



PROGRAMMATIC SELF-EVALUATION REPORT

INFORMATION AND DOCUMENTS FOR CONSIDERATION BY THE ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS

NAME OF INSTITUTION: Guam Community College
ABHES ID (RENEWAL APPLICANTS ONLY): enter ABHES ID#
ADDRESS
: 1 Sesame Street
CITY: Mangilao **STAT E:** Guam **ZIP:** 96913
SCHOOL TELEPHONE #: (671) 735-5592 **SCHOOL FAX #:** (###) ### - ####
WEBSITE ADDRESS: http://www.guamcc.edu

NAME OF CEO/OWNER:
(SPECIFY DR., MR., MS., MRS.)
Dr. Mary A. Y. Okada **TITLE**
E: President
EMAIL ADDRESS: Mary.okada@guamcc.edu **DIRECT PHONE**
#: (671) 735-5700
NAME OF ON-SITE ADMINISTRATOR:
(SPECIFY DR., MR., MS., MRS.)
Mr. Katsuyoshi Uchima **TITLE**
: Program Director/Faculty
EMAIL ADDRESS: Katsuyoshi.uchima@guamcc.edu **DIRECT PHONE**
#: (671) 727-3544

SEPARATE EDUCATIONAL CENTER

If yes, provide the following information for the SEC:

(If more than one, copy and paste this section.)

STREET ADDRESS: enter address

CITY:
PHONE
NUMBER

enter city

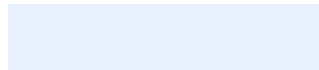
STATE: Enter state

ZIP: enter zip

(###) ### - ####

The information and data submitted herewith are certified to be correct and current to the best of my knowledge

Chief Executive Officer or
Authorized Institutional Representative (Original)
Signature:



Date:

CHAPTER II ELIGIBILITY AND CLASSIFICATIONS

SECTION A – Eligibility for Accreditation

Subsection 1 – Basic requirements

b) Programmatic Eligibility

Prepared by: Katsuyoshi Uchima

An organization offering a program in medical assisting, medical laboratory technology, or surgical technology education is eligible to apply for and be considered for programmatic accreditation if it meets the following criteria:

Eligibility Criterion	Narrative
At the time of application and visit, it has enrollment in the program to allow evaluation of student outcomes. <i>(Does not apply to currently accredited programmatic schools or those institutionally-accredited members seeking initial programmatic accreditation).</i>	The Medical Assistant program has 157 declared medical assistants as of fall 2018. In fall 2019, there were 20 Medical Assistant graduates. The Medical Assistant program at the College started in 1997 and was CAAHEP accredited from 2003 until 2016. The program continues to produce quality medical assistants. The Medical Assistant program is aligned with the American Medical Technologist, providing students with the opportunity to become Registered Medical Assistants (RMAs).
It is (a) a public or private institution at the postsecondary level institutionally accredited by an agency recognized by the U.S. Department of Education or Council on Higher Education Accreditation (CHEA) whose principal activity is education, (b) a hospital or laboratory-based training school, or (c) a federally-sponsored training program.	The Guam Community College's application for the reaffirmation of its accreditation status by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) has been approved for a full seven years - the maximum period allowable. The Commission examined the institutional evidence of student learning and achievement, the Institutional Self Evaluation Report, the External Evaluation Report, and documents from previous evaluations and determined that GCC complies with the Eligibility Requirements, Accreditation Standards, and Commission policies. On June 13, 2018, the College received notice from ACCJC of its action to reaffirm accreditation. Guam Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges located at 10 Commercial Blvd., Suite 204, Novato, CA. 94949, (415) 506-0234. ACCJC is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org

<p>Its program is career focused and designed to lead to employment.</p>	<p>The Medical Assistant program is designed to provide students with career specific skills and knowledge that will lead to gainful employment, not only on the island community, but also anywhere within the United States. The Medical Assistant program accomplishes this task by having two additional courses within the program that provide an additional 90 hours of clinical experience, and an additional 45 hours to the required 180 hours of externship hours as required by the ABHES. This additional 135 hours of clinical time improves student experience and visibility in the workforce increasing their value as a trained Medical Assistant with clinical experience. Although many graduates are employed by their externship sites, many others gain employment through their peers or job information posted by their instructors. Guam Community College also provides employment information and assistance upon graduation and during their course of study.</p>
<p>It is located in the United States or its territories.</p>	<p>The Guam Community College is located on the island of Guam, a United States territory that lays west of the International Date Line; hence, local time is 15 hours ahead of Eastern Standard Time (EST) and 20 hours ahead of Hawaii. Guam is the largest and most developed island nation in Micronesia, a region of small islands and atolls in the Western Pacific encompassing a geographic area larger than the continental United States. From a political standpoint, Guam is an unincorporated U.S. territory located approximately 8,950 miles west of Washington DC, 1,500 miles southeast of Tokyo and 3,958 miles west of Honolulu, Hawaii. It lies geographically closer to the Asia Pacific Rim than to the United States. The island is surrounded by the Pacific Ocean on the east and the Philippine Sea on the west, with a total land mass of 212 square miles. The entire island is 30 miles (50 km) long and 4 to 12 miles (6 to 19 km) wide, 3/4 the size of Singapore. The island's coastline is 77 miles, encompassing a land area of 209 miles, which is less than half the size of Los Angeles. This small island rises 37,820 feet above the world's deepest channel, the Mariana's Trench. The island experiences a tropical climate that is warm and humid year-round. Chamorros are the indigenous inhabitants of Guam and the Northern Marianas who became citizens of the United States with the passage of the Guam Organic Act of 1950, signed by President Harry Truman.</p>
<p>At the time of the visit, the program will have (or have had within the past twelve months) student participation in clinical experience activities, as applicable, to permit</p>	<p>The Medical Assistant Program has been offering the certificate in medical assisting for over ten years. The program offers a variety of clinical experience opportunities included in the administration and clinical portions of the program to improve student learning in the medical front and back office settings. The final clinical course provides 225 externship hours.</p>

<p>evaluation of program operations and of student progress, satisfaction, and retention. In addition, the program will have enrolled students who have completed at least 50% of the program, or at least 25% percent of the core coursework. (<i>Note: Does not apply to those institutionally-accredited members seeking initial programmatic accreditation; however, an additional on-site evaluation may be required.</i>)</p>	
<p>The coursework required for graduation, including didactic instruction and externship, provides the following:</p>	
<p>Medical Assisting - attainment of entry-level competencies (see MA.A.1. in Chapter VII), and consists of at least a 24-week full-time program of training.</p>	<p>Students receive 60 weeks of full-time training. The 60 weeks include didactic and hands-on laboratory training. The institution is a community college that operates on a semester system (fall, Spring, and summer). The program's core courses are offered in the fall and spring semesters.</p>

The following information must be completed to reflect what is currently being offered for each program.

