MCC Mohave Community College

ACADEMIC PERIODIC PROGRAM REVIEW

Date: April 2, 2018

Name of degree(s) and/or certificate(s): Phlebotomy Certificate; Insurance Billing and Coding Certificate, Medical Assistant Certificate; Health Information Technology AAS

Department: Medical Assistant

Department Program Director or Lead: Kris Long, MPA, NRP

Review participant's names and affiliations: Kris Long MPA NRP; Candi Lutz, RMA

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Identity

Who are you as a department and program? Whom do you serve? What are your plan and purpose?

HISTORY AND CONTEXT

History related to this program details is not available. The program is not currently accredited, however, plans are in place to pursue initial Medical Assistant program accreditation through the Committee on Accreditation of Allied Health Education Programs (CAAHEP).

Program Elements and Resources

How are you achieving your plan and purpose? How effectively are elements and resources being used?

A. ACADEMIC PROGRAM

1. Program Student Learning Outcomes

    a. State the Program Student Learning Outcomes (SLOs) as they exist on the degree Guided Pathway (Appendix A). Explain any changes that have been made during the last four years. Are the SLOs an effective statement of expectations for all graduates? Beyond the catalog and Guided Pathway, how are these expectations communicated to students?

    <u>Medical Assistant Certificate</u>

1.	Perform administrative and clinical skills within the Medical Assistant scope of practice (1,2,3,4,5,6)
2.	Effectively utilize technology required to complete job tasks. (2,3,5,6)
3.	Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)
4.	Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)

    <u>Medical Assistant – Phlebotomy Certificate</u>

5.	Perform administrative and lab techniques within the Phlebotomist's scope of practice (1,2,3,4,5,6)
6.	Effectively utilize technology required to complete job tasks. (2,3,5,6)
7.	Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)
8.	Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)

    <u>Medical Assistant – Insurance Billing and Coding</u>

1.	Perform administrative tasks required for medical billing and coding (1,2,3,4,5,6)
2.	Effectively utilize technology required to complete job tasks. (2,3,5,6)
3.	Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)
4.	Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)

<u>Health Information Technology – AAS</u>

1. The graduate will evaluate health records for accuracy according to federal guidelines. (2,3,5,6)
2. The graduate will accurately code healthcare data for statistical and reimbursement purposes.(2,3,5,6)
3. The graduate will organize health records from patient files, indexes, and registers for use in patient care, continuing education, research and healthcare planning.(1,2,3,4,5,6)
4. The graduate will manage database systems to provide access to needed health information, including computer-based patient record systems.(1,2,3,5,6)

SLOs were realigned to better meet future program accreditation standards.

b. Program SLO alignment to General Education Philosophies: Review the General Education Philosophies alignment to the Program SLOs. Are students able to achieve the General Education Philosophies and Program SLOs at the expected levels by completing the major courses and the general education curricula? Do the knowledge and skills developed in required courses build on each other in an intentional, progressive manner?

All SLOs are aligned with general education philosophies. Yes, the students can achieve the general education philosophies at the expected levels. Curriculum redesign ensures student progression throughout the program in the knowledge and skills of a medical assistant.

c. Review degree Program Goal Map (Appendix B). Analyze any patterns, imbalances, or gaps. Evaluate the SLOs in the context of the curriculum, assessment planning, and the student experience. Are there any specific revisions that can be made to strengthen your Program SLOs?

An analysis was done early this semester and any gaps or revisions have been completed, taking effect Fall 2018.

2. Curriculum

a. Summarize the program degree requirements as published in the current catalog. What is the relationship between major and GE courses? Are there any free or defined electives? Are courses reliably offered in the required/recommended sequences? If not, why not? How does the overall curriculum compare with those of colleges in Arizona?

Redesign of the Medical Assistant program change from AAS to certificate was modeled after another community college in Arizona who is currently CAAHEP accredited.

b. Describe any significant changes made to the curriculum since the previous program review — delivery, mode, prerequisites, structure, etc. Have you adopted any new practices in course design such as "flipping," or the conversion of traditional face-to-face courses to online or hybrid modes? Have any of these changes been successful? How do you know?

Allied health education may lend itself to hybrid formats however it does not routinely support fully online courses.

Pre-requisite courses were better chosen to reflect current trends in practice for certificates and degree.

The success of these changes will not be known until students begin these newly revised curriculum fall 2018.

    c. What process does the department use to revise and update curricular content? How does the department assure the currency of course documents, e.g., proposals, syllabi, and outlines? How do you provide for course alignment of the same course taught by multiple instructors?

Curriculum redesign is modeled after curricular requirements for the Medical Assistant Education Review Board (MAERB), a committee on accreditation under CAAHEP.

After each program cohort completion, an assessment analysis will be conducted to determine if the master schedule and sequencing needs revision.

    3. Co-Curriculum

Describe any significant co-curricular opportunities for students in the major. How do these opportunities support student learning in the curriculum?

There are no current opportunities. With the growth of the program, opportunities could be revisited.

B. FACULTY

Does the department assess and plan for the need for future faculty hires? What kind of challenges has the department faced in terms of recruitment, hiring, and retention? Describe the department's projected faculty hiring needs within the next four years. Reflecting on the teaching contributions, scholarship, service, and areas of expertise of the current faculty how well are the overall needs of the program being met?

Vacant RF position at LHC needs to be filled. Challenges are not yet known and can be evaluated as presented.

Needs are being met at the expense of the program based on low student enrollment for the previous structure.

C. DEPARTMENT ADMINISTRATION

1. Describe the structure of administration within the department, including how leadership is selected and length of term. How does the department plan for succession?

Not applicable

2. What are some current key priorities of the director/lead? What other administrative duties require significant attention or time? What kind of assign time is used for administrative duties for other faculty in the department (e.g., scheduling, assessment, etc.)?

Program administrative duties are currently all handled by the director.

