



Program Review Report

MOMA Shared Courses



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Executive Summary



Mission Statement:

San Joaquin Valley College prepares graduates for professional success in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. The College is committed to the success of every student.



Objective:

Program Review is a faculty-driven inquiry process that provides a structure for continuous quality improvement of each academic program. The process brings together key program stakeholders to evaluate a wide range of data about the program in order to reflect on student learning. Upon concentrated analysis of the data portfolio, stakeholders use the results to construct plans for program improvement and enhancement.

Summary:

The Medical Office Administration (MOA), Medical Assisting (MA) and Medical Billing and Coding (MBC) Programs' Shared Courses Program Review was the first to be delivered in an asynchronous format within our D2L learning management system. This format allowed for deeper analysis of stakeholder participation, effective timeframe and historical capture. The program review began on January 15, 2016 and concluded February 15, 2016.

A total of 39 active participants completed the Preparation Self-Assessment with an average score of 77.96%. This self-assessment was to gauge participants' understanding of data analysis as it pertains to their program and courses. Further evaluation of these foundational concepts was demonstrated in discussion forums marked *Data Observation* and *Data Analysis*. These discussion forums were guided by the Curriculum and Assessment Department staff as facilitators.

Participants included: Academic Deans, Division Managers, Instructors, CAO Academic Affairs and Career Services members, students, SJVC Board of Governors, and employers via Advisory Board feedback.

There was one Course Improvement Proposal submitted by the Temecula campus. The proposal affects the HCP 103 and HCP 203 shared courses. There were 30 participants who voted resulting in 86% in agreement of the proposed changes.

The Corporate Director of Graduate Services, Anthony Romo, reinforced the importance of soft skill enhancement with the partnership between the CS team on campus and the instructor's guidance in the classroom. Names of each campus' CS Manager were provided to encourage ongoing dialogue regarding student preparation for employment. Placement Outcome Rates were shared for Q1-Q4 2014 and Q1-Q4 2015 (see 'Highlight' section below for specific percentages). There was an 8% increase in MA placement from 2014 to 2015. Placement success can be partially attributed to the curriculum changes made to align assessments with credential exams resulting in an increase in credentialed graduates.

To improve MA exam pass rates, an initiative was developed and assessments throughout the program were aligned with a Medical Assisting certification exam. Exam pass rates improved by 8% from 2014 to 2015 (see chart on page 5).

Initiative Statement:

Improve the current MA certification exam pass rates to 75% by revising curriculum and assessments, creating a procedure sheet and training liaisons. The net gain will result in realization of an increased placement rate in MA to standard.

Retention (First Module and First Term) saw a 1% dip in MOA and MA programs as well as in the shared courses from 2014 to 2015.

The MBC program was implemented in 2015 and retention was captured at 69% for First Module and 66% for the First Term. The MBC program was reviewed and a determination was made to revise the assignments and structure to better support student success outside of the Program Review process. Results will be analyzed at the MBC Program Review next year.

***Note:** Some of the reports added to this document are not specific to the shared courses alone, but rather provides examples from the three distinct programs (MA, MOA, MBC). Shared courses include HCP 101, 102, 103, 201, 202, 203.

Specific Program Achievement Highlights: 2014 to 2015

MOA

- **Course Completion** improved by 3 percentage points (from 89% to 92%)
- **Attendance** improved by 1 percentage point (from 91% to 92%)
- **Placement** improved by 2 percentage points (from 61% to 63%)
- **Graduation** improved by 1 percentage point (from 63% to 64%)
- **Learning Outcome Achievement** improved by 9 percentage points (from 72% to 81%)
- **Retention First Module and First Term** both showed a 1% dip (First Mod: from 86% to 85%; First Term: from 81% to 80%)

MA

- **Placement** improved by 8 percentage points (from 63% to 71%)
- **Graduation** improved by 3 percentage points (from 59% to 62%)
- **Learning Outcome Achievement** improved by 2 percentage points (from 78% to 80%)
- **Retention First Module and First Term** both showed a 1% improvement (First Mod: 84% to 85%) and (First Term: 80% to 81%)