PROGRAM INFORMATION

NOTE TO INITIAL APPLICANTS: Please note that only those programs listed on the application (EXHIBIT 1), described in the SER, and evaluated by the visitation team, can be considered in the accreditation process. If the institution starts any other programs in addition to those listed on the application and described in the SER prior to the scheduled on-site evaluation and a grant of accreditation being awarded, then a grant cannot be awarded pending review and Commission consideration of the new program(s), which will delay the accreditation process.

NOTE TO MEMBER INSTITUTIONS/PROGRAMS: The following list of programs should mirror that of the application (Exhibit 1) and reflect what is approved by ABHES currently.

(Hover then click on the plus sign [+] at bottom left corner of the table below to add more rows.)

Program Name	In Class Clock Hours	Recognized Outside Hours	Total Clock Hours	Number of Instructional Weeks	Academic Credit: <input type="checkbox"/> Quarter <input checked="" type="checkbox"/> Semester	Delivery Method (residential; blended; &/or full distance)	Credential Awarded (Diploma, Certificate, or Type of Degree) do not use abbreviations
Certificate in Medical Assisting	N/A	N/A	885	60	41	residential	Certificate in Medical Assisting

CHAPTER V

EVALUATION STANDARDS APPLICABLE TO ALL EDUCATIONAL PROGRAMS

This section is to be completed by all applicants for accreditation. **This section must be completed for each program.** For institutions with multiple-credentials offered in the same program area, complete this section only once to include all credential levels. Refer to the ABHES Accreditation Manual at www.abhes.org/ to review the detailed explanations for each standard. **These explanations provide essential guidance on the expectations of ABHES.**

SECTION A – Goals and Oversight

Prepared by: Katsuyoshi Uchima

Standard	Narrative
V.A.1. Program enrollment is justified.	The community demand for Medical Assistants is strong with established physicians continuing to hire graduates of the program. The community continues to request for Medical Assistants as new physicians come to Guam and open new clinics. The most recent request for Medical Assistants came from the Center for Women's Health, Guam Dermatology Institute, and Naval Hospital Guam.
V.A.2. Program objectives are in keeping with the requirements of the profession.	The program is aligned with the institution's mission and vision of providing student-centered job training through globally recognized programs. The curriculum document includes the statement that the program will follow the standards and guidelines of the Accrediting Bureau of Health Education Schools (ABHES), and the standards and guidelines of the accreditation of educational programs in medical assisting adopted by the Medical Assisting Education Review Board (MAERB), requiring the inclusion of the following content areas: anatomy & physiology, medical terminology, medical law and ethics, human relations, pharmacology, medical laboratory procedures, administrative procedures, clinical procedures, professional components, and internships. The program's individual laboratory course provides hands-on-training to prepare students to enter the workforce.
V.A.3. Resources exist to meet the educational goals and objectives.	The program maintains sufficient resources to support the program through local funding and grant funding. This ensures the program will have sufficient supplies and modern equipment to meet the demands of the industry. The program follows an annual assessment cycle that is used to evaluate program and course effectiveness. Program faculty design and implement program assessment. Based on assessment results, areas in need of improvement are addressed.
V.A.4.	Guam Community College is an Equal Employment Opportunity

Instructional continuity is maintained through faculty stability.	<p>Employer. It is the policy of Guam Community College to provide Equal Employment Opportunity (EEO) in all matters of employment based on merit on account of honorably discharged veteran and military status, sexual orientation, race, color, age, religion, sex (including gender identity or expression), national origin, or physical or mental impairment, except for bona fide occupational qualifications or legal requirements. The Medical Assistant faculty members have met all employment requirements, including police and court clearance, and reference checks prior to being offered a position at the Guam Community College. Faculty members are required to participate in professional development and in-service activities.</p> <p><u>Medical Assistant Faculty Members</u></p> <table><tr><td><u>Name</u></td><td><u>Hire Date</u></td><td><u>Length of Service</u></td></tr><tr><td>Barbara Mafnas</td><td>7/31/2000</td><td>19 Years</td></tr><tr><td>Katsuyoshi Uchima</td><td>1/22/2003</td><td>17 Years</td></tr></table> <p><u>Medical Assistant Adjunct Faculty Members</u></p> <table><tr><td><u>Name</u></td><td><u>Hire Date</u></td><td><u>Length of Service</u></td></tr><tr><td>Therese Chong</td><td>1/31/2011</td><td>9 Years</td></tr></table>	<u>Name</u>	<u>Hire Date</u>	<u>Length of Service</u>	Barbara Mafnas	7/31/2000	19 Years	Katsuyoshi Uchima	1/22/2003	17 Years	<u>Name</u>	<u>Hire Date</u>	<u>Length of Service</u>	Therese Chong	1/31/2011	9 Years
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Therese Chong	1/31/2011	9 Years														
V.A.5.a. A program has an active advisory board of in-field specialists, current in the applicable specialty, representing its communities of interest, to assist administration and faculty in fulfilling stated educational objectives.	<p>The latest Advisory Board meeting was held on Thursday September 26, 2019. The meeting was held at 6:00 pm at the Anthony A. Leon Guerrero Allied Health Center, second floor in room 3223. The attendees present were two full time faculty, one adjunct faculty, one graduate, two current students, three Guam licensed physicians, one member from the University of Guam, and one community member from the Health Services of the Pacific. Advisory board meetings will be held on an annual basis.</p>															
V.A.5.b. Prepared meeting minutes are maintained, distributed and used to improve program effectiveness.	<p>Advisory Board minutes list meeting participants and summarize topics discussed. Recommendations for program improvement are encouraged to ensure that the program meets industry standards. Meeting minutes will be distributed to all advisory board members for review and approval during next board meeting.</p>															
V.A.6. Services of support personnel are available to facilitate program operation.	<p>The Medical Assistant Program is part of the Nursing and Allied Health Department which is part of the School of Trades and Professional Services (TPS). The program has a Nursing and Allied Health Administrator and an Administrative Assistant that directly support the program.</p>															

