# Program Review
### Form for External Review Committee

### Instructional

**Amarillo College**

| Form ID |
|---|
| 63 |
| **Division** |
| Allied Health |
| **Department** |
| Medical Data Specialist |
| **Program** |
| Medical Data Specialist |
| **Review Year** |
| 2007-2008 |
| **Member Names** |
| **Division Overview** |

Program/Department Purpose

State the purpose of the program/department. How is this purpose within the mission of Amarillo College?

The Medical Data Specialist program is coupled with the Amarillo College mission statement in

that the Medical Data Specialist 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.

**Does the answer include a purpose statement for the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College?**

Acceptable

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

The program purpose statement was reviewed by the director & faculty in the Fall of 2007.

**Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission**

## of Amarillo College? within the mission of Amarillo College?

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The Medical Data Specialist program does not offer any continuing education credits, however, the Continuing Healthcare Education Department periodically offers courses or seminars in continuing education credits that will allow the MDS graduate to stay current in their field.

## Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Acceptable

Does the program have admissions policies?
**yes**
Where are the policies published?

The Medical Data Specialist program packet can found at www.actx.edu, click on Programs of Study, click on Department Websites and you will

find the MDS Website. You will see options to download/view/print.

The program also provides a printed program that can be requested from the Allied Health Division Secretary or the Program Director.

**Are all the locations where the policies are published included in the answer?**

Acceptable

Instructions are great. Are there suppose to be links?

Explain how these policies are consistent with the mission of Amarillo College.

Policies provide an overall education through classroom instruction and the practicum (clinical) learning experience so medical affiliates are provided with individuals who are properly trained in the area of medical administrative functions.

**Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?**

Acceptable

Is the program/department accredited?
**no**

Which agencies or organizations accredit the department/program?

**Are the complete names of the agencies or organizations which accredit the department/program cited?**

Acceptable

How many years are in the accreditation cycle?

**How many years are in the accreditation cycle?**

When were the accreditations affirmed or granted?

**When were the accreditations affirmed or granted?**

What is the current status of the accreditation?

**Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?**

**If not required, is the program eligible for accreditation?**

| |
|---|
| **Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?** |
| |
| Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?<br>**no**<br>Identify the external approver(s) for the department/program. |
| **IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?** |
| Acceptable |
| |
| What approval schedule is required by the external approver(s)? |
| **Was the approval schedule required by the external approver(s) identified?** |

When did the program/department last receive approval?

**When did the program/department last receive approval?**

**Is the reason why the program/department is required to receive this approval clear?**

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

Students were provided a comprehensive review session with the Program Director and were also encouraged to make an individual appointment with the Program Director to discuss any weaknesses or concerns before taking the exit exam.

**After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET**

## forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Recommendation
What was the concern?

Identify at least one example of improvements/revisions which resulted from the last Program Review.

A recommendation was made that the Medical Data Specialist program implement presentation technology into the classroom. The Medical Data Specialist program has several courses that are being taught On-line or in a hybrid format. The publishers of many of our textbooks have included simulation software that are incorporated into the courses. The instructors would use the MDS computer lab during scheduled classroom time, however, the computer lab hardware does not meet the requirements for the software so assignments are made and must be completed at home and the students forward the assignments to the instructors.

Another recommendation was made to establish

a formal tracking system for graduates. Graduates are being tracked through email by the program director to find out if the whether the graduate is employed or continuing their education. Graduates seem to respond better to emails.

**After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.**

Concern
Typo in second paragraph.

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)
traditional classroom, web,

**After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?**

**After reviewing at least one example of improvements/revisions that is a response**

**to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?**

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

Goal #5 Deliver instruction and services using technology to improve effectiveness, efficiency, and convenience for students, faculty, and staff. This is being accomplished by teaching Medical Terminology online, which provides the students the ability to access an education at home and for students who are remote. Also by teaching this course online I am "obtaining new and expanded revenue opportunities" which is Goal #6 of the strategic plan. Students that might not come to Amarillo College now have the opportunity to take this course.

**After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?**

Concern
What are all the goals?

**Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?**

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Judy Massie Program Director

Part-time instructors

Medical Data Specialist Advisory board members.

**Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?**

Acceptable

Explain the primary reasons behind the competencies that were selected.

Students are evaluated and assessed on their cognitive skills by classroom instruction by the administration of class discussions, homework assignments, quizzes, and exams. Additionally, the program utilizes the abilities of the practicum (clinical) instructors to assess student psychomotor skills. This aligns itself with new order thinking of having student work to be assessed by someone other than the classroom instructor.

**Do the selected competencies appear to be valid?**

Acceptable

Identify the primary reasons for the assessment tool(s) selected.