MBC beginning statistics are as follows for 2015:

- **Course Completion:** 76%
- **Graduation:** 44%
- **Learning Outcome Achievement:** 75%
- **Retention First Module and First Term:** First Mod: 69% and First Term: 66%

Certification Exam:

| MA (Year) | Grads | Completed Practice Exam | Passed Practice Exam | Completed Certification Exam | Passed Certification Exam | % of Grads w/Certifications |
|-----------|-------|-------------------------|----------------------|------------------------------|---------------------------|-----------------------------|
| 2014 | 1012 | 62% (627) | 80% (503/627) | 31% (317) | 73% (232/317) | 23% |
| 2015 | 1044 | 64% (663) | 63% (419/663) | 40% (417) | 77% (321/417) | 31% |

To improve certification completion and pass rates, a book was adopted that includes practice exam questions for the RMA and NCMA exams. Also, a focus on incorporating certification preparedness throughout each course of the program by way of mastery questions mirroring those of the certification exams was added. Preparation for success was motivated by the Meaningful Use Rule¹ and applied to instructional strategies emphasizing the importance for passing a certification exam.

¹ **Meaningful Use Rule** states the medical office can now delegate the entry of physician orders into the EHR system to credentialed medical assistants ... “credentialed” means having obtained a certification from an accredited national credentialing organization other than the employing organization.

The same honed focus is being applied to the MOA and MBC programs. Certification tracking for these two programs will be established in 2016.

Admissions:

| Academic Year | MOA | MA | MBC |
|---------------|-----|------|-----|
| 2014 | 330 | 1487 | N/A |
| 2015 | 447 | 1648 | 167 |

Placement:

| Academic Year | MO | MA |
|---------------|------------------|---|
| 2014 | 61% (233) placed | 61% (613) placed (26% earned National Certification) |
| 2015 | 63% (259) placed | 69% (717) placed (35% earned National Certification) |

Although there was a 9% increase in placed graduates obtaining their certification, it remains substandard. A new initiative was created to increase the total number of graduates that secure a credential: Achieve 90% of students taking an MA credential exam, while achieving a 75% pass rate. These outcomes will be achieved through the implementation of a process whereby MA students will be expected to complete an MA credential exam prior to graduation. In addition, to help improve placement, a honed focus on professionalism was adopted with the Professional Standard

Rubric and better preparation for interview skills with video interviews established by Career Services.

Resources

Textbooks:

The number of textbooks between the shared courses was reduced and standardized based on instructor input. A new bundle was created to serve all three programs for medical terminology, anatomy and physiology, diseases and disorders, and the electronic health record. This bundle also serves as the MA core resource that includes MindTap (digital learning solution), and MA certification exam preparation (which now includes NCMA through NCCT).

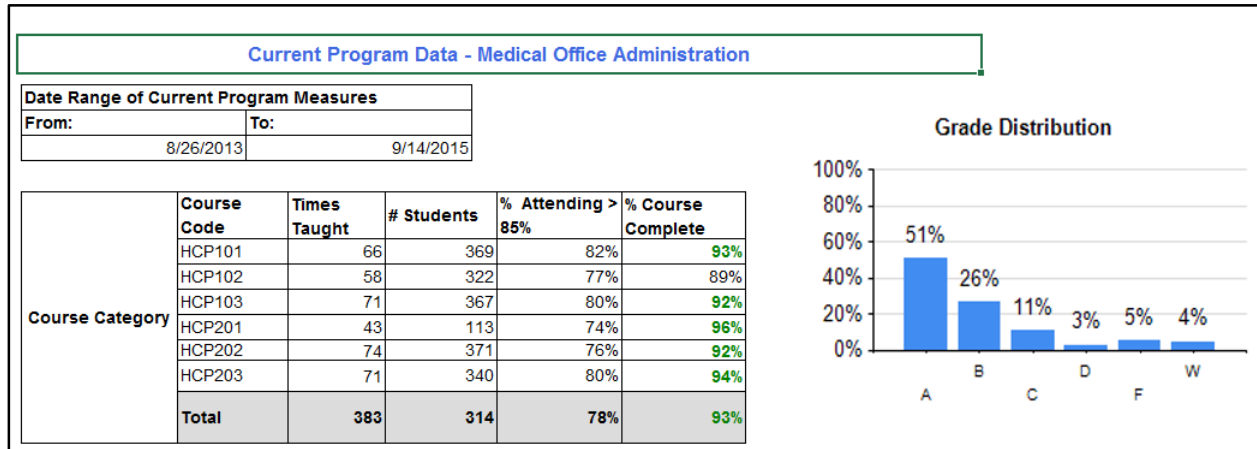
Library and Learning Resources Center Survey:

21/39 participants completed the LLRC Survey. Below are the summaries of that survey. See Action Plan 2 on page 11 for a response to the survey requests.

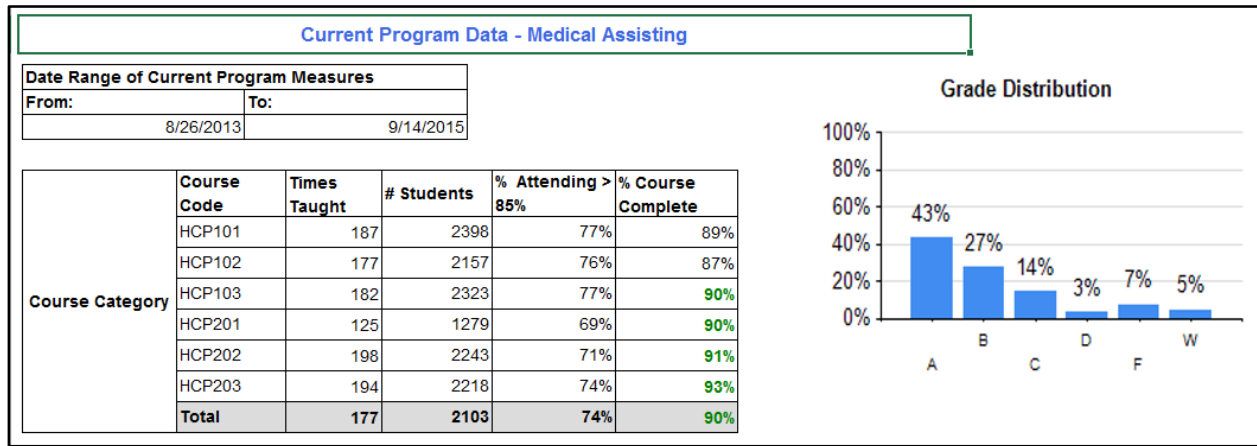
| Responses | Sufficient Resources for Faculty | Sufficient Resources for Students |
|--|----------------------------------|-----------------------------------|
| Yes | 57% | 56% |
| No | 26% | 28% |
| N/A | 17% | 16% |
| <p>Resources that need improvement: Change VHS to DVD, more computers, improved internet speed, more resources at new campuses, newer editions, more and improved equipment for MAs supporting hands-on skills, EMR devices, newspapers for in-class use, NOVA series from PBS, ICD-10 resources and remove ICD-9</p> | | |
| <p>Support Resources: tutoring for evening students, conversational Spanish course, nutrition, exercise, healthy living course, time and money management course, every classroom to have computers, improved inspirational décor in the LLRC</p> | | |
| <p>SJVC is improving its library collections. An institutional subscription to Ebrary Academic Complete (referred to hereinafter as "Ebrary") has been purchased. Ebrary, an online digital library database, provides access to more than 128,000 titles from leading publishers. Subject collections align with curricular foci for both core and general education courses. While library resources are being added through the library resource acquisition process, a formal evaluation of the available resources for every academic program and general education courses will be conducted in spring 2016. Based upon the evaluation results, additional resources may be purchased to ensure that library holdings effectively support instruction.</p> | | |

