonstrate awareness of the consequences of not working within the legal scope of practice				
11. Recognize the importance of local, state and federal legislation and regulations in the practice setting				

X. Ethical Considerations

1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities				
2. Develop a plan for separation of personal and professional ethics				
3. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice				
4. Examine the impact personal ethics and				

morals may have on the individual's practice				
5. Demonstrate awareness of diversity in providing patient care				

XI. Protective Practices

1. Comply with safety signs, symbols and labels				
2. Evaluate the work environment to identify safe vs. unsafe working conditions				
3. <i>Develop a personal (patient and employee) safety plan</i>				
4. <i>Develop an environmental safety plan</i>				
5. Demonstrate proper use of the following equipment:				
a. Eyewash				
Competency (Psychomotor & Affective)	Grade	Pass	Date	Int.
b. Fire extinguishers				
c. Sharps disposal containers				
6. Participate in a mock environmental exposure event with documentation of steps taken				
7. Explain an evacuation plan for a physician's office				
8. Demonstrate methods of fire prevention in the healthcare setting				
9. <i>Maintain provider/professional level CPR certification</i>				
10. Perform first aid procedures				
11. Use proper body mechanics				
12. <i>Maintain a current list of community resources for emergency preparedness</i>				
13. Recognize the effects of stress on all persons involved in emergency situations				
14. Demonstrate self awareness in responding to emergency situations				

Bergen Community College

Curriculum Map: AAS degree in Medical Office Assisting

Completion Date: April 14, 2015

Identify in which courses the program learning outcomes are being taught and whether the program learning outcomes are introduced, reinforced or mastered.

KEY:

I – Introduced R – Reinforced / Practiced M – Mastery at exit level [Assessment is performed by tests, and performance competencies]

Program Specific Required Courses (Do not include General Education courses or unrestricted electives.)	To prepare Medical Office Assistant graduates with entry level clinical and administrative competence in the cognitive (knowledge) learning domains to utilize in the medical field.	To prepare Medical Office Assistant graduates with entry level clinical and administrative competence in the psychomotor (skills) learning domains to utilize in the medical field.	To prepare Medical Office Assistant graduates with competence in the affective (behavior) learning domains to utilize in the medical field.
MOA-140 Medical Terminology	Introduced	Introduced	Introduced
MOA-141 Introduction to Medical Assisting	Introduced	Introduced	Introduced
MOA- 200 Pharmacology	Introduced	Introduced	Introduced
MOA-201 Diagnostic and Procedural Coding	Introduced	Introduced	Introduced
MOA- 203 Medical Assistant Administrative Procedures I	<i>Reinforced / Practiced</i>	<i>Reinforced / Practiced</i>	<i>Reinforced / Practiced</i>

MOA- 204 Medical Assistant Administrative Procedures II	Mastery (Written exams and laboratory performance competencies)	Mastery (Written exams and laboratory performance competencies)	Mastery (Written exams and laboratory performance competencies)
MOA-218 Medical Economics	Introduced	Introduced	Introduced
MOA-240 Clinical Office Practice	Introduced	Mastery (Written exams and laboratory performance competencies)	Mastery (Written exams and laboratory performance competencies)
MOA-241 Clinical Laboratory	Introduced	Mastery (Written exams and laboratory performance competencies)	Mastery (Written exams and laboratory performance competencies)
MOA-243 Externship I	Mastery (Rubric)	Mastery (Rubric)	Mastery (Rubric)
MOA-244 Externship II	Mastery (Rubric)	Mastery (Rubric)	Mastery (Rubric)
MOA-145 Overview of Medical Assisting	Mastery (Written exams and program exit exams)	Mastery (Written exams and program exit exams)	Mastery (Written exams and program exit exams)

Adapted from Community College of Philadelphia's Curriculum Map template

Revised Spring 2015

Bergen Community College

Curriculum Map: *Certificate Program in Medical Office Administrative Assistant*
Completion Date: *April 14, 2015*

Identify in which courses the program learning outcomes are being taught and whether the program learning outcomes are introduced, reinforced or mastered.