D. FACILITIES, EQUIPMENT, AND INFORMATION RESOURCES

    1. Facilities

    a. Describe any specialized facilities of the program. Do these facilities meet the current needs of the program? Describe any proposed changes and improvements to resources.

LHC, BHC, and NCK have specialized facilities for the medical assistant program. Based on current enrollments these more than meet the needs, however, program growth will result in the need to reevaluate.

b. Describe any departmental sustainability efforts in regards to facilities or equipment.

 None noted at this time.

2. Equipment, Technology, and Information Resources

a. Does the current equipment and technology meet program needs? What plans or funds exist for obtaining new resources, maintenance, repair, and replacement? Provide a ranked list of high-priority equipment needs.

High priority needs are:

Autoclaves for each campus where the program has students.

EKG machines with 12-lead capabilities for each campus where the program has students.

b. Describe key information and technology resources — books, journals, databases, etc. — used by the program. Do the resources meet program needs? Provide a ranked list of high-priority information-resource needs.

No need identified at this time

c. What is the role of the library in relation to your program? To what extent does your faculty interface with library faculty, CELT, IT?

No information available at this time.

E. BUDGET

a. Provide a summary of total budget revenues and program expenditures (salaries, benefits, operating expenses) for the last 2-3 years as available (Appendix C). Describe any significant increases or decreases in the cost of the program over the review period, noting factors that may be influencing costs. Include copies of annual budgets, as available.

The program shows a loss of nearly 400 students from 2014-2016. As student enrollment decreased, program cost increased due to lack of adequate enrollment, while sustaining the same numbers of program faculty.

b. How are decisions about program funding and expenditures made? Describe your department budget process and engagement of faculty in that process.

Going forward, the director will seek input from faculty regarding program needs for budgetary purposes. Current budget proposal utilized a 3-year look back and projections of potential increases.

Program Effectiveness

How Well Do You Achieve Your Plan and Purpose?

A. STUDENT LEARNING ASSESSMENT

1. Assessment Overview

a. Provide an overview of your program-level assessment efforts (see program goal map for courses program level assessment occurs) during the last four years. How comprehensive were your assessment efforts? Can you state with confidence that your graduates are achieving the Program SLOs at the expected levels?

Program SLOs were recently revised. No data is available to support a review of the program-level assessment. Moving forward, program SLO assessment will be conducted.

2. Assessment Efforts

Describe your Cycle of Learning assessment efforts. Include your 4-year assessment plan in (Appendix D). If you submitted Cycle of Learning assessment reports, include the in Impact on Student Learning and Action Plan for each in Appendix E. (Copies can be found in the Schoology Curriculum and Assessment group resources). Generally, consider the following questions:

- Which General Education Philosophy(s) did the assessment address?

2.5 Read and comprehend at a college level

2.2 Describes the scope and principle features of his/her field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

2.3 Illustrates contemporary terminology used in the field.

- When and where in the curriculum did the assessment take place?
    o HES 129 15-16 and 16-17
- What form did the assessment take?
    o Multiple choice test
- What were the results of the assessment? Did students meet expected levels of performance?
    o See Appendix E
- How were the results used to improve the degree program?
    o Does not appear the results were utilized to improve the program

3. Writing Across the Curriculum

Describe your Writing Across the Curriculum assessment efforts. Include your WAC data worksheets in Appendix F. (located in the Schoology Curriculum and Assessment group resources). In each case, consider the following questions:

- When and where in the curriculum did the assessment take place?

 HES 129 fall and spring

- What form did the assessment take (portfolio, a collection of smaller writing samples, large essay/term paper)?

Written term paper, 1500 words

- What were the results of the assessment(s)? Did students meet expected levels of performance?

Based on data, students are struggling with organization and idea development of the project.

- How were the results used to improve the degree program?

Moving forward, the WAC course will be modified to a specific MEA course, and data will be analyzed to help improve the programs.

- Will the Identified course change based on your analysis?

YES

4. Assessment Planning

a. Draft or revise the program assessment plan for the next four years, drawing on the Program SLOs and their mapping to the curricula on the Program Goal Map. Include this plan in Appendix G. If you don't have a current plan, contact the Director of Assessment and Curriculum for a template. Will the draft plan allow you to state with confidence that your graduates are achieving the Program SLOs at the expected levels?

Moving forward, the program will review and analyze all assessment data.

b. To achieve your assessment plan, the department may need to develop greater assessment capacity. Describe any support or training that will help your faculty and staff to carry out the plan successfully. What is the department's or college's appropriate role in providing these opportunities for professional development?

Curriculum director will need to provide assessment information to program faculty.

B. STUDENT SUCCESS: ENROLLMENT, PERSISTENCE, AND GRADUATION

1. Enrollment

a. Analyze trends in enrollment data for each of the last four academic years (Appendix C). How does the student enrollment in your program compare the college enrollment? How does the quality of students enrolled (in looking at GPA, SAT, placement exam scores) compare to that of the college and university? Is the program enrolling the number and quality of students desired?

The program shows a significant decline in student enrollment over the past several years. New program structure should show increases as the program will now allow completion in as little as two semesters.

2. Transfer Students

Analyze trends in transfer student enrollment data for each of the last four academic years (Appendix C). How does the student enrollment in your program compare the college enrollment?

This program currently does not have notable transfer student numbers.

3. Fail Rates

a. Do you have any courses that have high failure rates (Ds, Fs, and Ws > 10%)? List courses and supporting data. Have you explored the reasons and possible solutions to improve student success?

DFW in medical assisting AAS was 41%. Insurance coding 36%. Phlebotomy 42%. HES 113 and 129 are high fail rate courses. These currently are being taught only online. Healthcare occupations support teaching these types of courses either on-ground or at a maximum hybrid format. The program will assess the need to offer both online and on-ground options.

C. Student Engagement and Satisfaction

1. How are students engaged in the program review process (e.g. do reviewers have the opportunity to meet with students, is there a student review team, etc.?)?

   Moving forward, student engagement will be sought in the program review process.