SECTION B – Curriculum, Competencies, Clinical Experience

Prepared by: Katsuyoshi Uchima

Standard	Narrative
V.B.1. Program curriculum is structured, and students are scheduled to ensure a sequence of instruction that validates the curriculum's defined competencies.	<p>The program is structured so the students that enter the cohort in spring, start the core program courses and graduate the following spring. This provides students with the opportunity to complete pre-entry requirements during the summer and fall prior to the spring semester. Students will start the program with medical administration and dosage and calculation in the spring, with administrative medical assisting clinical courses. In the fall semester, students take clinical medical assistant courses and administration of medications, with the medical assistant clinical. The students' last semester in spring will conclude their training with clinical laboratory, externship, and the critique course. This sequence ensures that students graduate with hands-on skills and are ready for the workforce.</p>
V.B.2. Competencies required for successful completion of a program are identified in writing and made known to students.	<p>The program identifies all required competencies in each course guide and subsequently in the course syllabus provided to the students for each course. It is the responsibility of each instructor to inform students of the required competencies as outlined in the syllabus on the first day of each course. Competency checklists are used in the clinical and laboratory sections of the program to document that the student has successfully completed the required competency.</p>
V.B.3. Program length and structure allows for attainment of required competencies.	<p>The program's laboratory and clinical courses use one credit as 45 hours compared to the regular 15 hours per credit norm. This allows the program to use 90 hours for clinical medical hands-on practice and 45 hours for in clinic practice. These hours are the same for the administrative courses. The clinical laboratory has 90 hours of laboratory time available to meet competencies.</p>
V.B.4.a. External clinical experiences are available to serve the diverse needs of a program. (for applicable programs)	<p>The students are given a list of potential clinical sites and given the liberty to select their top three choices. They are given assistance and guidance in their selection. The placement of students at clinical sites is based on multiple factors, such as students geographical location, availability, and the final decision for placement is made by the externship coordinator or instructor. The goal is to find the best match between clinic and student for optimal outcomes. The clinics that are used for externship have also been evaluated to determine that they offer sufficient opportunities for students to practice their front and back office skills. Clinical affiliation agreements are maintained by the Nursing and Allied Health Department and monitored by the Nursing and Allied Health Administrator.</p>
V.B.4.b. A program has clinical experiences to meet its goals and objectives. (for applicable programs)	<p>Students are given an orientation that includes the signing of a confidentiality agreement, a tour of the health care facility, and an overview of HIPAA compliance information. The tour covers fire and safety in the health care facility. Biohazardous materials, regulated wastes, ergonomics, and infection control are covered during the</p>

	externship orientation. Students are given a timesheet for accountability, which requires supervisor signatures. Students shadow and observe the facility's medical assistants or other health care professionals to get oriented on the tasks they will be performing with supervision. Students are required to keep a daily journal of activities and tasks performed each day, including a reflection of how they felt during the encounters. Students do not replace clinical staff but instead compliment the staffing patterns and are not compensated in any way. The successful completion of the externship course requires 225 clinic hours.
V.B.4.c. Supervision and evaluation of student performance is provided during the clinical experiences. (for applicable programs)	The College's faculty member responsible for the practicum course meets the required minimum qualifications. The practicum course faculty oversees and evaluates students. The course faculty is also responsible for documentation of their regular contact and visits to the clinical sites and maintains records in a manner that is easily accessible.

SECTION C – Instruction

Prepared by: Katsuyoshi Uchima

Standard	Narrative
V.C.1.a. Current course syllabi are maintained that fully and clearly describe the important characteristics of each course and meet the requirements of Appendix F (Course Syllabi Requirements).	The institution requires all program faculty to submit their course syllabus for review by the Nursing and Allied Health Administrator prior to the first day of class each semester. Syllabi is reviewed using a syllabi checklist in order to ensure compliance with all requirements of the College. The Nursing and Allied Health Administrator also verifies that course syllabi are in compliance with Appendix F of the accreditation manual. The individual faculty is responsible for review and revision of the course syllabi. Program faculty provide students with an overview of approved syllabi on the first day of class.
V.C.1.b. A current course syllabus is provided to each student at the beginning of each course.	Syllabi are provided to students in either hardcopy or electronic format that can be viewed or downloaded. Providing students with a syllabus on the first day of class is a requirement of the institution.
V.C.2.a. Instructors use a variety of contemporary teaching approaches or strategies to accomplish program goals and enhance student ability to achieve program outcomes.	Courses are taught using a variety of methods such as didactic, hands-on training, and clinical experience. The methods used to teach the different courses can vary by instructor. The theory courses are taught by standard PowerPoint presentations, but are also enhanced with the use of interactive touchscreen boards, and other forms of multimedia presentations. There are some courses that use online components offered by the textbook authors and are used to supplement course content. Elsevier's adaptive course is also an added and beneficial component that provides the student with an online component used to enhance learning using current technology. It provides students with a fun interactive and adaptive approach to learning the course content, which allows for greater understanding and retention of the material.

	<p>The faculty also have the ability through the use of Elsevier's adaptive course, to track each student's progress. The laboratory and clinical courses are primarily hands-on with a variety of clinical and laboratory diagnostic equipment that provides students with real up-to-date training.</p> <p>Program faculty are evaluated by the Nursing and Allied Health Administrator as the program manager is not an administrator, and thus cannot evaluate faculty performance. The Nursing and Allied Health Administrator conducts faculty observations each semester.</p>
V.C.2.b. Relevant and industry-current learning resources exist to complement the program.	<p>The Guam Community College Learning Resource Center (Library) provides learning resources and services to assist students in attaining their academic, career and personal goals. The GCC Library collection consists of approximately 22,000 print books, 150,000 e-Books, 50 print periodical subscriptions, more than 5,000 EBSCO full-text e-Periodicals, and over 1,000 videos and other multi-media items. The Library offers an array of services including reference, individual and group instruction, Internet access, book loans, video check-outs, photocopying, magazines and newspapers, video viewing, meeting areas, group study facilities, and interlibrary loans. To access the Learning Resource Center please go to: https://www.guamcc.edu/student-life/librarylearning-resource-center</p> <p>The program is designed to limit the need for additional content to achieve success, but library resources are available for all students. The program also has Taber's Cyclopedia and Medical Assistant review text that students can use at any time.</p>
V.C.2.c. Primary and supplementary instructional materials are relevant to the educational course content and objectives of each program.	<p>All instructional material is relevant and up-to-date as course textbooks are updated as they become available. ICD-10 and other materials are current and updated as needed. When additional content is required or requested, the program faculty will evaluate the additional instructional material, and if found beneficial, the requested materials will be added to the program. Textbook authors also provided additional materials that often include online student resources and training tools, which are also included in course curriculum.</p>
V.C.2.d. Equipment and supplies are readily available to support the delivery of didactic and supervised clinical and administrative practice components required in the curriculum.	<p>The program maintains classroom and laboratory equipment that is up-to-date and in good repair. The current inventory is more than sufficient to accommodate all enrolled students in their specific classes. Supplies are ordered on an as needed basis. Inventory is monitored. Common items are ordered weeks in advance because of potential challenges with delivery. The laboratory has ample storage for supplies and cold storage for reagents is available.</p>

