



September 24, 2018

Christopher Duree, PhD
Chancellor
Ellsworth Community College
1100 College Ave
Iowa Falls, IA 50126-1163

Dear Dr. Duree:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its vote on **September 21, 2018** to award **continuing accreditation** to the Medical Assisting Diploma program at Ellsworth Community College, Iowa Falls, IA, including the additional campus at Marshalltown Community College, Marshalltown, IA.

The recent peer review conducted by the Medical Assisting Education Review Board (MAERB) and CAAHEP's Board of Directors recognizes the program's substantial compliance with the nationally established accreditation Standards. The next comprehensive evaluation of the program, including an on-site review, is scheduled to occur no later than **Fall 2027**.

The MAERB will regularly monitor the program's compliance with the outcomes assessment thresholds through the program's Annual Report as well as other documentation that may be requested (Standard IV.B.).

The following citations merit your institution's attention and resolution in order to strengthen the program's compliance with the Standards (for a complete copy of the Standards, check the CAAHEP website at www.caahep.org, or call the office at 727-210-2350):

III.C.2. Resources - Curriculum

The program must demonstrate that the content and competencies included in the program's curriculum meet or exceed those stated in the MAERB Core Curriculum (Appendix B).

I.P ANATOMY & PHYSIOLOGY-PSYCHOMOTOR

2. Perform: a. electrocardiography b. venipuncture c. capillary puncture d. pulmonary function testing

13. Perform first aid procedures for: a. bleeding b. diabetic coma or insulin shock c. fractures d. seizures e. shock f. syncope

III.P INFECTION CONTROL-PSYCHOMOTOR

1. Participate in bloodborne pathogen training

4. Prepare items for autoclaving

7. Perform within a sterile field

V.P CONCEPTS OF EFFECTIVE COMMUNICATION-PSYCHOMOTOR

4. Coach patients regarding: a. office policies b. health maintenance c. disease prevention d. treatment plan

10. Facilitate referrals to community resources in the role of a patient navigator

One or more competencies in the psychomotor and/or affective domain was either not available for review or was not appropriate for either the competency or the domain.

There was additional documentation submitted for the following psychomotor competencies, but the documentation did not fully satisfy the requirement for the reasons listed below:

I.P.2. The syllabus, tool, roster and master competency sheet were submitted. However, the schedule/topic outline and specific evaluation criteria used to determine the final grade were absent from the syllabus for both campuses (MAP 229, Med Lab 2).

I.P.13. The syllabus, tool, roster and master competency sheet were submitted. However, the schedule/topic outline and specific evaluation criteria used to determine final grade were absent from the syllabus for both campuses (MAP 229, Med Lab 2).

III.P.1. The syllabus, tool, roster and master competency sheet were submitted. However, the schedule/topic outline and specific evaluation criteria used to determine the final grade were absent from the syllabus for both campuses (MAP 225, Med Lab 1).

III.P.4. The syllabus, tool, roster and master competency sheet were submitted. However, the schedule/topic outline and specific evaluation criteria used to determine the final grade were absent from the syllabus for both campuses (MAP 225, Med Lab 1).

III.P.7. The syllabus, tool, roster and master competency sheet were submitted. However, the schedule/topic outline and specific evaluation criteria used to determine the final grade were absent from the syllabus for both campuses (MAP 225, Med Lab 1).

V.P.4. The syllabus, tool, roster and master competency sheet were submitted. However, the specific evaluation criteria used to determine the final grade were absent from the syllabus (MAP 111, Med Off 1).

V.P.10. The syllabus, tool, roster and master competency sheet were submitted. However, the schedule/topic outline and specific evaluation criteria used to determine the final grade were absent from the syllabus for both campuses (MAP 225, Med Lab 1).

Submit the following:

Current syllabi for courses in which the above-listed competencies are taught and assessed, with that competency highlighted. If the program does not use the alphanumeric designation and precise MAERB language of the psychomotor and affective competencies, label the competency with the appropriate MAERB alphanumeric designation.

Grading policy, scale, and pass score for the competencies, designating the specific pass/fail standards, the number of attempts that students are allowed to achieve the competency, and the statement that the students are required to achieve all the competencies to pass the course and/or progress in the program.