2. In what ways does the department engage students about their experience in the program or involve them in the development of the program? Are students involved in the operations and/or policy development for the department (e.g., committee membership, other formal and informal input)? What has been learned from student input?

   See the previous statement. Course evaluation surveys will be reviewed with faculty by the director.

3. How satisfied are students with their experience of the curriculum, faculty, learning resources and environment, and administration? Describe methods used to collect student input such as focus groups, surveys, etc.

   See the previous statement

D. Graduate Success

1. Recent Graduates

   a. Describe the most recent program-level results of the completion rate (Appendix C). Consider the numbers and percentages of graduates employed full/part-time, seeking/not seeking employment, or transferred to the universities, as well as other information about their jobs or schools. How successful are students in obtaining jobs or university transfer after completion of their degree?

   Moving forward, the program will conduct graduate and employer surveys to support Accreditation and program requirements.

   b. Describe any other feedback from graduates or measures of graduate success used by the department, e.g., the results of professional exams, certification/ licensing/ registration rates, and numbers of graduate degrees awarded. What do these measures suggest about the program and its graduates?

   None available

2. Alumni

   a. Describe the results of any alumni surveys from the last four years. To what extent do respondents report that their experience of the program has helped them to succeed in their personal and professional lives?

   No formal surveys available

   b. Describe any other measures used to obtain feedback from alumni. What do these measures suggest about the program and its graduates?

   No formal surveys available

4. Employers

   a. Describe the results of any community employers' feedback. What does their feedback suggest about graduate success in terms of Program SLO achievement, industry readiness, employer values, salary scales, etc.?

See previous statements. Employer surveys will be implemented to meet program accreditation requirements

b. Describe any other measures used to obtain feedback from employers. What do these measures suggest about the program and its graduates?

None

E. S.W.O.T Analysis

After assembling an Advisory Committee consisting of department resident faculty, associate faculty, non-discipline faculty, student, alumni, academic support staff, community/industry members (if applicable), and faculty from departments in which your courses feed into(if applicable), answer the following questions:

SWOT analysis is not available as there are no advisory committee meeting minutes found. Spring 2018 advisory committee meeting is in planning stages.

Future Trends and Capacity

How are current and future trends being taken into account by the program?

A. Future of the Field and Career Opportunities

How is the program meeting the current and potential future needs and trends in the labor market, industry, and society? What is the bureau of labor statistics (as well as other sources) predicting? What other new areas/fields do you predict will be developing in the future related to your discipline? What will be the jobs of the future?

Bureau of Labor Statistics shows in AZ an increase of 21% job openings between 2014-2024.

B. Program Capacity

What is the program's capacity to educate more students? Are there adequate faculty, staff, facilities and other resources to meet the demand? If not, describe what additional resources are required.

Through restructuring of the curriculum, it is designed for a student to complete in 2 semesters. MA certificate program lends itself well to a partnership with WAVE/JTED program. Enrollment growths could allow for cohort starts Fall, Spring, and Summer.

College Mission and Goals

What Are the Critical Issues? How Do They Impact the Department and Program?

A. College mission and Goals:

1. The mission of Mohave Community College is to be a learning-centered institution, serving all constituencies, inspiring excellence through innovation and empowering students to succeed.

2. Mohave Community College strives to provide high quality, affordable and accessible higher education to all who seek it. Educational: Mohave Community College supports an academic learning-centered community through implementation of quality teaching initiatives, professional development, integration of learning technology, development of partnerships, delivery of effective student support services, and by providing accurate information and advising. Cultural: Become a conduit between businesses, organizations, foundations and the arts to strengthen understanding of the world through education. Civic: Promote active citizenship within the college community. Resources: Provide resources needed to achieve the mission and vision

3. How current and relevant is the mission and goals of your program?

   MCC's mission and goals integrate with the development of specific program mission and goals related to the profession of medical assistant.

4. How do the college mission and goals shape the decisions and direction of the department and program?

   MA program is learning-centered, and are increasingly implementing innovative strategies within the program of study.

B. PROGRAM GOALS

1. Previous program goals.

   Briefly describe the results of the previous program review -issues identified, recommendations made, and goals. Describe significant achievements and progress made since the last program review. What proposed changes have not been made and for what reasons?

   Previous goals were not met.

2. New program goals.
   a. Short-term goals (two-year cycle): Based on data, assessment, and curriculum analysis completed above, identify 2 or more Specific, Measurable, Attainable, Relevant, Timely (S.M.A.R.T) Goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next two years.
      ii. Goal 1: Increase enrollments in all certificates and degree-related programs
         1. Measurable outcome: Double current enrollment numbers
         2. Plan to achieve the outcome within 2 year period:
            a. Increase marketing efforts
            b. Program interest meetings in communities and campuses
         3. Responsible parties:
            a. Director and MPIO
            b. Instructors
         4. How does this goal align with the mission and goals of the college?
            a. Significant community need for increased medical assistant program offerings
         5. Goal 2: Adequate equipment to support program success.
            a. Measurable outcome: meet the minimum standards of CAAHEP accredited programs for equipment needs
            b. Plan to achieve the outcome within 2 year period:

                    i.   Budgetary review and requests

                    ii.   Utilize all collected student course fees

        c.   Responsible parties:

                    i.   Director

                    ii.   Administration

6. How does this goal align with the mission and goals of the college?

        a.   Up to date equipment to meet best practice

        b.   Increases program and student innovation in patient care.

   iii.   Goal 3: CAAHEP accreditation for the medical assistant program

1. Measurable outcome: site visit by Fall 2019

2. Plan to achieve the outcome within 2 year period:

        a.   Start self-study

        b.   Submit a request for accreditation services (RAS)

        c.   Complete and submit a self study

        d.   Schedule site visit

3. Responsible parties:

        a.   Director

        b.   MA faculty and staff

4. How does goal align with the mission and goals of the college?

        a.   Inspiring excellence through innovation and empowering students to succeed.

        b.   By gaining CAAHEP accreditation this increases employability and desirability of educated medical assistants.