Assessment tools are separated by classroom instruction and practicum (clinical). Quizzes and major exams are administered to test cognitive skills and critical thinking. Practicum (clinical) instruction is to evaluate the student psychomotor skills. All the competencies that the students are to demonstrate are listed on this tool which the Program Director explains and reviews with the students. The Program Director is in constant communication with practicum (clinical) supervisors making sure that student strengths and weaknesses are addressed. The assessment tool contributes to 55% of the students' final practicum (clinical) grade.

**Will the assessment tool(s) selected provide valid and reliable results?**

Acceptable

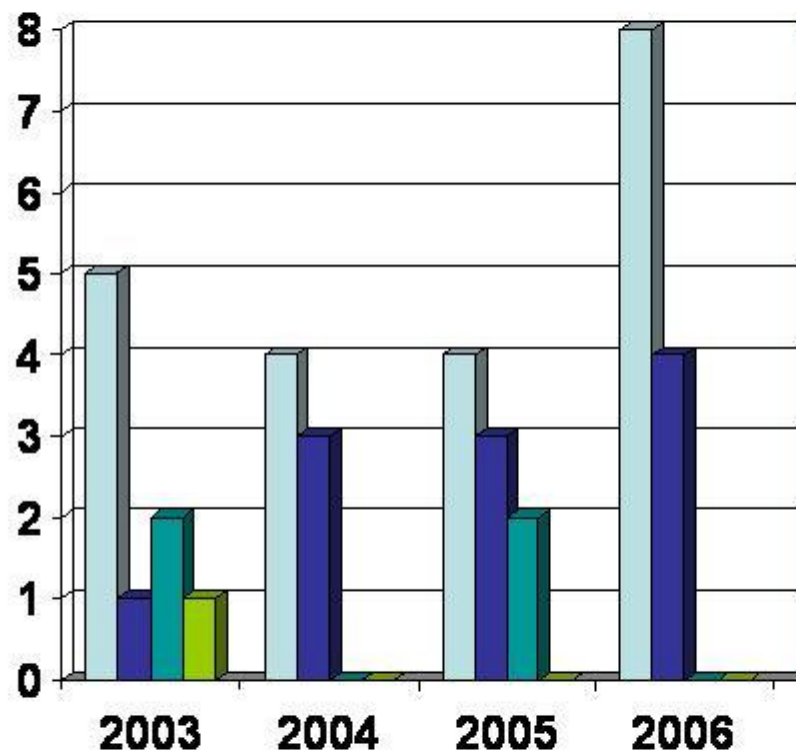Evaluate the assessment approaches to date.

The Program Director and the practicum (clinical) supervisors have found this assessment tool to be lengthy but comprehensive as an evaluation tool. The Program Director reviews the completed assessment tool with the student to

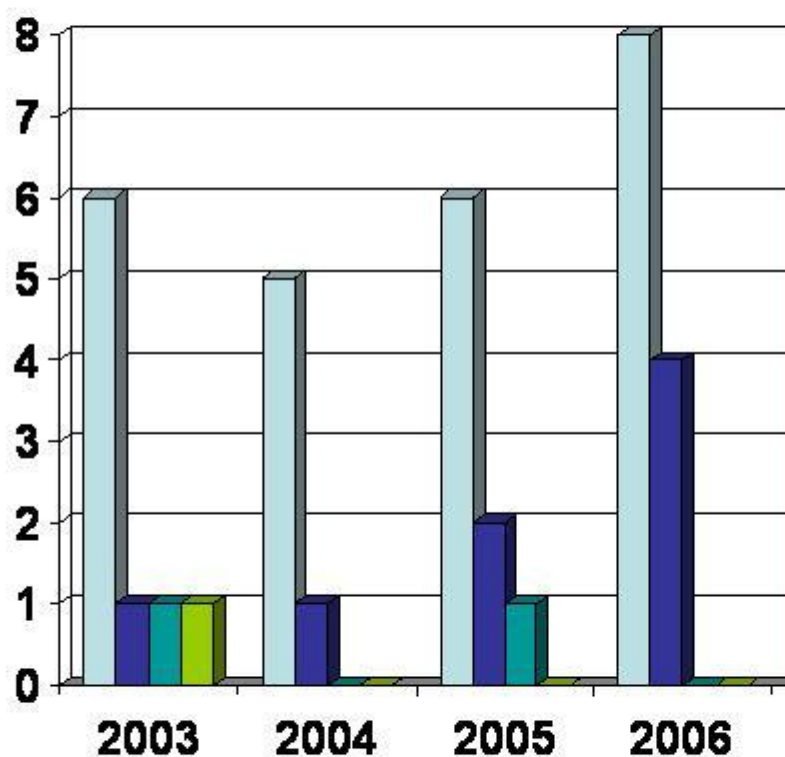identify strengths and areas that need improvement.