KEY:

I – Introduced R – Reinforced / Practiced M – Mastery at exit level [Assessment is performed by tests, and performance competencies]

Program Specific Required Courses (Do not include General Education)	To prepare Medical Office Administrative Assistant graduates with entry level	To prepare Medical Office Administrative Assistant graduates with entry level	To prepare Medical Office Administrative Assistant graduates with competence in
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courses or unrestricted electives.)	administrative competence in the cognitive (knowledge) learning domains to utilize in the medical field.	administrative competence in the psychomotor (skills) learning domains to utilize in the medical field.	the affective (behavior) learning domains to utilize in the medical field.
MOA-140 Medical Terminology	Introduced	Introduced	Introduced
MOA-141 Introduction to Medical Assisting	Introduced	Introduced	Introduced
MOA- 200 Pharmacology	Introduced	Introduced	Introduced
MOA-201 Diagnostic and Procedural Coding	Introduced	Introduced	Introduced
MOA-218 Medical Economics	Introduced	Introduced	Introduced
MOA- 203 Medical Assistant Administrative Procedures I	<i>Reinforced / Practiced</i>	<i>Reinforced / Practiced</i>	<i>Reinforced / Practiced</i>
MOA- 204 Medical Assistant Administrative Procedures II	Mastery (Written exams and laboratory performance competencies)	Mastery (Written exams and laboratory performance competencies)	Mastery (Written exams and laboratory performance competencies)

Adapted from Community College of Philadelphia's Curriculum Map template

Revised Spring 2015

Curricular Issues

[Articulation, program development, course development]

The Medical Office Assistant program must align the curriculum with the MAERB (Medical Assistant Educational Review Board) 2015 Standards.

Lead-in Courses

[Developmental preparation, prior courses and their impact, alignment with general education courses, dual enrollment or articulation agreements with high schools, ...]

Bergen Community College enrollment testing policy

All students must take the Basic Skills Entrance Examination. Students must test out of all EBS (English Basic Skills) and remedial Mathematics and Algebra. If the student has taken their SATs and have scores of 540 or above for Critical Reading and 530 or above for Math, they are exempt from the Basic Skills Entrance Examination.

Algebra is mandatory for the Medical Office Assistant AAS degree. It is a pre-requisite for the MOA-240 Clinical Office Procedures course.

Algebra is not a requirement of the Medical Office Administrative Assistant Certificate program. Basic Mathematics is a requirement.

Follow-up Courses

[Sequential courses, connecting activities, ...]

Scheduling

[Enrollment patterns and trends; time and date issues such as day, afternoon, evening, or weekend, format issues such as self-paced, distance, or short-term; ...]

The program director schedule courses. Courses are scheduled in Fall, Spring and Summer I. Schedules are 5 days a week in the Fall and Spring. Summer course are scheduled 4 days a week. Most courses are scheduled during the day and some limited courses are scheduled at night. The program cannot be completed with night courses. The rationale is that externship sites are not functioning at night time. Considerations for scheduling are early morning clinical courses to ensure students have ample time to schedule externships in the afternoon in the medical offices. Availability of rooms and times is a consideration of scheduling. Full time and adjunct faculty requirements are also taken into consideration for scheduling. Administrative courses are offered both Fall and Spring semesters.

Assessment

[Ways in which the program addresses the college's commitment to assessment and assesses its program learning outcomes, changes that have been made to the curriculum as a result of assessment, ...]

The Medical Office Assistant program participates in the 2 year assessment review. The program also annually is mandated to complete an assessment report to MAERB which reports to the AAMA accreditation by CAAHEP. The assessment report is on enrollment, retention, placement, graduation rates, graduates' satisfaction, employee satisfaction and accreditation examination results. The program must maintain national thresholds or provide contingency action plans.

Changes in curriculum is mandated by accreditation. The 2015-2017 assessment implemented adding nutrition to the curriculum for the AAS Medical Office Assistant program and Pharmacology to the Certificate program to enhance the requirements to be certified to data entry into the electronic medical record.

Innovations or Changes in Last Five Years

[New issues, significant changes, improved methodologies, ...]

The Medical Office Assistant program has adapted the MAERB 2015 curriculum standard changes.

The programs administrative courses have been enhanced through electronic medical record simulation performance competency required objectives.

The MOA-145 course has been offered as a hybrid. This course is now a required course increasing the certification examination rates.

MOA-200 has been added to the certificate program to prepare student to have the complete knowledge to become medical record data entry certified which is a requirement by the CMS (Center of Medicare and Medicaid Services).

The program has been granted status to become a RMA (Registered Medical Assistant) by the AMT (American Medical Technologist) through examination.

The new clinical laboratory has added the latest equipment to enhance student learning.