SECTION D – Student Assessment

Standard	Narrative
<p>V.D.1. An institution adheres to its admission policies and enrolls only students who can reasonably be expected to benefit from the instruction.</p>	<p><u>Student Classifications: The following information can be found in the current College Catalog.</u></p> <p>A student may be admitted to the College in any one of the following classifications:</p> <p><u>Declared Student</u> A student pursuing a postsecondary certificate or degree. To be eligible, a student must: Be a graduate of an accredited or recognized United States high school or international high school with equivalent programs of instruction and comparable standards; or Have the equivalent of a high school diploma (e.g., G.E.D/HiSet); or have an AA/AS, BA/BS or higher degree from an accredited or recognized United States college or university or a foreign college or university with equivalent programs of instruction and comparable standards; or Successful completion of at least 45 hours of college credit with a cumulative GPA of 2.0 or higher from an accredited or recognized United States college/university or a foreign college/university with equivalent programs of instruction and comparable standards; or Be at least fourteen (14) years of age or older and have the ability to benefit from the education or training offered at the College. Students admitted on the basis of ability to benefit from the education or training offered must pass a U.S. Department of Education approved test such as ACCUPLACER prior to enrollment at the College.</p> <p><u>Undeclared Student</u> A student taking courses who has not formally identified a particular degree, certificate or diploma program at the College. Any person below 16 years of age may only enroll as a postsecondary student in classes held on the College campus, subject to proof of parental consent, home school consent, and College approval. The College will determine if such students are able to benefit from an educational experience delivered in an adult setting.</p> <p><u>Full-Time International Students</u> Full-time international students at other institutions are also eligible but international (F-1 Visa) students who are full-time students at the College may not be admitted as Undeclared Students.</p> <p><u>Enrichment Student</u> A student who does not intend to declare a major or pursue a degree program, but who plans to complete more than 18 credit hours of post-secondary work. Such student would not be required to pursue General</p>