IV.B.1. Student and Graduate Evaluation/Assessment - Outcomes Assessment

The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program.

Outcomes assessments must include, but are not limited to: national credentialing examination(s) performance, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures. The program must meet the outcomes assessment thresholds.

The number of surveys for graduate satisfaction and employer satisfaction did not match the aggregated figures in the Annual Report form for the past five years. Along with an inconsistency in number, the survey form did not match the required CAAHEP survey that contains information about the three domains. In addition, the job placement numbers, which are derived from those surveys, was inconsistent as well for those years. The lack of consistency affects the program's ability to assess its effectiveness in achieving its stated goals and learning domains.

Submit the following:

Provide the raw data that has been submitted on the 2018 Annual Report Form (ARF) for all the admission cohorts for the calendar year of 2017, including the following information:

- *A PDF version of the ARF*
- *Admission rosters for cohorts. Rosters should be classified by month and year of entry into the program, based upon compliance with MAERB's new definition of a trigger course.*
- *Unprotected Excel spreadsheet/s to substantiate the summative data found on the Enrollment, Retention, and Graduation tab of the ARF indicating the status (graduated, in-progress, or dropped) of all students admitted into the program.*
- *Copies of completed graduate and employer surveys organized by the admission cohorts.*
- *Copies of job placement tracking organized by the admission cohorts.*
- *Unprotected Excel spreadsheet to substantiate the Participation and Passage exam data on the ARF. The spreadsheet should include each test taker's name, the year of graduation, the name of the certifying exam taken, and if the student has passed the exam.*
- *Unprotected Excel spreadsheet that includes a listing of graduates for the full five years represented on the Graduate Analysis tab, including year of graduation and the month and year of admission into the program*

CAAHEP requests that a progress report be sent to MAERB by **November 01, 2019** indicating the manner in which these citations have been resolved.

The program must submit the progress report via one of the following: 1) Send one (1) USB thumb drive with all requested information to MAERB at 20 North Wacker Drive, Suite 1575, Chicago, IL 60606 or 2) scan the cover letter (on institution letterhead with appropriate signatures) and documentation into a PDF file and e-mail it to MAERB at maerb@maerb.org. If you submit a PDF file, it must be bookmarked.

On the Documents tab of the MAERB website, under Program Resources, is a document titled "Organization of Documents for Progress Reports and Other Submissions." It explains how to organize your progress report materials and how to label each document. MAERB asks that you follow these protocols when composing your Progress Report.

Failure to respond satisfactorily to the citations above may result in a withdrawal of accreditation.


The accreditation standards are established by CAAHEP, MAERB, American Association of Medical Assistants (AAMA), American Medical Technologists (AMT), and National Healthcareer Association (NHA).

The commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in program accreditation.

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Dr. Duree

Questions concerning the submission or content of the progress report should be directed to the MAERB Executive Office.

Sincerely,

A handwritten signature in black ink that reads "Gregory J. Ferenczak". The signature is written in a cursive style with a large initial 'G'.

Gregory Ferenczak, EdD, RT(R)(QM)
President

cc: Patrick Kennedy, PhD, Dean of Academic Affairs
Denise Lynk, CMA (AAMA), ST, AGS, Medical Assisting Program Director
Rebecca L. Walker, CMA (AAMA), BS, CPC, Chair, MAERB
Tina Broderick, CMA (AAMA), AND, RN, Co-Vice Chair, MAERB
Francine Palermo, EdD, Co-Vice Chair, MAERB
Sarah R. Marino, PhD, Executive Director, MAERB



Commission on
Accreditation
of Allied Health Education Programs

The Commission on Accreditation of Allied Health Education Programs, upon the recommendation of the Medical Assisting Education Review Board (MAERB), verifies that the following program

*Medical Assisting - Diploma
Ellsworth Community College
Iowa Falls, IA*

with an additional campus at Marshalltown Community College, Marshalltown, IA, is judged to be in compliance with the nationally established standards and awarded continuing accreditation on September 21, 2018.