MOA-201 Medical Coding has implemented ICD 10 into the curriculum.

Data Needs

No additional data need for this category.

FOCUS ON SUPPORT

Reflect on the support issues related to this program — **please comment on only those which are applicable to this program.** To what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, ...?

Technology

[Hardware and software, technical issues and/or support, instructional issues and/or support, training for faculty, ...]

Medisoft and Sims-Chart simulation software are used by the program.

Two program courses MOA-203 and MOA-204 utilize simulation software for the Medical Office. The 2015 Standards for Medical Assist are tracked by the Sims-Chart program and can be expanded to more courses MOA-141, MOA-218.

Facilities and Equipment

[Cycles for replacement or refurbishment of equipment, classroom spaces, labs, furniture, concerns, needs, ...]

The programs clinical classroom is located in HP-211 the new Health Professions building. Equipment is refurbished and updated when the need requires to be. The advisor board and students resource surveys indicate that the equipment is up to date with the demands of the ever-changing office. Some of the equipment in the classroom is newer than what some offices have.

2016 Program Equipment List

Audiometer

3 examination tables, one mechanical lift

Welch Allyn over the exam bed wall mount B/P-Otoscope, Ophthalmoscope, Temp holder

Welch Allyn Thermometer electric

Tympanic Thermometer

Oral Thermometer

TA Thermometer

Pulse Oximeter

Sphygmomanometer 4 automatic and 8 manual

Automatic B/P

B/P monitoring system

Ht Wt scales

Vision viewers

Spirometer

ECG, 1 computer and 3 others

Microwave sanitizer

Autoclave

Incubator

A1C2 analyzer and test strips

Assure Glucometers

Hgb- Allere analyzer

Centrifuge capillary

Centrifuge test tube
Cliniteck urine
Cholestek
Coag check
Power Ear lavage
Microscopes
Infant scale
Urine refractor

Learning Resources

Sidney Silverman Library

Through the Sidney Silverman Library, the Program maintains a large inventory of textbooks, medical journals, and multimedia resources available to faculty and students. During the first year, Library faculty provides students an orientation to the databases, journals, videos, and other learning resources available. Faculty routinely recommends purchasing new multimedia material for Program use. Medical journal access through the Library include several top medical journals. Additionally, faculty may borrow materials from other New Jersey colleges through the Virtual Academic Library Environment (VALE), of New Jersey. Multimedia videos include topics on pharmacology, neonatal, pediatric and adult assessment, and various therapy skill videos. All current Program textbooks are available for students.

Marketing and Public Relations

[Brochures, print materials, website, special events, recruitment efforts, ...]

The Medical Office Assistant program has created a brochure. The AAMA (American Association of Medical Assistants) supplies the program with many marketing materials. The program has a website. The program participates in the Health Professions Informational sessions.

Support Services

“The mission of the CITL is to empower faculty to continuously improve student learning outcomes through the appropriate and productive use of best practices in teaching and technology.” Faculty consistently take course and programs offered through CITL, such as, the Summer Institute, Web Enhanced Course, and other faculty development programs.

Resources, Budget

Resources, Budget Staffing

The Program is staffed by two full-time, tenured faculty and four adjunct faculty. One full-time faculty member serves as Program Director and another is Director of Clinical Education. All full-time faculty teach a minimum of fifteen contact hours per semester in didactic, laboratory, and clinical settings. All full-time faculty are offered overload each semester. Adjunct faculty serves in a variety of functions in the didactic, and laboratory settings. Externship sites supervisors are not paid for there services.

Operating and Capital Budgets

The Program's operating budget includes staff salaries, laboratory supplies, office supplies, and equipment maintenance, repairs, and replacement. Faculty salaries vary based on academic rank and experience. Yearly, the laboratory supplies are purchased for upcoming semesters; primarily, the supplies are disposable items. Faculty office technology is purchased through the College Grants The Program has received Perkins Grants and Center for Instructional Research and Development (CIRD) funding. In the past, the Program received grant funding to purchase new laboratory technology. The Program does not rely on grants for operational purposes. The Program continues to seek grant funding as new technology is developed and marketed in the workforce community. The College received a General Obligation Bond for the health profession building. The building was opened in the summer of 2016. The Program plans on using the new simulation laboratory. Program will have to apply for more grant opportunities to fund purchases of new equipment.

Data Needs

No additional data need for this category.