**Will the assessment approaches(s) selected provide valid and reliable results?**

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

# Professional asse

# Practicum Sk

## summary of qualitative results.

What changes have been made in the curricula of the program/department because of the analysis of these results?

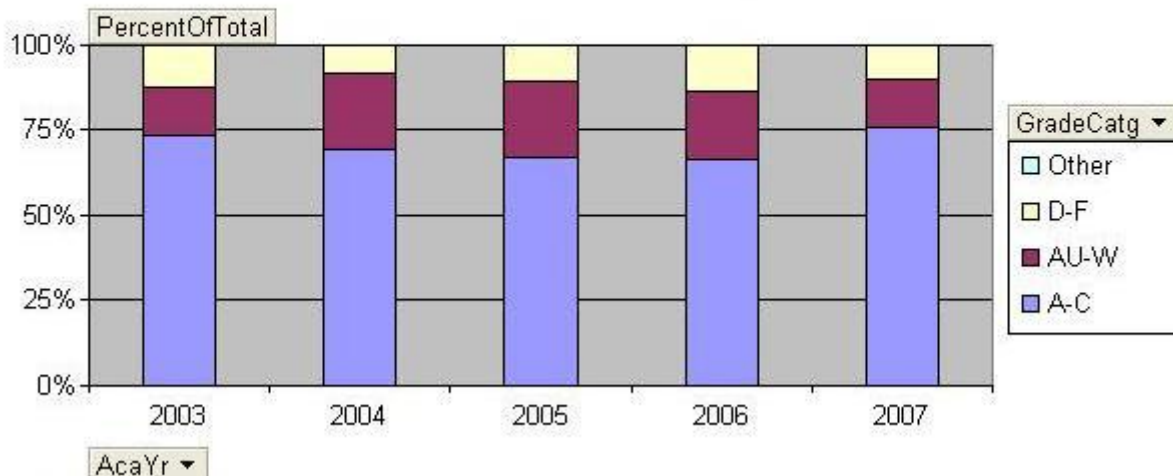No changes needed at this time.

## Have any changes been made in the curricula because of the analysis of these results?

Acceptable

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.

## Allied Health - Course Completion

PercentOfTotal

GradeCatg ▼
- ☐ Other
- ☐ D-F
- ■ AU-W
- ■ A-C

AcaYr ▼

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PivotTable1

| DT_DEPT ▼ | TermType ▼ | AcaYrs ▼ |
|---|---|---|
| MRMT | Fall | All |

| | | GradeCatg ▼ | | | | |
|---|---|---|---|---|---|---|
| | | A-C | AU-W | D-F | Other | Grand Total |
| | | + − | + − | + − | + − | + − |
| AcaYr | ▼ | PercentOfTotal | PercentOfTotal | PercentOfTotal | PercentOfTotal | PercentOfTotal |
| 2003 | | 290 | 56 | 48 | | 394 |
| 2004 | | 292 | 94 | 34 | 1 | 421 |
| 2005 | | 279 | 94 | 43 | | 416 |
| 2006 | | 253 | 76 | 52 | | 381 |
| 2007 | | 236 | 44 | 32 | | 312 |
| Grand Total | | 1350 | 364 | 209 | 1 | 1924 |

The above graphs also include data from the Medical Terminology courses along with the Medical Data Specialist curriculum. In 2005 a reading level for the Medical Terminology courses went into effect and this change did affect the enrollment in the Medical Terminology courses

somewhat. The program director and instructors felt that by requiring the reading level would help students be able to understand the material in the courses allowing the students who made a grade below "C" have a better chance to succeed. Also we were hoped that less students would drop the course.

**Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?**

Concern
Is the pivot table in numbers or percents?

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

The data for the above graph also includes Medical Terminology courses along with the Medical Data Specialist curriculum. Instructors try to identify students early in the semester who seem to have problems with the course(s). These students are first encouraged to attend classes on a regular basis. Students are asked to email

instructors when they are going to miss class so the instructor can communicate with student on what was covered that particular day. Instructors on the first day of class instruct the students on how to study for the courses and encourage the students to form study groups. Students are also encouraged to speak with their instructor before he/she drop any course to see if the course can be saved. The Program Director and instructors try their best to keep the lines of communication open with the students.