A handwritten signature in black ink that reads "Gregory J. Ferenczak".

Gregory Ferenczak, EdD, RT(R)(QM)
President, CAAHEP

A handwritten signature in black ink that reads "Rebecca L. Walker".

Rebecca L. Walker, CMA (AAMA), BS, CPC
Chair, MAERB

The Final Step in the CAAHEP Accreditation Process

Congratulations! Now that your program has earned CAAHEP accreditation, there is just one more item to be done to complete the accreditation process. Within two weeks, you will be receiving an email with a link to an electronic Accreditation Process Assessment Survey. Your response to this brief survey will complete the accreditation process and will give CAAHEP valuable feedback about your accreditation experience.

In this packet you will find:

- This congratulatory notice, which includes information on CAAHEP;
- A Certificate of Recognition, suitable for framing; and
- Policy 302 Public Use of CAAHEP Accreditation Status by Programs and Institutions.

If you are missing any of the above items, if an error was made, or if you have any questions, please contact us at 727-210-2350 ext. 104 or via email at Katie@caahep.org.

Some important notes:

- The CAAHEP website (www.caahep.org) receives numerous hits everyday by potential students looking for accredited programs. Please check the accuracy of your program's data by reviewing the list of Accredited Programs on the CAAHEP website. If an error is found, please email the correction to updates@caahep.org. Also, keep this information handy if your web address, phone number, dean, program director, or other key contact information changes. A quick email to updates@caahep.org providing the necessary changes to the program data will insure that the CAAHEP website remains accurate.
- In promoting your CAAHEP accreditation, if your institution would like to establish a link to our website, you have permission to do so. Please use the URL <http://www.caahep.org>.

Publication of a program's accreditation status must include specific language, including the full name, mailing address, and telephone number of CAAHEP. Please refer to [Policy 302 Public Use of CAAHEP Accreditation Status by Programs and Institutions](#) which is attached, and can also be found in the CAAHEP Policies and Procedures Manual on the CAAHEP website at www.caahep.org under Publications & Governing Documents.

- In addition, your program and institution are welcome to use the CAAHEP logo in marketing materials. The logo can be downloaded from the CAAHEP website at www.caahep.org by clicking on For Program Directors and then CAAHEP Accredited Program Logo Use.

The logo must be used in accordance with CAAHEP **Policy 303 Use of CAAHEP Logo by Programs and Sponsoring Institutions**. This policy requires that any use of the logo and any reference to CAAHEP must be accurate. Remember, CAAHEP accreditation is programmatic, so there should be no reference that implies other programs or the institution itself is "CAAHEP-accredited."

Please note CAAHEP's new address effective April 1, 2016: 25400 US Highway 19 North, Suite 158 Clearwater, FL 33763

- If your program experiences any type of substantive change as defined in the CAAHEP Standards under **Section V.E. Fair Practices-Substantive Change** or **Appendix A, A.3. Program and Sponsor Responsibilities-Administrative Requirements for Maintaining Accreditation** these changes must be shared with the appropriate Committee on Accreditation and CAAHEP immediately. Failure to do so may result in a withdrawal of accreditation.

(Please refer to the appropriate set of Standards and Guidelines, found on the CAAHEP website at www.caahep.org by clicking on For Program Directors and then Standards and Guidelines.)



Background Information on the Commission on Accreditation of Allied Health Education Programs

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) was incorporated as a non-profit organization on July 1, 1994. Prior to the formation of CAAHEP, the Committee on Allied Health Education and Accreditation (CAHEA) performed its allied health accrediting functions. CAHEA was both sponsored by and housed within the American Medical Association (AMA). The AMA continued to be CAAHEP's primary sponsor through a three-year transition period, ending on December 31, 1996. Currently, the AMA is one of CAAHEP's approximately 70 sponsoring organizations.

CAAHEP accredits educational programs that prepare health professionals in a variety of disciplinary areas. Accreditation is one step in a process that is meant to protect the public and ensure a supply of qualified health care professionals. Programs are accredited when it is determined that they meet the educational Standards and Guidelines established by the profession.