	<p>Education courses, except in the case where a General Education course is listed as a prerequisite for a course of interest to the student.</p> <p>Note: Should an individual enrolled as an enrichment student subsequently decide to pursue a Certificate or Associate degree program, he/she would be limited to applying up to 18 GCC credits toward any chosen Associate or Certificate program.</p> <p><u>Acceptance Information</u></p> <p>When all information, forms and documents are received, students applying for admission as a Declared Student or as a Diploma Student will be notified via mail or e-mail of their admission to the College and may be assigned a specific date and time for orientation, placement testing, advisement and registration.</p> <p>In some cases, however, a student may not be permitted to enroll in the beginning courses in their program because:</p> <ul style="list-style-type: none"> • Certain prerequisites for the courses have not been met; • The program may already be fully enrolled; or • Beginning courses in the program are not offered in that semester. <p>Only students applying for admission as a Declared Student are formally notified of their acceptance</p> <p><u>Admissions Procedures</u></p> <p>Consideration for admission is based on the complete submission of all required or requested documents. Admission is based on the semester in which a complete application is made. Failure to submit a complete application may result in denial of requested admissions status.</p> <p>If the student is admitted, the student must, in addition:</p> <p>Clear all health requirements as outlined by the Health Services Center</p> <ul style="list-style-type: none"> • Take placement tests, if required, and meet with a College counselor or advisor for advisement and program planning. • Register for classes during the registration period and pay all tuition and fees in full within the designated payment period (Health services clearance is required prior to registration). <p>All documents, transcripts and forms submitted by the student during the admission process become the property of the College and will not be returned to the student or forwarded on behalf of the student to any other institution.</p> <p><u>New Students</u></p> <p>For students with no previous college coursework or less than 45 credits of completed college coursework or equivalent, they must submit the following:</p> <ul style="list-style-type: none"> • Application for Admissions Form • Application for Admissions as a Declared Student Form • Proof of High School Graduation or equivalent. Submit an
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	<p>official transcript from an accredited and Department of Education recognized high school, or acceptable evidence of comparable academic achievement; e.g., satisfactory score on General Educational Development (GED®) or HiSET® tests.</p> <ul style="list-style-type: none"> • Other information, forms or documents as requested by the College. <p><u>Transfer Students</u></p> <p>For students with an AA/AS or BA/BS or at least 45 credits of completed college course work or equivalent, they must submit the following:</p> <ul style="list-style-type: none"> • Application for Admissions Form • Application for Admissions as a Declared Student Form • Transcripts. All official transcripts from accredited institutions of higher learning are required to be submitted at the time of admission in order for transfer credit to be reviewed and awarded. • Other information, forms or documents as requested by the College. <p><u>Diploma Students</u></p> <p>For students who have not completed high school or high school equivalency and are requesting to complete the Adult High School program, they must submit the following:</p> <ul style="list-style-type: none"> • Application for Admissions Form • Application for Admissions as an Adult High School Diploma Student Form. • Submit official transcripts from all former high schools attended. • Other information, forms or documents as requested by the College. <p><u>Undeclared Students</u></p> <p>For students taking courses who have not formally declared a particular degree, certificate or diploma program at the College, they must submit an Application for Admissions Form.</p> <p><u>International Students</u></p> <p>The College is authorized under federal law to enroll nonimmigrant alien students. Nonimmigrant alien students (hereinafter referred to as international students) are not citizens of the United States or aliens permanently residing in the United States. International students must meet the same admission requirements as all other declared students. In addition, international students must also meet the following special admission requirements:</p> <ul style="list-style-type: none"> • Certified translation of foreign transcripts (if applicable): • If transcripts are not in English, students must submit, with their Application for Admission as a Declared Student, a certified evaluation of foreign transcript in U.S. equivalencies provided
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	<p>by a National Association of Credential Evaluation Services (NACES) approved member (www.naces.org) or Association of International Credentials Evaluators (AICE) member (www.aice-aval.org). Document by document evaluation is recommended for secondary transcripts. Course by course evaluation is recommended for post-secondary transcripts if the student would like a transfer credit evaluation.</p> <ul style="list-style-type: none"> • English Language Requirement: Students must meet the English Language requirement by either submitting one of the following test scores or by providing documentation that meets any of the exemptions. • Test of English as a Foreign Language (TOEFL) Applicants are required to score a minimum of 61 (internet based), 173 (computer-based) or 500 (paper-based) on the TOEFL. • International English Language Testing System (IELTS) Students choosing to take the IELTS test for admission must take the Academic IELTS. For undergraduate students, the Academic Modules of the International English Language Testing System (IELTS)—a score of 5.5 overall or above for all applicants is needed to meet this requirement. • Provide proof of exemption. <p>Have their scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) submitted directly to the College. Scores must be from a test taken within the previous two years.</p> <p><u>Test Exemptions</u></p> <p>International student applicants are exempt from the TOEFL or IELTS examination if they meet at least one of the following:</p> <ul style="list-style-type: none"> • Those whose native language is English; • Those who score 510 or better on the verbal and 510 or better on the writing sections of the SAT; • Those who score 22 in English and 22 in reading sections of the ACT; • Those who have completed six years of continuous schooling through the high school or college level in American Samoa, Northern Marianas and/or Guam. • Those who have completed English composition at a regionally accredited U.S. institution with a C or better grade; • Those who completed at least three years of high school in Guam with a cumulative GPA of 3.2 and SAT critical reading of 460 and SAT writing of 460. Admission to summer ELI classes does not imply a waiver of the TOEFL exam for fall or spring semester admission; • Those who place into EN110 (Freshman Composition) or higher
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	<p>at Guam Community College or University of Guam, and have a letter of support from the relevant office of the institution (either GCC or UOG) administering the placement test.</p> <ul style="list-style-type: none"> • Those who hold a bachelor's or master's degree from a regionally accredited university or college in the U.S. or a recognized university in Australia, Britain, Canada (excluding Quebec), Ireland, or New Zealand <p>Applications and/or requests for scores to be sent to the College should be made by contacting one of the above mentioned entities (e.g. TOEFL, IELTS).</p> <p>International students will not be notified of their admission to the College until all admission requirements have been fulfilled.</p> <p>International students must have an official Notice of Admission and Form I-20A-B in their possession before coming to Guam.</p> <p>International students must also meet the following requirements:</p> <ul style="list-style-type: none"> • Fall within the limit for international student enrollment as mandated by the College. • Submit a Supplementary Information Form for International Students (including evidence of ability to pay all expenses themselves, or through the support of their families in their native country, or through a sponsor who is either a citizen or permanent resident of the United States). • Submit any other forms, documents or information as may be required by the College. • International students will be admitted only to a specific certificate or degree program. International students, except in extraordinary circumstances, will not be permitted to change their program of study and must enroll for a minimum of 12 credit hours per semester in courses which are required for their specific program of study. • International students are required to register for English their first semester at the College and each subsequent semester until all English requirements of their program of study are met. • Guam Community College has no dormitory facilities for students. The majority of international students rent rooms or apartments near the College. International students are encouraged to seek housing with English speaking families on Guam in order to facilitate speaking English on all possible occasions. <p>U.S. Immigration and Customs Enforcement regulations do not permit international students to accept employment while attending college. An international student should not count on being able to accept employment on Guam to work one's way through college.</p>
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<p>V.D.2.a. Each student demonstrates the attainment of the required program competencies in order to successfully complete the program.</p>	<p>Program faculty use a variety of tools to demonstrate attainment of the required competencies and the program design provides multiple opportunities for students to complete the program successfully. Laboratory courses use a skills check-off list combined with the competency evaluation checklists provided by the textbook. Practicum and external clinic practice may use a combination of rubrics, and checklist to verify competence attainment.</p>
<p>V.D.2.b. Students are apprised of their academic status throughout a course through continuous evaluation and review.</p>	<p>Instructors provide continuous feedback on graded assignments and other activities. These activities include the students' academic performance and their hands-on procedures.</p>
<p>V.D.3.a. The educational environment exposes students to relevant work experiences in theory, clinical, and laboratory courses.</p>	<p>Classroom instruction provides students with the necessary theory that will enhance their laboratory clinical experiences. With administrative and clinical labs, the students experience broad and diverse training that replicates the medical clinic and other medical facilities. The MicroMD PM/EMR software provides real-world practice management and electronic medical records practice, as guided by the program administrative medical assistant faculty. The clinical medical assistant laboratory uses EKG, Spirometry, and other equipment that is currently used in the medical clinic, while the clinical laboratory has diagnostic equipment, and testing kits that would be found in a Physician's Office Laboratory (POL).</p>
<p>V.D.3.b. Students are satisfied with the training and educational services offered by an institution or program.</p>	<p>Students are given an opportunity to evaluate the program. The evaluation tool includes a series of questions using a Likert scale. Students are asked if the number of faculty is adequate, if they feel the laboratories and classrooms are of adequate size, and if there are sufficient equipment and supplies. They are also asked if the library has convenient hours and if sufficient materials are available to complete their assignments. Students are also asked if proper support services, such as tutoring is available.</p>
<p>V.D.4. Students are provided academic progress reports and academic advising to meet their individual educational needs.</p>	<p>Academic services are available to students, such as Project Aim and for those who may need additional support; tutors are also available for many courses. The College has <i>tips for student success</i> page located in the student services tab of MyGCC. This page provides tips to help students succeed, including information on free courses, tutoring services, accommodative resources and student job announcements. Some of the available services are obtainable on a first-come, first-served basis. The focus of these services is primarily on English and math skills. The Reach for College Program (RFC) also offers tutoring services to assist RFC participants. This service is offered in support of our participants' educational endeavors. The Reach for College Program targets first generation students, low-income students, students with a disability, and at-risk students. All students are made aware of these</p>

	resources on the College website, and during new student orientation.
V.D.5. An institution adheres to its graduation policies and graduates students who have completed all program requirements.	Students that enter their final semester are required to apply for graduation, at which time students will have their transcripts audited for completion. Students are also evaluated prior to acceptance into the capstone practicum course to ensure that they have completed or are in the process of completing all required courses. Students qualify for graduation once the following requirements are met: Achieve a 2.0 cumulative GPA as an undergraduate student and meet individual certificate requirements, including major GPA (if applicable). Fulfill residency requirements – at least 12-degree applicable credit hours of coursework completed at the College.