**Will the plan of action likely improve the number of course completers?**

Acceptable

Does the program/department provide for alternative methods of awarding credit? Tech-Prep Credit by Exam Department Examinations

**Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?**

**What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?**

Acceptable

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

Application of Skills (Analytical Thinking, Critical Thinking, Problem Solving).

Communication Skills (Reading, Writing, Speaking, Non-verbal).

Technological Literacy.

Ethics, Integrity, & Diversity.

**Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?**

Acceptable

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

Students are assessed by multiple avenues. Homework assignments, quizzes and exams are used to assess students in the classroom. During Practicum (clinical) the competencies are observed by the practicum supervisors, and the students are given mutlple attempts to successfully complete the competencies before being evaluated for a grade.

**Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to documentation which verify the assessment results been included?**

Acceptable

Outline a plan for correcting any weaknesses.

Students are counseled by the Program Director or instructor when any weaknessess occur in the classroom environment. During Practicum the Practicum Supervisor will counsel and work with the student. The Program Director also follows up on any concerns that the Practicum Supervisor has with a student.

**If assessment results and analysis are included, is there a plan for correcting any weaknesses included?**

Acceptable

Do students/graduates in this program/department have to be certified or licensed?
no
Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.
Provide a plan of action for the identified problem.

**IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?**
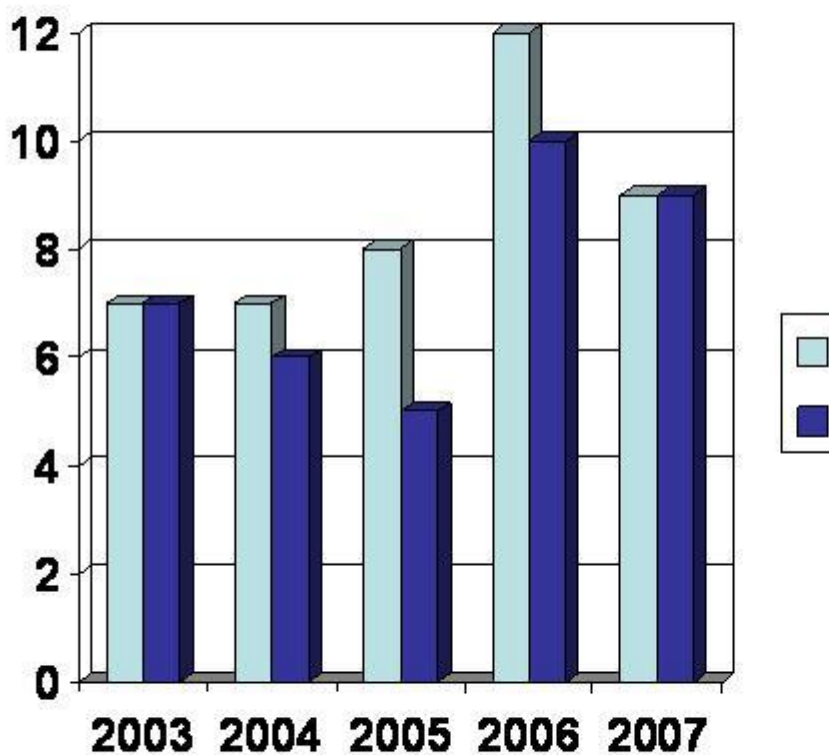
Acceptable

**Is the program's/department's plan of action for improving any identified problem**

or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

# Graduates with job



In 2005 two students continued educational pathway - did not seek immediate employment.

One student was not available for follow up data.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

No action needed at this time.

**IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?**
**Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?**

Acceptable

**Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?**

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

yes

Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

The affiliation contract is adequate. Any revisions of the contract must go through legal counsel. The affiliation agreement is generic for all programs except for Dental Assisting. It is specific in identifying the roles of Amarillo College and the medical affiliates for allowing students to gain knowledge through hands-on learning experiences, which is supported by the methodologies that are learned in the classroom setting. Students are held responsible for using equipment in a respectful manner, as well as being required to follow the institutional policies/regulations as any normal employee of the affiliate. This is very important in that students are exposed to patient care arenas that are controlled so that students, patients, and employees are protected through regulatory measures.

**If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?**

Acceptable

How many curricula changes were approved by the Academic Affairs Committee during the past five years?
4

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

The curriculum changes were discussed at the Medical Data Specialist Advisory Board meetings and with instructors within the program. The

Program Director then followed approval criteria for Academic Affairs.

**Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?**

Acceptable

Is any program within the department a technical program (e.g. AAS or certificate)?
yes
When was the last Advisory Committee meeting?

The last Medical Data Specialist Advisory Board meeting was held December 2007.