b. Long-term goals (four-year cycle)

   i.   Goal 1: Staffing increase

1. Measurable outcome: gain additional faculty and supplemental staff positions

2. Plan to achieve outcome within 4 year period:

        a.   Encourage previous graduates to apply for supplemental instruction positions

        b.   Provide professional development opportunities to all program faculty and staff related to accreditation and educational requirements

3. Responsible parties:

        a.   Director

        b.   CELT

        c.   Administration

4. How does this goal align with the mission and goals of the college?
   Empowering student success

Appendices

A. Guided Pathway(s)

B. Program Goal Map

C. Institutional Research Data - Budget, Enrollment, Course and Degree completion and success rates

D. Assessment Plans – Looking Back – 4-year Assessment plan

E. Assessment Results & Closing the Loop - Cycle of Learning reports Impact and Action plan section review

F. Assessment Results & Closing the Loop – Writing Across the Curriculum Data analysis

G. Assessment Plans – Looking Ahead – Draft next 4-year Assessment plan

![MCC Mohave Community College logo]

GUIDED PATHWAY

The following sequence is the suggested pathway to complete the degree in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your academic advisor for other options and to monitor your progress.

Program Name: Medical Assistant Certificate

Program Student Learning Outcomes (SLOs):

1.	Perform administrative and clinical skills within the Medical Assistant scope of practice (1,2,3,4,5,6)
2.	Effectively utilize technology required to complete job tasks. (2,3,5,6)
3.	Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)
4.	Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
First Semester: Fall			
HES 113*		F, SP, SU	3
HES 129*		F, SP	3
MEA 100*		F, SP, SU	3
MEA 103*		F, SP	1
MEA 257*		F, SP	5

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
Second Semester: Spring			
HES 128*		F, SP	3
MEA 130*		F, SP	3
MEA 141*		F, SP	3
MEA 205*		F, SP	3
MEA 258*		F, SP	4

Key:
SP= Spring   F= Fall   SU= Summer
1. Aesthetic Sensibilities: An awareness of creative expression in the world around us.
2. Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
3. Critical Thinking Skills and Problem-Solving: The ability to analyze data and arrive at logical and defensible conclusions.
4. Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
5. Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
6. Technological Competency: A proficiency in evolving technology to compete and flourish in society.

Total credits required   31

Students that have already completed BIO 201 and BIO 202 are not required to take HES 129. BIO 201, 202 can be substituted for HES 129 as it is a higher level A&P course.

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GUIDED PATHWAY

The following sequence is the suggested pathway to complete the degree in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your academic advisor for other options and to monitor your progress.

Program Name: Medical Assisting- Insurance Coding Certificate

Program Student Learning Outcomes (SLOs):

1.	Perform administrative tasks required for medical billing and coding (1,2,3,4,5,6)
2.	Effectively utilize technology required to complete job tasks. (2,3,5,6)
3.	Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)
4.	Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
First Semester: Fall			
HES 113*		F, SP, SU	3
HES 129*		F, SP	3
MEA 116*		F	3
MEA 100*		F, SP, SU	3

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
Second Semester: Spring			
MEA 130*		F, SP	3
HES 128*		F, SP	3
MEA 131*		SP	3
MEA 141*		SP	3

Key:
SP= Spring   F= Fall   SU= Summer
1. Aesthetic Sensibilities: An awareness of creative expression in the world around us.
2. Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
3. Critical Thinking Skills and Problem-Solving: The ability to analyze data and arrive at logical and defensible conclusions.
4. Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
5. Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
6. Technological Competency: A proficiency in evolving technology to compete and flourish in society.

Total credits required   24

Optional Courses:

Students that have already completed BIO 201 and BIO 202 are not required to take HES 129. BIO 201, 202 can be substituted for HES 129 as it is a higher level A&P course.

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GUIDED PATHWAY

The following sequence is the suggested pathway to complete the degree in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your academic advisor for other options and to monitor your progress.

Program Name: Medical Assisting Phlebotomy Certificate

Program Student Learning Outcomes (SLOs):

1.	Perform administrative and lab techniques within the Phlebotomist's scope of practice (1,2,3,4,5,6)
2.	Effectively utilize technology required to complete job tasks. (2,3,5,6)
3.	Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)
4.	Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
First Semester: Fall			
HES 113*		F, SP, SU	3
HES 129*		F, SP	3
MEA 100*		F, SP, SU	3
MEA 101*		F, SP	4

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
Second Semester: Spring			
MEA 205*		F, SP	3
MEA 102*		F, SP	3

Key:
SP= Spring   F= Fall   SU= Summer
1. Aesthetic Sensibilities: An awareness of creative expression in the world around us.
2. Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
3. Critical Thinking Skills and Problem-Solving: The ability to analyze data and arrive at logical and defensible conclusions.
4. Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
5. Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
6. Technological Competency: A proficiency in evolving technology to compete and flourish in society.

Total credits required   19

Optional Courses:

Students that have already completed BIO 201 and BIO 202 are not required to take HES 129. BIO 201, 202 can be substituted for HES 129 as it is a higher level A&P course.

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GUIDED PATHWAY

The following sequence is the suggested pathway to complete the degree in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your academic advisor for other options and to monitor your progress.

