

Instructional Program Review Medical Data Specialist

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Medical Data Specialist

2. **Department and/or Program(s) Purpose Statement:**

The Amarillo College Medical Data Specialist Program provides a curriculum and practicum that will graduate an educated, entry-level, multi-skilled individual who can be employed in a professional medical facility performing administrative duties for the Amarillo and surrounding community medical professionals, therefore, enhancing the life of the graduate.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2013-2014

4. **Date of Submission:**

May 30, 2015

5. **Lead Person Responsible for this Program Review:**

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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

N/A

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A. Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI , College Measures , CREWS , Perkins)		X		
b. Completion		X		
c. Licensure Pass Rates				X
d. Retention (FA-SP) and (FA-FA)		X		
e. Grades A-C		X		
f. Annual Enrollment	X			
g. Survey, Focus Group, & Related Data		X		

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

Because this curriculum offers students an option, a student can focus in one area of the MDS program or the student may complete all 3 options which makes a graduate a future multi-skilled employee. The majority of MDS graduates that choose a specific option completes the curriculum and graduates.

- ii. Identify one area in which your program(s) need to most focus for the next few years.

Annual Enrollment is an area that needs focus. MDS program has serious competition. Program Director and Dean of Health Sciences are looking at ways to promote the program.

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		X	

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

HITT 1305 Medical Terminology; HPRS 1205 Essentials of Medical Law/Ethics for Health Professionals.

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

BIOL 2401 Human Anatomy and Physiology I; HITT 1341 Coding and Classification Systems

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) **most** focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

Successful completion of a degree, certificate, or transfer – Program is based on the expectation that every student will complete the program and earn a certificate of completion.

PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Provide students with the knowledge necessary for completion of a comprehensive capstone exit examination of the Medical Data Specialist Program with 70% pass rate and also complete the MDCA 1264 Practicum / HITT 1266 Practicum with a 70% pass rate by demonstrating their expertise of knowledge and skills. Strategy 1.4.1

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	HPRS 1205, POFM 1327, POFT 1301, MDCA 1264, HITT 1266, MDCA 1321
Critical Thinking Skills	POFM 1327, HPRS 1205, HITT 1341, HITT 1342, HITT 2335
Empirical & Quantitative Skills	MDCA 1264, HITT 1266
Teamwork	HITT 1305, HPRS 1205, MDCA 1321, SPNL 1201
Personal Responsibility	HITT 1305, HPRS 1205, MDCA 1302, POFM 1327, POFT 1301, HITT 1341, HITT 1342, MDCA 1321, MRMT 1407, SPNL 1201, MDCA 1264, HITT 1266, HITT 2335, MRMT 2433
Social Responsibility	HPRS 1205, MDCA 1321, SPNL 1201, MDCA 1264, HITT 1266
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Instructor of record is responsible for seeing that course objectives are met in each course. Communication skills are used in multiple courses as are the critical thinking skills, especially in the coding and practicum courses. Empirical and quantitative skills are assessed in the practicum courses by faculty and practicum supervisors in the medical facilities. Teamwork is assessed in several courses where students are grouped to work together and monitored by faculty. Personal and social responsibility are assessed by faculty, practicum supervisors, and as well as the students hold each other accountable.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	MDCA 1264, HITT 1266
Embedded Questions	
Licensure Exam	
Portfolios	
Projects/Essays	MDCA 1321, HPRS 1205
Testing (i.e. course-based testing; finals)	HITT 1305, HPRS 1205, MDCA 1302, POFM 1327, MDCA 1321, MDCA 1264, SPNL 1201, HITT 1341, HITT 1342, HITT 2335, MRMT 1407, MRMT 2433, HITT 1266
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

Capstone exams are updated annually since new information is available every year in healthcare. Guest speakers were brought into the classroom some of the courses which help to engage students with the subject matter. Testing is offered online in many of the courses which gives students the choice when to take an exam.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Students demonstrate critical thinking skills in their practicum course which is in various medical facilities. Students are evaluated by the practicum supervisors and the evaluation is used to determine the student's practicum grade.

PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Completers with entry level skills (hard and soft) for the job market.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

Students are evaluated by practicum supervisors. Student's score (evaluation) should be a minimum of 70% for hard skills. Students are evaluated on their professional (soft) skills while in the practicum setting and the evaluation should be a minimum of 70%. Students are required to pass a capstone exit examination. The minimum score should be 70%.

3. Identify your results and analyze your data.

From Aug. 2013 through Aug. 2014 there were 16 graduates who all passed with a 70% or better on the evaluations and capstone examination. The most important goal in my opinion is to produce completers.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

Update curriculum, continuous evaluation of the capstone review process which is online for students to review and prepare for the capstone exit examination that is administered during practicum course.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

Mandatory tutoring for HITT 1305 if a student scores 70% or below on a major exam.
Make sure students know that the college has a social worker on staff to help with problems that may arise.
Pairing a weak student with a stronger student to work together and bring the class together for discussions. Less lecture working in groups.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

Adjunct faculty was sent to AHIMA workshop for a week to learn about the new coding transition that will affect every medical facility and insurance company in the United States as of Oct. 1, 2015. Program faculty needs to be able to attend these types of training when training becomes available. Faculty training offered through AC.
Getting help with developing some online courses which may help increase enrollment.

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

Competition from Vista and Milan. Commercials run constantly stating how quick a student can graduate from these programs. Not really sure how the college can help deal with this competition.
Program faculty can and should encourage graduates to sit for some of the national certifications available (but not yet required by medical facilities), this will help the program and show the community the quality of graduates the college produces. Convincing students that these type of certifications will help them in their careers later.
We are always in need of practicum sites. There are times when a site cannot take a student because of issues ongoing in that facility. This can cause delays for the student to complete on time.
Budget, how do we find more money?

4. Additional Comments Pertinent to this Review (Not Required):