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

www.actx.edu/archives/index.php is the link to the MDS advisory committee minutes.

Provide a link to the appropriate committee

membership of the Advisory Committee(s) in the Electronic Archives.

[www.actx.edu/archives/index.php](www.actx.edu/archives/index.php) is the link to the MDS advisory committee membership.

**If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?**

Acceptable

**Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?**
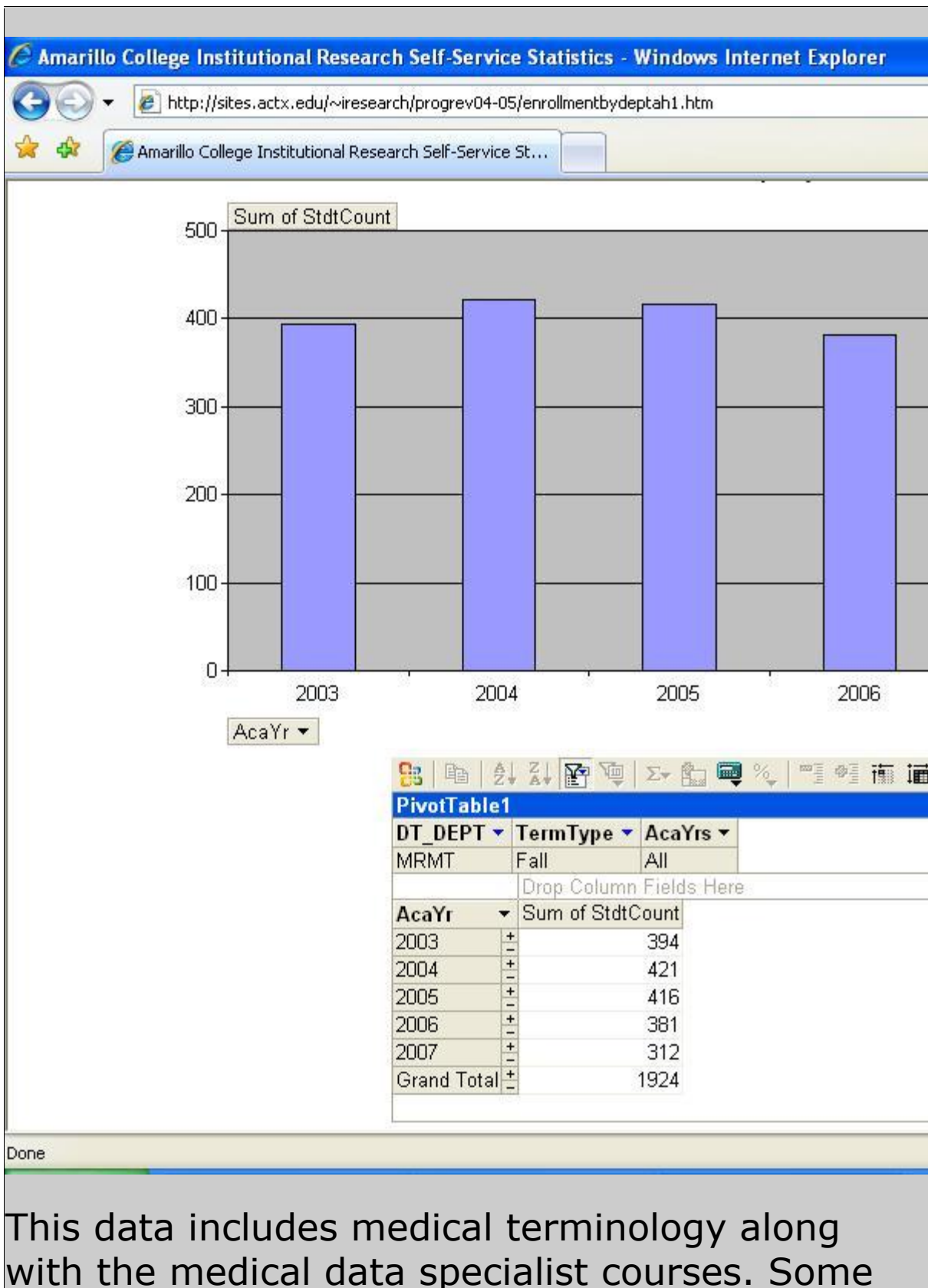
Acceptable

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents,

and number of completers, determine if there is more than a one-year anomaly.
If so, provide the faculty and staff analysis of their assessment of the problem.