SECTION E – Program Management and Faculty

Prepared by: Dorothy Lou Duenas/ Katsuyoshi Uchima

Standard	Narrative
V.E.1.a. A program is managed.	The program is managed on a full-time basis by the current program manager that is a graduate of an Accredited Medical Assistant program that was recognized by CHEA. The program manager has over ten years of teaching medical assistants and has more than three years of occupational experience. The program manager holds a master's degree from an accredited institution that is recognized by the U.S. Secretary of Education. The program manager also maintains a current certification as a Registered Medical Assistant (RMA) and Allied Health Instructor (AHI) issued by the American Medical Technologist (AMT).
V.E.1.b. The individual(s) responsible for the organization, administration, periodic review, planning, development, evaluation, and general effectiveness of the program has experience in education methodology.	The program director holds a Master's Degree in Health Administration with a concentration in education, and has been in the field for more than twenty years. All of the program's current faculty and adjunct faculty have taken educational methods courses and hold a bachelor's degree or higher with years of medical experience. The program manager follows the College's procurement process to acquire resources to improve the program and make changes to the curriculum to match current professional practices. The program manager/director is a faculty member and not an administrator and thus cannot supervise, assign or evaluate faculty. This task is under the purview of the Department's Nursing and Allied Health administrator who has the authority to evaluate faculty.
V.E.1.c. Individual(s) responsible for program management are provided time, resources, and opportunities for professional development.	The program manager has been given the opportunity for professional development and has attended the ABHES 16th Annual National Conference on Allied Health Education in Savannah GA and the 63rd AAMA Annual Conference in Greensboro NC. There are also other professional development opportunities offered by the College.

V.E.1.d. Annual training for individual(s) responsible for program management are provided for the improvement of education-related management skills.	The program manager has been given the opportunity professional development, and has attended the ABHES 16th Annual National Conference on Allied Health Education in Savannah GA, and the 63rd AAMA annual conference in Greensboro NC. There are also other professional development opportunities offered by the college.
V.E.1.e. Individual(s) responsible for program management are scheduled non-instructional time to effectively fulfill managerial functions.	Currently the program manager has not been provided additional time from their normal duties as a faculty member, but release time will be provided upon approval of the SER. This is to ensure that the program manager is provided with the necessary non-instructional time to complete program management duties.
V.E.2.a. Faculty consists of qualified individuals who are knowledgeable and current in the specialty field.	The program faculty are currently licensed, registered, or certified with their respective certification agencies or boards. The program has faculty that are experienced in the medical clinic and medical laboratory, thus bringing a variety of knowledge and experience to the program. The faculty have either graduated from an accredited Medical Assistant Program or have a minimum of three years' experience in the medical field.
V.E.2.b. Faculty receive training in educational methods, testing, and evaluation and evidence strength in instructional methodology, delivery, and techniques as indicated by evaluation by supervisory personnel within 30 days of beginning instruction, and annually thereafter.	The program faculty have completed educational methods I and II prior to the approval of the program's application. Adjunct instructors are not required to participate in education methods training, but must receive it prior to full-time employment. The program's current adjunct instructor has participated in educational methods training. The program faculty are evaluated for educational delivery and techniques annually by the Nursing and Allied Health Administrator.
V.E.2.c. Personnel records for all full-time and part-time (including adjunct) faculty meet the requirements of Appendix E, Section B, Records Maintenance, and are up to date and maintained in a well-organized and easily accessible manner.	The programs personnel records are maintained by the intuition's Human Resources Department. All faculty meet the requirements of Appendix E, and Section B. Records can be accessed by submitting a request to the HR Department.
V.E.2.d. Faculty meetings are held and the minutes are recorded.	The Nursing and Allied Health Department holds semi-annual meetings. Prior to the meetings, agendas, and past minutes are sent out to all faculty. The agenda includes topics to be discussed with an open agenda item for additional discussions. Attendance is taken during each meeting.

V.E.3.a. Faculty number support program goals, stated educational objectives, and enrollment.	The current number of full-time and adjunct faculty support program goals, stated education objective, and enrollment numbers.
V.E.3.b. Laboratory ratio of students to instructor does not exceed 20 to 1.	The laboratory ratio for the program courses are 20:1, as indicated in curriculum documents.
V.E.3.c. Teaching loads for instructors are reasonable at all times.	The program faculty teaching loads are reasonable and time is allotted for non-instructional duties such as student advisement. The College's full-time faculty teach a minimum of 225 hours each semester (fall and spring).
V.E.4. Faculty participates in in-service training with a focus on effective teaching at least twice annually.	The institution has a mandatory College Assembly in the fall and spring semesters that cover multiple topics including subjects to improve teaching.
V.E.5. Faculty is required to participate in professional growth activities annually.	The institution provides professional development with two separate assemblies that include educational components. Continuing education to maintain professional credentialing is documented in the faculty employee record. Faculty professional development funding is also available through the College's Professional Development Review Committee (PDRC).

SECTION F – Safety

Prepared by: Katsuyoshi Uchima

Standard	Narrative
V.F.1. Programs establish and publish security, safety, and infection control policies in compliance with applicable local, state, and federal regulations.	The program publishes safety and infection control policies in relevant course syllabi. Security and safety are mainly handled by the institution's Environmental Health & Safety Office. The Environmental Health & Safety Office is responsible for implementing and monitoring GCC's Safety Program. Periodic unannounced (spot) inspections of all campus facilities and satellite high schools are conducted to identify possible local or federal OSHA related violations. Safety training is provided to faculty and staff in coordination with the College's Human Resources Department. The Environmental Health & Safety Office also acts as a liaison during natural disasters as GCC's FEMA Project Coordinator.

SECTION G - Student and Graduate Services

Prepared by: Dorothy Lou Duenas/ Katsuyoshi Uchima

Standard	Narrative
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V.G.1. A program provides a variety of student support services.	A variety of student support services are provided on campus, new student orientation, Project Aim, counseling services, accommodative services, tutoring, veterans support, financial aid, Center for Student Involvement. The program faculty provides academic advisement.
V.G.2. A program actively assists graduates with career placement.	The College's Career Placement Center provides services related to career inventories-interest, skills and work values, resume reviews/writing, interview tips/preparation, career/occupation exploration, and job searching tips. The program collects graduate placement data.

SECTION H – Disclosures

Prepared by: Dorothy Lou Duenas/ Katsuyoshi Uchima

Standard	Narrative
V.H.1. A program is approved by the Commission.	This is the program's initial request for programmatic approval.
V.H.2. A program accurately presents its accreditation status to the public.	The program has not advertised that it is programmatically accredited, but the institution does advertise its current WASC accreditation status. ABHES is mentioned along with MERB as guidelines that the program follows and is written in the program for internal guidance only.
V.H.3. All representations regarding the program are accurate, complete, and not misleading.	The program provides students with verifiable information on employment opportunities. Salary information is often difficult to provide students as this varies significantly between facilities. The program usually uses minimum wage to about \$12.00 as a possible starting salary with the majority starting on the low end, this information comes from the wage estimates of Guam on the U.S. Bureau of Labor Statistics website. Credentialing on Guam is not required for employment, but the program is aligned with the American Medical Technologist and thus students are currently eligible to take the Registered Medical Assistant examination and are in fact highly encouraged to take it.