Program Name: Healthcare Information Technician - AAS

Program Student Learning Outcomes (SLOs):

1. The graduate will evaluate health records for accuracy according to federal guidelines. (2,3,5,6)
2. The graduate will accurately code health care data for statistical and reimbursement purposes.(2,3,5,6)
3. The graduate will organize health records from patient files, indexes and registers for use in patient care, continuing education, research and health care planning.(1,2,3,4,5,6)
4. The graduate will manage database systems to provide access to needed health information, including computer-based patient record systems.(1,2,3,5,6)
5. The graduate will accurately regulate the security and integrity of confidential patient information. (1,2,3,4,5,6)

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
First Semester: Fall			
CIS 110*	Yes	F, SP, SU	3
CIS 153*		F, SP	3
HES 113*		F, SP, SU	3
CIS 115*		F, SP	3
CIS 120*		F, SP	3

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
Second Semester: Spring			
CIS 116*		F, SP	3
CIS 131*		F, SP, SU	3
CIS 208 *		SP	3
PSY 101	Yes	F, SP, SU	3
ENG 101*	Yes	F, SP, SU	3
HES 129*		F, SP	3

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
Third Semester: Fall			
MEA 116*		F, SP	3
MEA 100*		F, SP, SU	3
MEA 130*		F, SP	3
MEA 141*		F, SP	3
BUS 204*		F, SP	3

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
Fourth Semester: Spring			
MEA 131*		F, SP	3
CIS 210*		F, SP	3
CIS 253*		SP	3
CIS 265*		SP	3
CIS 270*		SP	3

Total credits	63

Optional Courses:

- Choose one Global Awareness course from the AAS General Education Checklist **Credits: (3-4)**
- Choose one course from the following:
  BUE 105
  ENG 101

Medical Assistant Outcome Map

I = Introduced   R = Reinforced   M = Mastery demonstrated   A = Assessed for Mastery

Courses and Experiences	Program Goals			
	Perform administrative and clinical skills within the Medical Assistant scope of practice (1,2,3,4,5,6)	*Effectively utilize technology required to complete job tasks. (2,3,5,6)*	*Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)*	*Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)*
HES 113			I	I
HES 129			R	R
MEA 100			R	R
MEA 103	I		R	R
MEA 257	R	I	R	R
MEA 130	R	R	R	R
HES 128	R		R	R
MEA 141	R	R	R	R
MEA 205			R	R
MEA 258	M, A	M, A	M, A	M, A

Medical Assisting – Insurance Coding Certificate Goal Map

I = Introduced   R = Reinforced   M = Mastery demonstrated   A = Assessed for Mastery

Courses and Experiences	Program Goals			
	Perform administrative tasks required for medical billing and coding (1,2,3,4,5,6)	*Effectively utilize technology required to complete job tasks. (2,3,5,6)*	*Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)*	*Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)*
HES 113			I	I
HES 129			R	R
MEA 100			R	R
MEA 116		I	R	R
HES 128			R	R
MEA 130	I	R	R	R
MEA 131	R	R	R	R
MEA 141	M, A	M, A	M, A	M, A

Medical Assisting – Phlebotomy Certificate Goal Map

I = Introduced   R = Reinforced   M = Mastery demonstrated   A = Assessed for Mastery

Courses and Experiences	Program Goals			
	Perform administrative and lab techniques within the Phlebotomist's scope of practice (1,2,3,4,5,6)	*Effectively utilize technology required to complete job tasks. (2,3,5,6)*	*Utilize accurate decision-making skills to communicate, apply critical thinking, analyze, and problem-solve. (2,3,5,6)*	*Conduct one's self to the professional standards in the healthcare setting (1,2,3,4,5,6)*
HES 113			I	I
HES 129			R	R
MEA 205			R	R
MEA 100			R	R
MEA 101	I	I	R	R
MEA 102	M, A	M, A	M, A	M, A

Healthcare Information Technology Program Goal Map

I = Introduced   R = Reinforced   M = Mastery demonstrated   A = Assessed for Mastery

Courses and Experiences	Program Goals				
	Evaluate health records for accuracy according to federal guidelines. (2,3,5,6)	*Accurately code health care data for statistical and reimbursement purposes.(2,3,5,6)*	*Organize health records from patient files, indexes and registers for use in patient care, continuing education, research and health care planning.(1,2,3,4,5,6)*	*Manage database systems to provide access to needed health information, including computer-based patient record systems.(1,2,3,5,6)*	*Accurately regulate the security and integrity of confidential patient information. (1,2,3,4,5,6)*
CIS 110				I	I
CIS 153					R
HES 113			I		
CIS 115				R	R
CIS 120		I			
CIS 116				R	R
CIS 131			R		
CIS 208		R			
HES 129			R		
MEA 116	I			R	
MEA 100					R
MEA 130	R		R		
CIS 210		R		R	
CIS 253					R
CIS 265			R	M, A	
CIS 270					M, A
MEA 141		M, A	R		
MEA 131	M, A		M, A		

Adapted from http://webmedia.jcu.edu/institutionaleffectiveness/files/2014/01/Departmental-Outcome-Mapping.pdf

MEA/HES
Medical Assisting

COUNTS	2016FA	2016SP	2016 FA&SP
Program (Prefix)	MEA/HES	MEA/HES	MEA/HES
Number of Sections	23	25	48
Unduplicated Student Head Count	175	181	274
Duplicated Head Count (Enrollment)	268	265	533
Credit Hours	813	808	1,621
REVENUE SOURCES	2016FA	2016SP	2016 FA&SP
Tuition	$74,399	$72,860	$147,259
Course_Fees	$1,425	3,055	4,480
Instructional Income	$75,824	$75,915	$151,739
State Allocation pro-rated by credit hours	$18,358	$20,990	$39,348
Revenues	$94,182	$96,905	$191,087
EXPENSES	2016FA	2016SP	2016 FA&SP
Expenses	$97,859	$94,171	$192,030
Net (Revenues less Expenses)	($3,677)	$2,734	($943)
RATIOS	2016FA	2016SP	2016 FA&SP
State Allocation as a % of Revenue	19%	22%	21%
Net per Student	($14)	$10	($2)
Net per Hour	($5)	$3	($1)
Net per Section	($160)	$109	($20)
Expense to Income Ratio	1.04	0.97	1.00
Income to Expense Ratio	0.96	1.03	1.00
Profit Margin	-3.9%	2.8%	-0.5%
Cost per credit hour	$120.37	$116.55	$118.46
Revenue per credit hour	$115.85	$119.93	$117.88
Tuition only per credit hour	$92	$90	$91
Instructional income per credit hour	$93	$94	$94
Hours per student	4.6	4.5	5.9
Average number of students per section	11.7	10.6	11.1
Breakeven Hours	844.7	785.2	1,629.0
Breakeven Headcount	181.8	175.9	275.4
Percent Student Success (A, B, C, S)	82.4%	84.8%	83.56%
Course Fees as Percentage of Total Revenue	1.5%	3.2%	2.3%
Course Fees as Percentage of Tuition Only	1.9%	4.2%	3.0%
Net Income Less Course Fees	($5,102)	($321)	($5,423)