Sum of StdtCount

| | 2003 | 2004 | 2005 | 2006 |
|---|---|---|---|---|

AcaYr ▾

**PivotTable1**

| DT_DEPT ▾ | TermType ▾ | AcaYrs ▾ |
|---|---|---|
| MRMT | Fall | All |

Drop Column Fields Here

| AcaYr ▾ | Sum of StdtCount |
|---|---|
| 2003 | 394 |
| 2004 | 421 |
| 2005 | 416 |
| 2006 | 381 |
| 2007 | 312 |
| Grand Total | 1924 |

Done

This data includes medical terminology along with the medical data specialist courses. Some

students enroll in the medical terminology course to see if they are interested in healthcare careers and the result may be that the students in the end drop the course because they have found that this is not the educational path they wanted. Other students seem to have difficulty attending class on a regular basis. This causes the student to fall behind in the course. Instead of working to catch up the student drops the course before they discuss the situation with the instructor. Another factor I have found that more students are employed full time and when their schedules change the student's attendance is effected. MDS majors in the last few years have not qualified for any financial help thus more of the majors have had to go to work on a full-time basis and they end up quitting the program.

**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?**

Acceptable

Create an action plan for needed improvement and commendation for any dramatic improvement.

Attempt to identify students early in the semester to help the studens with the course.

Peer tutoring seems to help some students. Encourage students to work and study together. Instructors also try to keep a dialogue going with the students stressing the importance of communication between faculty and the student. Appointments can also be made with the instructor to help pinpoint problems and find solutions so the student is successful. The Program Director also can help the students investigate financial resources that may help the student with expenses which may help the student be able to work less.

**Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?**

Concern
How will you "attempt" to identify students? Perhaps you could build a survey that would address your specific needs.

**Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?**

Acceptable

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.
Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

The chart shows Sum of Headcount by AcaYr:
- 2003: 75
- 2004: 69
- 2005: 57
- 2006: 42
- 2007: 30
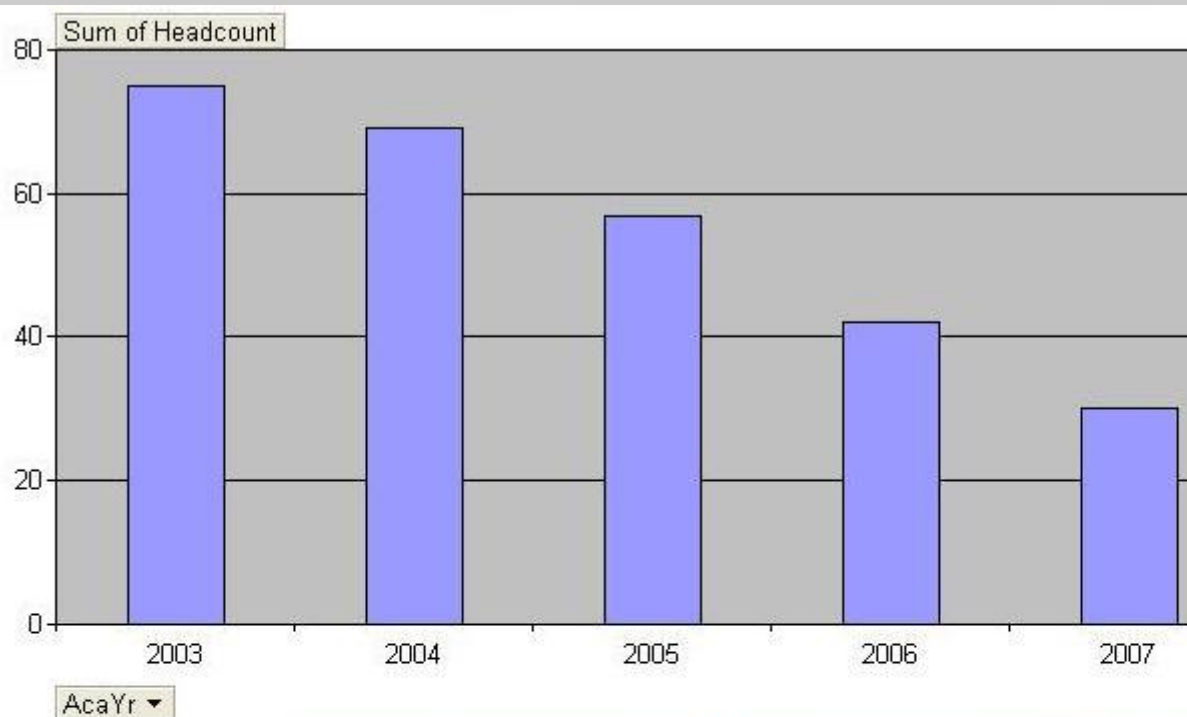
PivotTable1

| DT_DEPT ▾ | TermType ▾ | AcaYrs ▾ | PROGRAM ▾ |
|---|---|---|---|
| MRMT | Fall | All | All |

Drop Column Fields Here

| AcaYr ▾ | Sum of Headcount |
|---|---|
| 2003 | 75 |
| 2004 | 69 |
| 2005 | 57 |
| 2006 | 42 |
| 2007 | 30 |
| Grand Total | 273 |

The Medical Data Specialist program is competing with on-line programs which are shorter in duration but costly. Also there is a proprietary school in Amarillo which has a program similar to the Medical Data Specialist.