SECTION I – Student Achievement and Program Effectiveness

Prepared by: Katsuyoshi Uchima

Standard	Narrative
V.I.1.a. A program demonstrates that students complete their program.	The program has had a 100% retention rate using the ABHES retention backup document. There were 23 seniors for the period of 7/1/2018-6/30/2019, and 23 graduates. There are students that declare as Medical Assistant Students and because there are no restrictions as the institution is a community college we start the tracking students once they have started their core courses. Reason is that many students will declare a major and change it many times, but one they begin their core courses

	they are committed.
V.I.1.b. A program demonstrates that graduates participate in credentialing examinations required for employment.	Credentialing is not required by the local government.
V.I.1.c. A program demonstrates that graduates are successful on credentialing examinations required for employment.	Credentialing is not required by the local government.
V.I.1.d. A program demonstrates that graduates are successfully employed in the field for which they were trained.	The program is at a 71% placement rate using ABHES backup documentation for reporting period 7/17/2018-6/30/2019, with 15 out of 23 students currently employed in the field. The percentage reflects student response to employment verification request.
V.I.1.e. A program demonstrates that its required constituencies participate in completing program surveys.	Surveys are sent to the different participants using survey monkey to determine if electronic response would demonstrate a reasonable response. The survey participation rates are low, and may be due to the change of survey instrument. The program is in the process of using electronic survey methods such as Survey Monkey; this is the first attempt and will be evaluated on an ongoing basis.
V.I.1.f. A program demonstrates that each constituency satisfaction rate is determined based on program surveys.	Satisfaction rates are determined using the satisfaction rate calculation = SL/SP , with the additional use of Satisfaction rate $(SL/SP)/\text{Total possible Satisfaction rate } (SL/SP)$ as a determinate of satisfaction to use a 0-100% scale. This method allows a scale that all participant will be able to understand with minimal or no explanation.
V.I.2. A program has an established documented plan for assessing its effectiveness annually as defined by specific outcomes.	The Program Effectiveness Plan is used to maintain and evaluate the program's effectiveness and as this is the initial PEP it will be mainly used as a start to the process.
While each program must represent each element required of the PEP, the plan may be a comprehensive one which collectively represents all programs within the institution, or may be individual plans for each distinct program. The Program Effectiveness Plan clearly describes the following elements:	
a. program retention rate	The Medical Assistant program retention rate for the 7/1/2018 to 6/30/2019 period cohort is 100%. There was 43 total students enrolled during the reporting period and 23 graduates and 20 student starting in the new cohort.

b. credentialing examination participation rate	Credentialing is not required by the local government.
c. credentialing examination pass rate	Credentialing is not required by the local government.
d. job placement rate	The Medical Assistant program placement rate for the 7/1/2018 to 6/30/2019 period cohort is 71% and above ABHES minimum requirements. There are a total of 23 graduates 15 currently working in the field and 2 unavailable for placement.
e. satisfaction surveys of students, clinical extern affiliates, graduates, and employers	The satisfaction surveys have not been reviewed in the past, but starting Fall 2019 the satisfaction surveys will be reviewed on an annual basis, and included in assessment reporting. The survey results will be used at the program level to support changes to the program or curriculum.
f. delivery method assessment	The program delivery is residential; therefore, the assessment of the effectiveness of the instructional delivery is not included in the Program Effectiveness Plan (PEP).
g. curriculum assessment	Program and course curriculum are assessed on a three-year annual cycle, rotating from program to course, and curriculum. This three-year schedule ensures the curriculum will be reviewed every three years. The institution uses the Nuventive Improve assessment management system.

SECTION J – Student Record Management

Prepared by: Katsuyoshi Uchima-Tina M. Quinata

Standard	Narrative
V.J.1. A program maintains academic transcripts indefinitely, and other academic records that comply with Appendix E, Section A (Record Maintenance).	<p>Guam Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education, and maintains all student academic transcripts as per ACCJC guidelines.</p> <p>Academic transcripts must include:</p> <ul style="list-style-type: none"> • Program in which the student is/was enrolled; • The student's start date and date of graduation, termination or withdrawal; • The student's academic achievement in terms of clock hours or units of credits for courses attempted and earned; • And the credential conferred to a program graduate. • The grading system used must be explained on the transcript and must be consistent with that appearing in the institutional catalog • Documentation to support compliance with recordkeeping maintenance is easily accessible and readily available <p>The Guam Community College does not require a signed enrollment</p>

	<p>agreement although all enrollment related information is found on our website and academic catalog. Official transcripts are required for HS or GED/HiSet, diplomas are not acceptable proof of graduation. GCC is an open admissions college and does not require an entrance examination. The Financial Aid Office and Business Office handles the required financial aid documentation, tuition payments, refund calculations and evidence of monies returned. The Admissions & Registration Office holds all academic transcripts from previous institutions as well as internal academic history for post-secondary courses either physically or in the Student Information System (Banner). Academic related records housed at Admissions & Registration are kept indefinitely. Attendance, progress, student evaluations, and placement activities are maintained by the faculty.</p>
<p>V.J.2. A program maintains records of externship and clinical site evaluation of student performance during externships and external clinical experiences.</p>	<p>The clinical course faculty maintains records such as Master Competency, Practicum Evaluation of the Student, Student Evaluation of the Practicum Site, and Survey of the Program Resources. The clinical course faculty also maintains the clinical timesheet, journal and grading rubric.</p>

CHAPTER VII – MA EVALUATION STANDARDS FOR MEDICAL ASSISTING

☐ Not applicable

SECTION A –Curriculum, Competencies, and Externship

Prepared by: Katsuyoshi Uchima

Standard	Narrative
<p>MA.A.1. The depth and breadth of the program’s curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the Medical Assisting field.</p>	<p>The depth and breadth of the course is taught in a manner that provides students with theoretical knowledge, hands-on training, and clinical externship which creates a comprehensive learning experience. The program starts with Introduction to Medical Assisting and is designed to give the students an overview of the profession and help them to determine if they wish to enter the medical assisting program. During this initial core course, the student is introduced to methods of learning, provided an overview of the profession to include information related to the accreditation and certification awarding agencies. During this course, students learn about other health care professions and how they may relate to medical assistants. Medical law and ethics are also taught during this first course as it helps introduce the concepts as they continue on in the program. The last part that is provided is the introduction to vital signs; this hands-on portion of the course provides students with tangible skills.</p> <p>The Administrative Medical Assistant portion of the program concentrates on the front office or administration side of the medical clinic. During these courses, students will learn the basic concepts and principles of the administrative medical office. During the course series, students will learn how to navigate the PM/EMR, file, perform billing and coding, identify community resources and prepare professional correspondences. The course series also has a clinic portion that provides clinic administrative practice at a local medical clinic. The programs pharmacology course is taught in spring and fall with spring concentration on the principles of pharmacology, identification and classifications of medications, including the indications for use, desired effects, side effects, and adverse reactions. The dosage and calculation of medication is also part of the spring course. The fall is devoted to injection site identification and administration of medications.</p> <p>The clinical medical assistant course concentrates on the clinical aspects of medical assisting and provides the hands-on practice that will ensure that students have the necessary entry-level skills needed to be successful in the field. The course includes theory and hands-on practice on vitals, EKG’s, spirometry testing, and other back office duties. All of</p>