FOCUS ON COMMUNITY

Reflect on the degree to which you seek regular input from outside of the college—the community—for this program— **please comment on only those which are applicable to this program.**

Community Groups

[High school connections, community agency connections, other forms of community involvement, ...]

The Medical Office Assistant program participates in the monthly Health Professions Informational sessions.

It also participates in the annual BCC/Ridgewood Academy for Health Professions (RAHP) organized by Professor Barbara Davis.

Students individually donate 10 hours of their personal time in service learning activities.

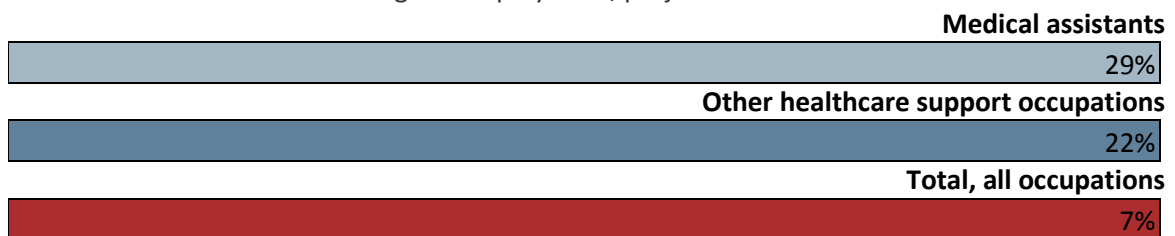
Community Issues Related to Program

[Trends, employment trends or projections, transportation, funding]

Job Outlook SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Medical Assistants

Percent change in employment, projected 2016-26



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment of medical assistants is projected to grow 29 percent from 2016 to 2026, much faster than the average for all occupations. The growth of the aging baby-boom population will continue to increase demand for preventive medical services, which are often provided by physicians. As a result, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients.

An increasing number of group practices, clinics, and other healthcare facilities will also need support workers, particularly medical assistants, to complete both administrative and clinical duties. Medical assistants work mostly in primary care, a steadily growing sector of the healthcare industry.

Job Prospects

Medical assistants are expected to have good job prospects; however, those who earn certification and have familiarity with electronic health records (EHRs) may have better job prospects.

Employment projections data for medical assistants, 2016-26

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26		Employment by Industry	
				Percent	Numeric		
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program							
Medical assistants	31-9092	634,400	819,000	29	184,600		

External Requirements or Considerations

[Certifications, accreditations, licensures, professional organization status or involvement, ...]

Commission on Accreditation of Allied Health Educational Programs (CAAHEP)

"The Bergen Community College is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB)."

Commission on Accreditation of Allied Health Education Programs 25400 U.S. Highway 19 North, Suite 158 Clearwater, FL 33763 727-210-2350 www.caahep.org

Websites: (www.caahep.org)
 (www.aama-ntl.org)
 (<http://maerb.org>)
 (<http://www.njma.org/index.htm>) New Jersey Society of Medical Assistants

Bergen Community College Medical Office Assistants may be a RMA(AMT) Registered Medical Assistant by the American Medical Technologist.

Website: (<https://www.americanmedtech.org>)

Advisory Boards

[Advisory Boards' composition and input, number of Advisory Board meetings during the last two years, degree to which the Advisory Council reviews the competencies of the degree or certificates and program courses, timeframes for last reviews, other functions or activities of the Advisory Board, ...]

The Advisory Board meets every semester. The program accreditation requires once a year. The Advisory Board personnel is comprised of following community of interest.

Communities of Interest	Briefly describe the needs and expectations of each of your communities of interest.	Identify the top two outcomes that are most important to each community of interest.
Students	The students are expecting a career to provide them with employment which is purposeful and rewarding. They want an affordable quality education.	Job Placement and Graduate satisfaction
Graduates	Graduates are expecting to be educated to become certified and employed in the medical field.	Job Placement and Exam Passage
Faculty	Faculty expect students to display employable attitudes and be disciplined in their studies. They expect to be further educated and be provided with tools to teach in an ever-changing environment.	Retention and Exam Passage
Sponsor Administration	Sponsor's expectations are to retain enrolled students and provide a quality education in both liberal arts and medical office assisting skills. Their commitment is to provide the community with employable graduates. The sponsor expects the curriculum being taught enables the graduate to pass the certification examination.	Graduate satisfaction and Exam Passage
Employers	Employers are expecting graduates to be well versed in	Exam Passage and Employer Satisfaction

	clinical and administrative skills. There is a high demand to employ certified medical assistants.	
Physicians	Physicians expect the graduates to be knowledgeable of the dynamics of the medical office. They expect to employ graduates which can provide the highest level of care to their patients. They need to employ competent, ethical, diverse, graduates who display a sense of empathy towards the patients.	Exam Passage and Employer Satisfaction
Public	The public expects to be treated to respect and concern by employees of the medical field. They expect the quality assurance by the health care provider that they are invested in the health and wellbeing of the community.	Job Placement and Exam Passage

Data Needs

No additional data need for this category.