The Program Director plans to participate in

events scheduled by the college, such as, Sneak Peek, high school tours of the Allied Health Division and attend some career days at the public schools and other recruitment events that may be planned. There has been some consideration given to adding several more courses from the Medical Data Specialist curriculum online which could help draw more students into the program.

**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?**

Acceptable

Resources

Review the five-year graph(s) of the student-to-

faculty ratio in the program/department. Explain any increase or decrease that is more than a one-year anomaly.
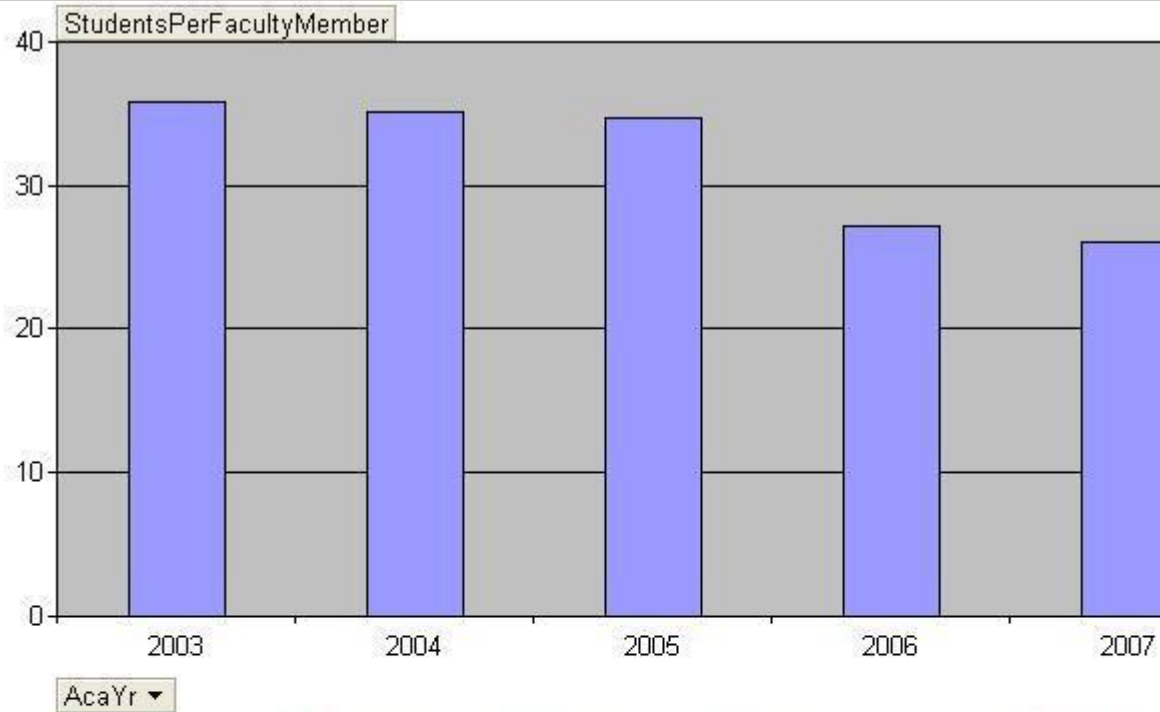


| AcaYr | | StudentsPerFacultyMember |
|-------|---|--------------------------|
| 2003 | + | 35.81818182 |
| 2004 | + | 35.08333333 |
| 2005 | + | 34.66666667 |
| 2006 | + | 27.21428571 |
| 2007 | + | 26 |
| Grand Total | + | 31.54098361 |

PivotTable1

| DT_DEPT ▾ | TermType ▾ | AcaYrs ▾ |
|-----------|------------|----------|
| MRMT | Fall | All |

Drop Column Fields Here

The number of majors have been fairly consistent. The Program Director receives numerous calls from potential students who are

wanting to enroll in a curriculum that is strictly online, however, all of the courses are not conducive to online learning. Students seem to think that online learning is easier and would be in a self-pace format which is not necessarily true.

**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?**

Acceptable

Provide an action plan for improvement of any identified problem.