	<p>these skills are listed on a separate check-off list that mirrors the textbook sign-off sheets, and this check-off list address the areas outlined in MA.A.1.8 of the accreditation manual. During the clinic portion of the program, students go to a clinic with an instructor from the College to get practical experience as they learn skills.</p> <p>The clinical laboratory class has a dedicated space that is fully equipped as a clinical office laboratory. Students perform the standard CLIA-waived tests and are trained to perform additional testing that improves their overall medical laboratory knowledge. The laboratory section also requires students to perform phlebotomy procedures and collect necessary specimens to complete their diagnostic testing, such as the collection of a lithium heparin tube in order to run tests on the Piccolo Express chemistry analyzer. Upon course completion, students are able to perform the task outlined in MA.A.1.9. of the accreditation manual.</p> <p>The Critique course is designed as a refresher and exam preparation course as the primary course outcomes are based on practice exam scoring. The final course in the program is the externship component that requires 225 hours of practical training under the supervision of a physician and the clinic supervisor.</p> <p>The medical terminology course uses the Medical Terminology 350 learning system providing the key foundation for medical terminology. The BLS Basic Life Support for Health Care Providers course is an American Heart Association (AHA) course taught by faculty that are certified AHA instructors.</p>
<p>MA.A.2. A clinical experience is required for completion of the program.</p>	<p>Clinical experiences are a requirement for the program. The capstone, practicum or externship is a total of 225 hours. When choosing a facility as a clinical site, it is important to consider the practice and what it has to offer and how it aligns with the learning outcomes. Once an affiliation agreement is obtained, placement of students with the facility is an important process. It is vital that the clinical site is able to expose the students to a balanced work environment that is inclusive of both administrative and back office experiences. Students perform only the duties of the facility's medical assistant as outlined in a competency checklist. Each clinical site has a designated leader who communicates regularly with the clinical coordinator.</p>

SECTION B – Program Supervision, Faculty, and Consultation

Prepared by: Katsuyoshi Uchima

Standard	Narrative
<p>MA.B.1. The program supervisor is qualified and experienced in the</p>	<p>The current program supervisor is a Registered Medical Assistant with over three years of full-time experience in health care, with over 40</p>

field.	hours in an ambulatory health care setting. The program supervisor also has a Master's Degree, and over 16 years of teaching experience.
MA.B.2.a. Faculty formal education/training and experience support the goals of the program.	All of the program's faculty are currently licensed or registered with their respective certification agency or board. The program has faculty that are experienced in the medical clinic and medical laboratory, thus bringing a variety of knowledge and experience to the program. The faculty have either graduated from an accredited Medical Assistant Program or have a minimum of three years' experience in the medical field.
MA.B.2.b. Faculty numbers and ratios support the goals of the program.	The current ratio is 20:1 for clinical laboratory courses and theory classes are normally between 20-30 students per course dependent on the ratio in the curriculum document.
MA.B.2.c. A program is served by an advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.	The program has recently established a Medical Assistant Advisory Board because the previous Allied Health Board was renamed to Nursing and Allied Health and thus no longer supported the need of the program. The Medical Assistant Advisory Board started September 26, 2019. The Board consists of three licensed physicians, two current students, one graduate, a representative from the University of Guam, and a representative of a local health care agency approved by the GCC Board.

SECTION C – Laboratory Facilities and Resources

Prepared by: Katsuyoshi Uchima

Standard	Narrative
MA.C.1.a. The institution's laboratory facilities include the following: (no additional information beyond Chapter V)	The Medical Assistant program laboratory facilities are equipped and maintained with all the necessary didactic and medical laboratory equipment and supplies required to properly operate the program and provided hands on learning. This includes skeletons, mannequins for body part reference and understanding. The classroom has the MicroMD EMR and PM suite and necessary computers to provide EMR and PM practice.
MA.C.1.b. Equipment and instruments are available within the institution's classroom or laboratory to achieve the program's goals and objectives.	The program has all of the minimum required equipment on hand and available for student learning. The program also maintains additional equipment to match the items used in the community, and to broaden their knowledge. The inventory includes all equipment used in the program.

REQUIRED EXHIBITS

The following are the only exhibits to be submitted with the SER:

EXHIBIT 1	Completed ABHES <i>Application for Accreditation</i> .
EXHIBIT 2	A copy of the current state license to operate, including educational programs approved, and documentation of other accreditation(s) held, if any.
EXHIBIT 3	Completed <i>State Authorization Attestation</i> form (found at https://www.abhes.org/).
EXHIBIT 4	Organizational chart (identify names and titles).
EXHIBIT 5	Completed <i>Program Profile Grid</i> for each program at each credential level. This form must be completed by all schools including clock hour institutions (found at https://www.abhes.org/).
EXHIBIT 6	Documentation to support ABHES approval letters, which recognize per the institution's request, credit awarded for program outside class (preparation) hours. (RENEWAL APPLICANTS ONLY)
EXHIBIT 7	Completed ABHES <i>Faculty Data Form</i> for each current full-time, part-time, and adjunct faculty (found at https://www.abhes.org/).
EXHIBIT 8	Equipment list for each program.
EXHIBIT 9	List of general library resource materials available to all programs and a list by program of library resources specific to each program, including information available through arrangement with other external entities and technological resources.
EXHIBIT 10	List by program of all textbooks used in each program (include title, author, and publication date).
EXHIBIT 11	List of advisory board members by program, including employer, employment title, and contact numbers.
EXHIBIT 12	Program Effectiveness Plan(s) for each program offered.
EXHIBIT 13	Most recent ABHES Annual Report. (RENEWAL APPLICANTS ONLY)
EXHIBIT 14	ABHES back-up documentation forms to support the retention, credentialing, and placement rates for the last July 1 through June 30 period (found at https://www.abhes.org/).