SUMMARY

Program Achievements, Progress Made Since Last Review

[Major achievements, changes, implementations, progress made since the time of the last review]

This is the first internal program review. The program has maintained an excellent status by the CAAHEP accreditation and on-site evaluations since its inception. The last review was in September 2017.

Mission/Goals/Objectives

[To what degree does the program meet its mission, goals and objectives?]

The Program meets and achieves its goals, objectives and fulfills its mission. The students receive a comprehensive and diversified education that provides the knowledge and skills necessary to graduate from an accredited program, prepare them to be certified, and employed in the medical field. Students are encouraged to pursue life-long learning and / or advanced degrees.

Goals and objectives are reported annually to MAERB and outcomes are mandated to be posted on the Bergen Community web-site.

Employee and graduates' surveys reflect the satisfaction of the program.

The program also participates in the two - year colleges assessments reports.

Strengths

Strengths

B. Strength, Instructions

In providing strengths to the program and institution, you should focus on the Standard and provide details that relate to the *Standards and Guidelines*. After informing you, the MAERB Office will remove the details that do not directly relate to the *Standards*. There should be at least two strengths listed, and, of course, there certainly can be more.

Standard	Strength
I.A.	Bergen Community College has the latest technology, dedicated staff and a reputation for excellence in the community.

I.A.	The administration is very supportive and provides numerous opportunities for professional development for the adjunct and full-time faculty.
III.B.1 III.B.2	The Program Director and staff are enthusiastic, knowledgeable and extremely dedicated.

The program strengths were reported by the following site visitors which reviewed the programs documentation and self-study report.

XXII. Survey Report Signatures

This report describes the medical assisting program's compliance with the 2015 *Standards and Guidelines for Medical Assisting Educational Programs*. The report is being submitted to the Medical Assisting Education Review Board (MAERB) for their review of the findings. The citations and rationale are subject to change, based upon that subsequent review. Then the MAERB will submit a recommendation to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the final accreditation decision.

Team Coordinator Electronic Signature: Cheryl Vineyard, CMA (AAMA), MEd, CPC

Date: September 29, 2017

Team Member Electronic Signature: Tammy Johnson-Leach, RMA (AMT), MEd

Date: September 29, 2017

The Bergen Community College, Medical Office Assistant program strengths are:

The program offers an AAS educational degree. Many national programs are for certificates. The student is required to complete college level course for credits. Transfer credits can be obtained for General Education, Informational Technology, and Wellness and Exercise.

The program has the latest technology in a new facility integrating simulation technology with other health profession programs.

The program offers two externship semesters, which provides more clinical experience than required by the accreditation agency.

Challenges

[Concerns, difficulties, areas for improvement, ...]

The collection of the students' participation with graduate and employ surveys has always been a program difficulty. The student has a disconnection with Bergen Community College after graduation.

The electronic medical record can be utilized in all administrative and clinical courses. It is a challenge to schedule computerized classrooms.

Celebration and Recognition

[Awards, honors, special recognitions, ...]

The program annually presents two awards to students. One award is the Medical Office Assistant Award and one is for the Medical Office Administrative Assistant. Grade point averages determines the recipient.

Recommendations for Change

The program is monitored by MAERB and mandates any changes.

Schedule computer classrooms in the health professions building so that the students in both administrative and clinical courses can collaborate learning simulations.

ACTION PLAN

Program review is a means to an end, not an end in itself. Your final task is to develop a plan to improve the program.

[Identify 2-3 program goals and objectives for the future, improvements planned, changes taking place, responsible parties, timeframes, resource implications, etc....]