Medical Assisting

REVENUES AND EXPENSES

	2016FA	2016SP	2016 FA&SP
Revenues	$94,182	$96,905	$191,087
Expenses	$97,859	$94,171	$192,030

■ Revenues ■ Expenses

NET (REVENUES LESS EXPENSES)

	2016FA	2016SP
$4,000		
$3,000		
$2,000		$2,734
$1,000		
$0		
($1,000)		
($2,000)		
($3,000)		
($4,000)	($3,677)	
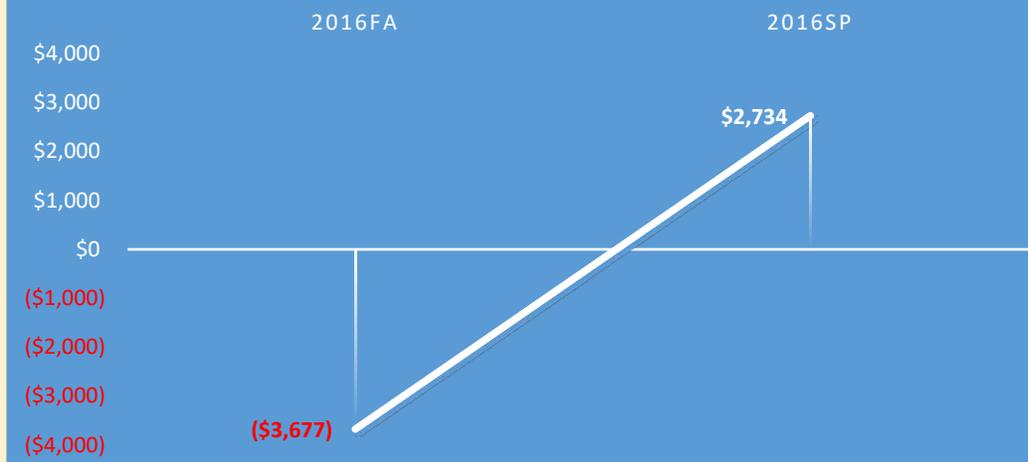
Success = A, B, C, S   Medical Assisting

STUDENT SUCCESS RATE

85.0%	
84.5%	
84.0%	
83.5%	
83.0%	2016SP, 84.8%
82.5%	
82.0%	2016FA, 82.4%
81.5%	
81.0%	

Percent Student Success (A, B, C, S)
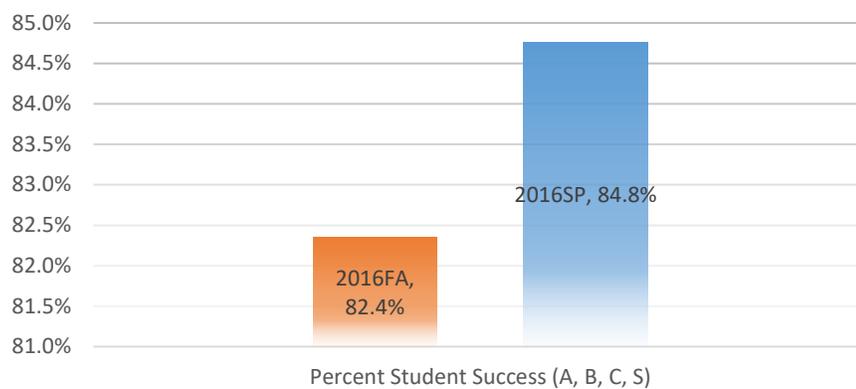
Program: Medical Assisting		2016-17	2017-18	2018-19	2019-20	Gen Ed Philosphy Obj.	Program review
Aesthetic Sensibilities	An appriciation of creative expression in the world around us.		HUM 250				AGEC A, B AGEC A, B, S
Communication Skills	The ability to effectively convey meaning through various media on both personal and profession levels	HUM 150 Fall HUM 151 Spring CIS 110 ENG 101 HIS 131 HES 129 BIO 100		MAT 221		2.5 Read and comprehend at a college level	WAC to be assessed each time WAC course is offered. Collect data internally to report on in next Program review. HES WAC identified course: HES 129
Critical Thinking Skills and Problem Solving	The ability to analyze data and arrive at logical and defensible conclusions.		MAT 212 BIO 100,	HES 128 POS 120,	POS 120 CHM 130	3.5. Use analytical methods to solve problems.	
Cultural Diversity and Global Awareness	An appriciation of relationships and differences in values, customs, and norms of diverse global communities.		SOC 131 EDU 214				
Techniques of Inquiry	Use of standardized methodological framework to collect, analze, interpret, and present findings.		ENG 101	ENG 102	HES 129	5.7. Generate a research paper by gathering information from varied sources, analyzing data, and organizing information into a coherent structure	
Technological Literacy	A proficiency in evolving technology to compete and flourish in society.		CIS 110				

Fall 2015 Cycle of Learning – HES 129

ACTION PLAN

ASSESSMENT CHANGES

			Person/Group Responsible for Action; Target date for implementation and Priority (High/Med/Low)
Restructure Outcome Statement	O Implemented Changes ✸ Planned Changes	O Budget Item	Faculty, Associate Faculty. Fall 2016/17　　**MED**
Revise Measurement Approach	O Implemented Changes ✸ Planned Changes	O Budget Item	Faculty, Associate Faculty Fall 2016/17　　**MED**
Collect and Analyze Additional Data and Information	O Implemented Changes ✸ Planned Changes	O Budget Item	Director, Faculty, Associate Faculty Fall 2016/17　　**MED**
Methods of Data Collection	O Implemented Changes O Planned Changes	O Budget Item	
Other			
Describe Changes	✓ Replace Multiple Choice questions with essay/short answer questions. ✓ Incorporate Oral Presentations ✓ Incorporate research papers written in APA format ✓ Include Primal Pictures in class and in assignments		Faculty, Associate Faculty Fall 2016/17　　**MED**
Budget Items: If a budget item is identified above, please provide a description of the item(s), approximate cost(s), and its justification.			N/A

IMPACT ON STUDENT LEARNING

In this section, address the effect the assessment work has had on student learning. Provide examples of concrete evidence that demonstrates the affect described in this section. Share the next logical steps for continuing assessment work, in particular, what new student learning initiatives do you see developing from the assessment work, and how will you sustain the energy and momentum of your assessment work.