The 32 CAAHEP professions are:

- Advanced Cardiovascular Sonography Technology
- Anesthesia Technology
- Anesthesiologist Assistant
- Art Therapy
- Assistive Technology
- Cardiovascular Technology
- Clinical Research
- Cytotechnology
- Diagnostic Medical Sonography
- Emergency Medical Services-Paramedic
- Exercise Physiology
- Exercise Science
- Intraoperative Neurophysiologic Monitoring
- Kinesiotherapy
- Lactation Consultant
- Medical Assisting
- Medical Illustration
- Medical Scribe Specialist
- Neurodiagnostic Technology
- Orthoptic
- Orthotic and Prosthetic Assistant
- Orthotist/Prosthetist
- Orthotic and Prosthetic Technician
- Pedorthist
- Perfusion
- Personal Fitness Training
- Polysomnographic Technology
- Recreational Therapy
- Rehabilitation/Disability Studies
- Specialist in Blood Bank Technology/Transfusion Medicine
- Surgical Assisting
- Surgical Technology



CAAHEP is the final accreditor. However, 25 committees on accreditation (each representing one or more of the CAAHEP accredited professions) do the day-to-day work of accreditation. These committees are composed of professionals from the individual disciplines. Each committee on accreditation is responsible for

Reviewing self-studies, performing on-site reviews and making recommendations to the CAAHEP Board of Directors for final action.

For more information about CAAHEP or the Committees on Accreditation with whom CAAHEP works, visit our website at www.caahep.org or call 727-210-2350.



302 Public Use of CAAHEP Accreditation Status by Programs and Institutions

CAAHEP requires institutions and programs to be accurate in reporting to the public the program's accreditation status.

Publication of a program's accreditation status must include the full name, mailing address and telephone number of CAAHEP.

CAAHEP requires a program to inform all current students and applicants in writing of the program's accreditation status in cases of Probation or Withdrawal (Voluntary and Involuntary).

- A. Except for paragraphs 2 and 3 below, if a program has not yet been accredited by CAAHEP and has not yet been scheduled for an initial site visit by the appropriate Committee on Accreditation, no mention of CAAHEP accreditation may be made.

1. Once a site visit has been scheduled by the appropriate Committee on Accreditation, a program may publish the following statement:

"The [name of program] at [institution] has a site visit scheduled for pursuing initial accreditation by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org). This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted."

There should be no claims of timelines or when accreditation will be achieved.

2. If a program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) they may publish that fact with the following statement:

"The EMT-Paramedic program at [institution] has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation."

3. If a program has been issued Candidacy status by the appropriate Committee on Accreditation, they may publish that fact with the following statement:

"The [name of profession] program at [institution] has been issued Candidacy status by the [name of CoA]. This is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards to warrant that status. However, it is NOT a guarantee of eventual accreditation."

B. If a program has CAAHEP accreditation, the sponsor must use the following language when referring to that accreditation:

1. In at least one of its comprehensive publications customarily used to officially convey institutional information, it must state:

“The [name of program] is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of [name of Committee on Accreditation].

Commission on Accreditation of Allied Health Education Programs
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2. Provided the requirements of paragraph B.1 have been met, when the sponsor additionally publishes the accreditation status of the program, it must state:

“The [name of program] is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of [name of Committee on Accreditation].

3. Provided the requirements of paragraph B.1 have been met, the sponsor may choose, but is not required, to include the program accreditation statement in small publications such as newspaper ads, flyers, pamphlets, etc.

C. If a program has been placed on Probationary Accreditation by CAAHEP, it must inform all students and applicants in writing, and must disclose this sanction whenever reference is made to its accreditation status, by including the statement:

“[Name of program] is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of [name of Committee on Accreditation]. The program has been placed on Probationary Accreditation as of [date of Probation action].”

Since Probationary Accreditation is a temporary status, publications that are published less frequently than once a year (e.g., catalogues) are not required to carry the above wording. However, whenever such publications are distributed to the program’s current students or potential applicants, they must include an insert containing the above language. Any promotional pieces, print advertisements or areas on the program’s website that make reference to accreditation status must include the above language about Probationary Accreditation.