GLENDALE COMMUNITY COLLEGE

Annual Program Review   2011-2012 – INSTRUCTIONAL

Division - Program

BUSINESS
Medical Office Administration

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review Committee by the Division Chair</u>.

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Date Received by Program Review: November 8, 2011

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

> The MOA program is designed to train students to assume the roles of Medical Office Receptionist, Medical Office Billing and Coding of insurance claims and Dental Office Billing and Coding. There are 5 certificates and 2 A/S degrees associated with this program.

Please list the **most significant achievement** accomplished since your last program review.

> This program offers the student the opportunity to take many of the classes during evening and weekends. The courses are coordinated so that a student can complete a certificate in as little as two semesters. All of this is being accomplished without full time faculty.

List the current major strengths of your program

1. Enrollment is growing.
2. Program completions are growing.
3. This program could be expanded to include Health Information Technologies.

List the current weaknesses of your program

1. No full time faculty is available to teach and manage in this program.
2. Insufficient number of computer equipped classrooms to offer training in medical office software during the hours needed by this program.
3.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Medical Office Administration	2007-2008	17	1.3	428	0.0%	68.3%	67.3%	17
	2008-2009	17	1.3	419	0.0%	63.4%	81.1%	30
	2009-2010	25	1.6	506	0.0%	51.0%	74.1%	11
	2010-2011	22	1.9	357	0.0%	96.3%	75.9%	16
	% Change	+27.1%	+52.4%	-16.6%	--	+40.9%	+12.9%	-5.9%
	4-Yr. Trend	increasing	increasing	decreasing	increasing	increasing	increasing	stable
Business Division TOTAL	2007-2008	1,214	78.6	491	40.8%	66.4%	71.6%	275
	2008-2009	1,218	75.1	516	38.7%	73.7%	72.4%	258
	2009-2010	1,324	77.7	542	33.1%	79.6%	72.9%	227
	2010-2011	1,430	84.3	540	33.0%	90.4%	71.6%	194
	% Change	+17.8%	+7.3%	+9.8%	-19.2%	+36.1%	+0.0%	-29.5%
	4-Yr. Trend	increasing	stable	stable	decreasing	increasing	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

> Fill rates reflect single section offerings of all courses. The program cannot grow any further until more FTEF is allocated to the program.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

> The figures above give a fair picture of the situation.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
Medical Office Administration	6/6	100%	5/5	100%	5/6	83%	No

2.1. Please comment on the percentages above.

> Implementation of SLO and SLOAC continues. Course SLOs have been identified and one cycle of assessment has been conducted. Program learning outcomes have been identified, and submitted, but no assessment has been conducted.

2.2. a) Please provide a *link** to all program <u>assessment timelines</u> here. This link could be to your division /department website, eLumen, etc.
   b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
   c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

> A Website of SLO/PLO timelines has not yet been constructed.
> At the start of this semester, no PLOs were written for any Business Division program. We are doing quite well to get them written and assessment plans made in the 9 weeks that have elapsed.

2.3 a) Please provide a *link* to any program and/or relevant course <u>assessment reports</u>. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
   b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

> N/A

2.4 Please list all courses which have been reviewed in the last academic year.
   Note: Curriculum Review is required by the Chancellors Office every 6 years.

> As part of the changeover from CABOT to MOA, all course outlines were reviewed as they were changed to MOA.

2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

> None.

2.6 For each program that was reviewed, please list any changes that were made.

> Without full time leadership in this area, the part time faculty have maintained the status quo, but there are no noteworthy improvements to report.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

> With no full time faculty member to drive SLO, PLO and other processes, the program will continue to operate as-is.

3.2   Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please <u>briefly</u> describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Hire a full time faculty member for this area.	This will allow the program to be managed by someone with a vested interested in seeing it grow and succeed.

Format Rev. 9.01.11

2011 PROGRAM REVIEW

Section 4
IHAC Request

BUSINESS *FT Instructor-Medical* *Office Administration*	**I:BUS.Moa-1**

If this is a repeat request, please list the Resource ID code or year requested: _____

4.1   The Office of Instruction will provide data on instructional hires during the past five years, including the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	0 (Zero)
b) Number of full-time faculty assigned to the Program in 2005	0 (Zero)
c) Does this position cover classes currently taught by adjuncts? Yes or No	Yes
d) Does this position contribute to program expansion? Yes or No	Yes

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	1 in CABOT Dept.
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	
3. CPF INDEX (Total of # 2 divided by #1)	

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Sandi Sheffey-Stinson	None	0 (zero)	

4.4   How does this assignment relate to the college's Mission Statement?

The assignment is for an established program which has never had a full time faculty member assigned to it. The college mission statement promises to provide students with education that will help them to achieve their career goals. This program is currently being taught exclusively by part time faculty. It desperately needs the attention that only a full time faculty member can bring to the program.

4.5   How does this position relate to the objectives and functions of the college?
   a) Associate Degree   d) Basic Skills development
   b) Transfer to a four-year institution   e) Noncredit Adult Education
   c) Career and Technical Education   f) Personal enrichment

The MOA suite of programs currently leads to two Associate Degrees and five certificate programs in the Career and Technical Education area.

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

> Adding this position will provide needed support for a Medical industry program. Additional programs can be considered once a new hire is in place.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

> There is a high level of community interest in having a Health Information Technology program at our campus. We have 7 area hospitals and numerous smaller medical facilities that need to adopt Electronic Medical Records abilities. There is a federal mandate for the medical facilities to get this done. They need our help to do this.

4.8 Are there any other special concerns not previously identified? If so, please explain.

> The CABOT department went from 4 F/T faculty to one. The administration has put the department on Sunset/Enhancement twice. Both times the recommendation of the task force was to continue the department. IHAC of 10-11 allocated one of the six positions to CABOT, but administration refused to allow that to go forward. The mission of the college includes Career and Technical Education, but the hiring practice of the college does not include CTE instructors. This cannot be allowed to continue.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be: **NO**	Well supported						
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans		Other:
Standing Committee Review of Resource Request **Committee: IHAC**					Prioritization Score		