The impact that this assessment will have on students is to recognize areas of weakness and allow faculty to assist students with areas of content that is not being mastered. This will also allow faculty to address these areas of weakness and readjust the format that it has been previously presented in to better suit student needs.

 The assessment was a two part assessment consisting of a diagram and multiple choice questions. Most of the students did very well in both areas with a median score of 89.3% across all sections. There was very little difference in scores between the on-ground and on-line "S" sections. Students did have more difficulty with the diagram than they did with the multiple choice questions.

By adding a research paper and an oral presentation from that research paper, students will gain a better understanding of material by having to express their understanding instead of answering a series of multiple choice questions in assessments. The research paper will also allow students to learn how to write a college paper using the APA format.

Spring 2016 – Cycle of Learning HES 129

ACTION PLAN

ASSESSMENT CHANGES

			Person/Group Responsible for Action; Target date for implementation and Priority (High/Med/Low)
Restructure Outcome Statement	○ Implemented Changes ✹ Planned Changes	○ Budget Item	Faculty, Associate Faculty. Fall 2016/17 **High**
Revise Measurement Approach	○ Implemented Changes ✹ Planned Changes	○ Budget Item	Faculty, Associate Faculty Fall 2016/17 **High**
Collect and Analyze Additional Data and Information	○ Implemented Changes ✹ Planned Changes	○ Budget Item	Director, Faculty, Associate Faculty Fall 2016/17 **High**
Methods of Data Collection	○ Implemented Changes ✹ Planned Changes	○ Budget Item	
Other			
Describe Changes	✓ Replace Multiple Choice questions with critical thinking, essay/short answer and fill in the blank questions. ✓ Incorporate Oral Presentations in class ✓ Incorporate research papers written in APA format ✓ Include Primal Pictures in class and in assignments for all body systems ✓	Faculty, Associate Faculty Fall 2016/17 **High**
Budget Items: If a budget item is identified above, please provide a description of the item(s), approximate cost(s), and its justification.			N/A

IMPACT ON STUDENT LEARNING

In this section, address the effect the assessment work has had on student learning. Provide examples of concrete evidence that demonstrates the affect described in this section. Share the next logical steps for continuing assessment work, in particular, what new student learning initiatives do you see developing from the assessment work, and how will you sustain the energy and momentum of your assessment work.

The impact that this assessment had on student learning was that it decreased the student's confidence in knowing course material. Students believed they knew the content as they were able to locate and describe areas of the heart verbally, but, after the assessment they realized they were not able to relate the question being asked to the correct answer.

The assessment did allow students to identify areas of weakness and seek supplemental instruction. Students that incorporated supplemental instruction did much better on final exams, raising scores and grades.

It further indicated that even though they did not meet the goal of "MET" they were able to improve by the end of the course and pass with the minimum 77% or better grade.

2016-17 Cycle of Learning – HES 129

IMPACT ON STUDENT LEARNING
Student assessment scores were not that much different from one semester to the other. It is difficult to say if the interventions made had an actual impact on learning or not. We do know that some students are not spending the amount of time necessary studying the course material to gain full comprehension. This could be the reason students did not score will in either semester.

ACTION PLAN
Based on the results and analysis, the following will be put into place to improve students' learning in the upcoming semester(s):

1. During the first week of class, the instructors will provide examples and lessons on how to read for comprehension. The faculty have put together a list of steps and tips to help students with reading comprehension.
    a. Step 1: Understand and Reevaluate how you're Currently Reading. Do not read more than 30-45 minutes at a time if you are having difficulty with comprehending the material.
    b. Step 2: Improve Your Vocabulary. Read and understand the vocabulary words at the beginning of each chapter.
    c. Step 3: Read for Pleasure.
    d. Tip 1: Stop When You Get Confused and Try to Summarize What You Just Read
    e. Tip 2: If you're Struggling, Try Reading Aloud.
    f. Tip 3: Re-read (or Skim) Previous Sections of the Text.
2. Redesign current tests, quizzes and exams to include more critical thinking or essay questions and eliminate the multiple choice questions as much as possible.
3. Identify those students that continue to have difficulty with comprehension and invite them to attend supplemental instruction and/or obtain help from the library resources and student success center.
4. Provide online resources such as YouTube videos or the publisher website that are chapter specific to help students with further understanding of chapter content in a different delivery format.