The Medical Data Specialist program will continue to participate in student recruitment activities such as Sneak Peek, Career days at schools, high school tours of Allied Health.

**Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-**

**faculty ratio within this program/department?**

Acceptable

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

All credentials for full-time and part-time faculty are current and correct and also meet the SACS and THECB requirements.

**Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a**

technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for **Roster of Instructional Staff** (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Acceptable

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Judy Massie Spring 2007

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned **Roster of Instructional Staff** (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.

Acceptable

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

Jane Howk, Health Care Spanish Spring 2007

M'air Hernandez, Coding & Classification Systems Spring 2007

Jack Gillum, Pharmacology Spring 2007

Neil Allen, Medical Terminology I Spring 2007

E. Howard Bacon, Medical Terminology I & II Spring 2007

Misty Harvey, Medical Terminology I Spring 2007

Dana Adcock Schuman, Medical Terminology I Fall 2007

**If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.**

Acceptable

Amarillo College's Board Policy Manual defines

each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?
no

**If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.**

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)
Classroom instuction Electronic journals Reference collection Tutorials/guides

**Does it appear that the library collections/resources/services used by the**

**faculty, staff, and/or students within the past five years are accurate and thorough?**

Acceptable

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

The Amarillo Northwest Branch library provides the necessary resources and provides services to the Medical Data Specialist students.

**Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?**

Acceptable

Does your program/department have discipline accreditation?
no
How has the library participated in this discipline's accreditation?

**Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?**

Acceptable

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

Online students need an assessment test before they are allowed to enroll in an online course to evaluate the student's computer skills and basic knowledge.

**Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?**

Concern
I agree that students need an assessment test. Can you create one that fits your department's needs?

What improvements would ensure that students use technology?

Making sure that the college has a vehicle such as MyAC where grades can be checked by the student, along with calendars and assignment postings, and having email abilities so that the students can communicate with instructors and

other students. Having directions in the syllabi of the courses along with instructors demonstrating how to use the functions of MyAC.

**Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?**

Acceptable

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?
no
What changes need to be made to prevent violations of this nature?

**After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.**

Acceptable

## What changes need to be made to prevent violations of this nature?

Acceptable

Which support services need to be strengthened to better serve students in this program/department?

Financial Aid and Student Adult Services.

Explain what aspects of the services need to be strengthened.

Both Financial Aid and Student Adult Services need to be available full-time on the West Campus during registration periods. Also during registration these services need to be made available during evening hours maybe several evenings during the week.

## Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Acceptable

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

The Amarillo College Police need to be more visible on the West Campus. Instructors should be able to lock their classroom doors from inside the classroom. Instructors would have to have keys issued for each classroom where they teach in order to lock the classroom door. Have cameras in hallways and in the classroom to monitor acitivity.

**Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?**

Acceptable

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

At the present time the Medical Data Specialist program is in need of an updated computer lab. The computers in the MDS lab are 12 to 13 years old.

**Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study**

**didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?**

Acceptable

Budget

Which program/department outcomes have resulted in budget requests to date?

During last years' budget the Program Director ask for new computers for the Medical Data Specialist lab.

**Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?**

Acceptable

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

A maintenance contract for Lanier Voicewriter equipment will need to be budgeted each year. The coding software will need to be maintained and updated each year which will require money in the budget.

**Has this program/department been able to project strategic initiatives for the next five**

**years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?**

Acceptable

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?
yes
If no, explain what is inaccurate.

**IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?**

Acceptable

**IF anything appears to be inaccurate, identify the apparent violation.**

Acceptable

Does the program/department publish any

documents (electronic or paper) with references to SACS accreditation?

no

Are the references in compliance with SACS approved statement?

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

**IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).**

Acceptable

**IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the**

## problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

Acceptable

Other

State any additional comments/concerns which may impact this program/department during the next five years.

The Allied Health Building is not in compliance with the ADA. The outside and inside doors do not have an automatic door to accommodate individuals who may need access to this building.

Amarillo College Police need to be more visible, especially during the summer semester.

The Amarillo call center personnel need to be trained to help students who are having technical problems with their online or hybrid courses. They do not want to hear you will have to call your instructor! I think there is a need to have a technical person or at least a contact number for students to call when they are experiencing problems.

I am concern with the volume of Online programs in my field that have surfaced over the

last year and the proprietary school that is located in Amarillo and this means more competition for the Medical Data Specialist program.

I am also concerned with the Workforce Development online courses that have a partnership with Gatlin Education Services. There are seven courses that are in conflict with my program and I do not feel that another AC division should be competing with itself for students.

**IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.**