- 1) Goal: Work collaboratively and communicate effectively with other members of the healthcare professions team to deliver professional and compassionate patient care.
 - a) Objective: Develop a collaborative teaching program and incorporate all Health Professions faculty and students
 - i) Timeframe: 2018 – 2019 Bergen Community College Assessment Cycle
 - ii) Responsible Party(ies): Steven W. Toth and Irene Figliolina
 - iii) Resource Implications:
 - a.) Health Professions Simulation Laboratory

- b.) Electronic Medical Records (Sims Chart)
- c.) Surgical Technology operating laboratory

2.) Goal: Demonstrate entry-level administrative competence in the cognitive, psychomotor and affective domains by participation in the Certified Medical Administrative Examination sponsored by the National Health Careers Association (NHA) with the goal of achieving the credential CMAA (Certified Medical Administrative Assistant)

b.) Objective: Certification will allow MOAA graduates to maximize their employment opportunities in an increasingly competitive environment.

iv) Timeframe: 2018 – 2019 Bergen Community College Assessment Cycle

v) Responsible Party(ies): Steven W. Toth and Irene Figliolina

vi) Resource Implications: None

Guidelines for Writing the Report

Your report should be a well-organized narrative describing and evaluating your program. Please use a traditional font and point size (such as Times New Roman 12) and number your pages.

Please be sure to check grammar, spelling, and dates. Your report will be viewed by others as representing the quality and integrity of your program.

Consider adding a glossary of terms if the report uses a number of acronyms or abbreviations that a general audience would be unlikely to understand.

Consider using appendices for survey results, audit reports, organization charts, forms, assessment instruments, samples of promotional materials, inventories, etc. Appendices should be numbered or lettered so you can direct readers to them in the body of the report.

Presentations at Public Forums

Program reviews are presented to the college community in a public forum in the fall semester following the submission of the final report in May. Each presentation should last 20 minutes: 10-15 minutes for the presentation and 5 minutes for questions and answers. Academic program review team presentations are to include a brief introduction and the Summary and Action Plan from the academic program review report. A sufficient number of copies of the Summary and Action Plan needs to be reproduced (2-4 pages) for distribution at the public forum. You should not duplicate your entire report for distribution to the college community, although you may make it available electronically.

Team chairs are invited to use PowerPoint or another presentation software system to present program review highlights. You are also invited to produce videos, take photos, etc., for your team's presentation. Each team must rely on its own expertise and resources to produce a presentation.

External Review

The external review is done by an outside consultant who is an expert in the field, preferably experienced community college colleagues with expertise in academic program review and/or accreditation. The external reviewer is selected by the Divisional Dean based on recommendations from the Team Chair. Once the external reviewer is identified, the Team Chair provides him or her with the preliminary data and information for review. The external reviewer then works closely with the faculty/staff and the Team Chair. The reviewer examines a program's information, relevant data and survey results, course outlines, program requirements, etc., and then participates in an on-site visit which must include a classroom observation (to be determined by the program review team in consultation with the Divisional Dean), and meetings with faculty/staff and students. In an exit interview, the external reviewer meets with the VPAA to offer preliminary recommendations. A final report is generated by the reviewer and submitted as part of the final program review report.

Archiving Program Review Forms and Supporting Documentation

A paper copy of the completed program review including supporting data and other accompanying documentation should be filed with the:

- Department Chair
- Divisional Dean

An electronic copy of the completed program review including supporting data and other accompanying documentation should be filed with the

- Vice President of Academic Affairs

All completed program review forms and accompanying documentation are available for viewing on the BCC Web site: <http://bergen.edu/about-us/institutional-effectiveness/program-review/>

BCC VISION, MISSION AND GOALS

Vision

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Mission

To inspire our community to realize a better future.

Values

To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors: learning, excellence, integrity, respect and creativity.

HELPFUL TIPS

- * Identify special data needs early during the summer to allow time to generate the data and provide it when it's needed by the team.
- * Prepare for the first team meeting by meeting in advance with those who provide support (examples: Institutional Research, tutoring, curriculum).
- * Adjunct faculty, if selected carefully, can make excellent contributions.
- * Former and current team leaders can be helpful resources.
- * Don't hesitate to ask questions and get clarifications.
- * Team chairs can gain insight by reviewing program reviews posted on the college website.
- * * Some have found it helpful to keep the committee to a manageable size.
- * Once you have started entering information on the program review form, always make a back-up copy!
- * Be prepared for occasional miscommunications and "bumps in the road."
- * Start early and do little pieces along the way.
- * It works well to have team members who are willing to work as a team and figure things out together.