WAC ASSESSMENT WORKSHEET

Instructor: JoAnne M Franz
Class (include section #):   HES 129 851

	4	3	2	1	0		
Student #1						Subtotal	
Content	0	3	0	0	0		3
Organization/ Idea Dev.	0	3	0	0	0		3
Coherence	0	3	0	0	0		3
Student #1						Total:	9
Student #2						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4
Coherence	4	0	0	0	0		4
Student #2						Total:	12
Student #3						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4
Coherence	4	0	0	0	0		4
Student #3						Total:	12
Student #4						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	0	3	0	0	0		3
Coherence	4	0	0	0	0		4
Student #4						Total:	11
Student #5						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4
Coherence	4	0	0	0	0		4
Student #5						Total:	12
Student #6						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4
Coherence	4	0	0	0	0		4
Student #6						Total:	12
Student #7						Subtotal	
Content	0	0	2	0	0		2

Organization/ Idea Dev.	0	0	2	0	0		2
Coherence	0	0	2	0	0		2
Student #7				0		Total:	6

Student #8						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4
Coherence	4	0	0	0	0		4
Student #8						Total:	12

Student #9						Subtotal	
Content	4		0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4
Coherence	4	0	0	0	0		4
Student #9						Total:	12

Student #10						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4
Coherence	4	0	0	0	0		4
Student #10						Total:	12

Student #11						Subtotal	
Content	0	3	0	0	0		3
Organization/ Idea Dev.	0	3	0	0	0		3
Coherence	0	3	0	0	0		3
Student #11						Total:	9

Student #12						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4
Coherence	4	0	0	0	0		4
Student #12						Total:	12

Student #13						Subtotal	
Content	0	3	0	0	0		3
Organization/ Idea Dev.	0	3	0	0	0		3
Coherence	0	3	0	0	0		3
Student #13						Total:	9

Student #14						Subtotal	
Content	4	0	0	0	0		4
Organization/ Idea Dev.	4	0	0	0	0		4

	4	3	2	1	0	Subtotal
Coherence	4	0	0	0	0	4
Student #14				Total:		12
Student #15						Subtotal
Content	0	0	2	0	0	2
Organization/ Idea Dev.	0	0	2	0	0	2
Coherence	0	0	2	0	0	2
Student #15			2	Total:		6
Grand Totals:	116	30	14	0	0	160

WAC ASSESSMENT WORKSHEET

Instructor:		Melody Redman				
Class (include section #):		HES 129 851		FA 2017		
	4	3	2	1	0	
Student #1						Subtotal
Content	0	3	0	0	0	3
Organization/ Idea Dev.	0	0	2	0	0	2
Coherence	0	0	2	0	0	2
Student #1				Total:		7
Student #2						Subtotal
Content	4	0	0	0	0	4
Organization/ Idea Dev.	4	0	0	0	0	4
Coherence	4	0	0	0	0	4
Student #2				Total:		12
Student #3						Subtotal
Content	0	0	2	0	0	2
Organization/ Idea Dev.	0	0	2	0	0	2
Coherence	0	0	2	0	0	2
Student #3				Total:		6
Student #4						Subtotal
Content	0	0	2	0	0	2
Organization/ Idea Dev.	0	3	0	0	0	3
Coherence	0	0	2	0	0	2
Student #4				Total:		7
Student #5						Subtotal
Content	4	0	0	0	0	4

Organization/ Idea Dev.	0	3	0	0	0	3
Coherence	0	3	0	0	0	3
Student #5				Total:		10

Student #6				Subtotal		
Content	4	0	0	0	0	4
Organization/ Idea Dev.	4	0	0	0	0	4
Coherence	0	3	0	0	0	3
Student #6				Total:		11

Student #7				Subtotal		
Content	4	0	0	0	0	4
Organization/ Idea Dev.	4	0	0	0	0	4
Coherence	4	0	0	0	0	4
Student #7				Total:		12

Student #8				Subtotal		
Content	4	0	0	0	0	4
Organization/ Idea Dev.	4	0	0	0	0	4
Coherence	4	0	0	0	0	4
Student #8				Total:		12

Student #9				Subtotal		
Content	4	0	0	0	0	4
Organization/ Idea Dev.	4	0	0	0	0	4
Coherence	4	0	0	0	0	4
Student #9				Total:		12

Student #10				Subtotal		
Content	0	0	2	0	0	2
Organization/ Idea Dev.	0	0	2	0	0	2
Coherence	0	0	0	1	0	1
Student #10				Total:		5

Student #11				Subtotal		
Content	4	0	0	0	0	4
Organization/ Idea Dev.	4	0	0	0	0	4
Coherence	4	0	0	0	0	4
Student #11				Total:		12

Student #12				Subtotal		
Content	0	3	0	0	0	3
Organization/ Idea Dev.	0	3	0	0	0	3

						Subtotal
Coherence	4	0	0	0	0	4
Student #12					Total:	10
Grand Totals:	92	33	21	1	0	147

WAC ASSESSMENT WORKSHEET

Instructor: Candi Lutz

Class (include section #): HES 129 FA 2017

Student 1						Subtotal
Content	4	0	0	0	0	4
Organization/ Idea Dev.	4	0	0	0	0	4
Coherence	4	0	0	0	0	4
					Total:	12

Student # 2						Subtotal
Content	4	0	0	0	0	4
Organization/ Idea Dev.	0	3	0	0	0	3
Coherence	0	3	0	0	0	3
					Total:	10

Student #3						Subtotal
Content	0	3	0	0	0	3
Organization/ Idea Dev.	0	0	3	0	0	3
Coherence	0	3	0	0	0	3
					Total:	9
Grand Totals:	16	12	3	0	0	31

Program: Medical Assisting		2018-19	2019-20	2020-21	2021-22	Gen Ed Philosphy Obj.	Program review	
Aesthetic Sensibilities	An appriciation of creative expression in the world around us.						AGEC A, B	AGEC A, B, S
Communication Skills	The ability to effectively convey meaning through various media on both personal and profession levels	MEA 205				2.3. Illustrates contemporary terminology used in the field.	WAC to be assessed each time WAC course is offered. Collect data internally to report on in next Program review. HES WAC identified course: MEA 205	
Critical Thinking Skills and Problem Solving	The ability to analyze data and arrive at logical and defensible conclusions.		MEA 257			3.5. Use analytical methods to solve problems.		
Cultural Diversity and Global Awareness	An appriciation of relationships and differences in values, customs, and norms of diverse global communities.			MEA 100		4.2. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.		
Techniques of Inquiry	Use of standardized methodological framework to collect, analze, interpret, and present findings.							
Technological Literacy	A proficiency in evolving technology to compete and flourish in society.							