Shared Course Statistics

MOA Current Program Data – Shared Courses (Aug 2013 to Sep 2015)

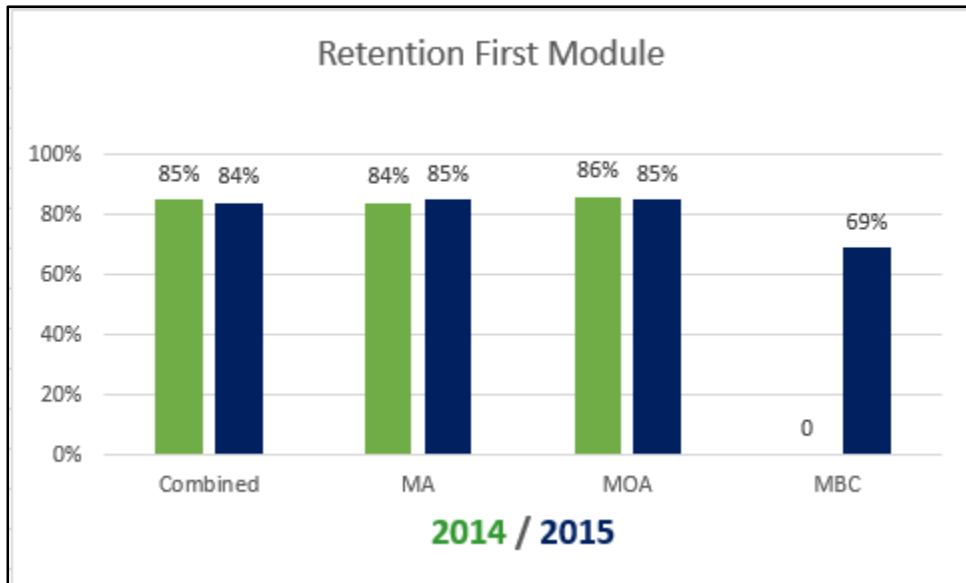


MA Current Program Data – Shared Courses (Aug 2013 to Sep 2015)

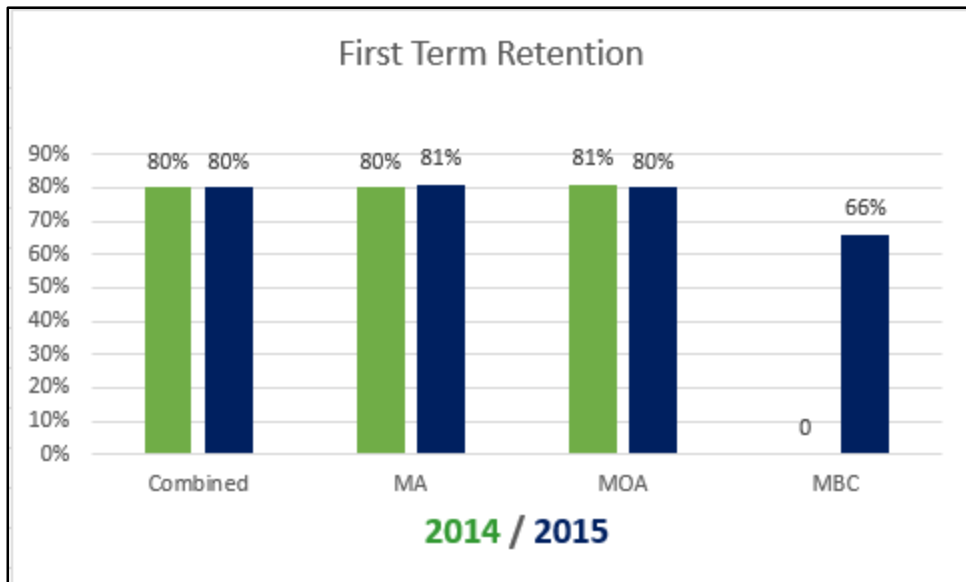


Retention:

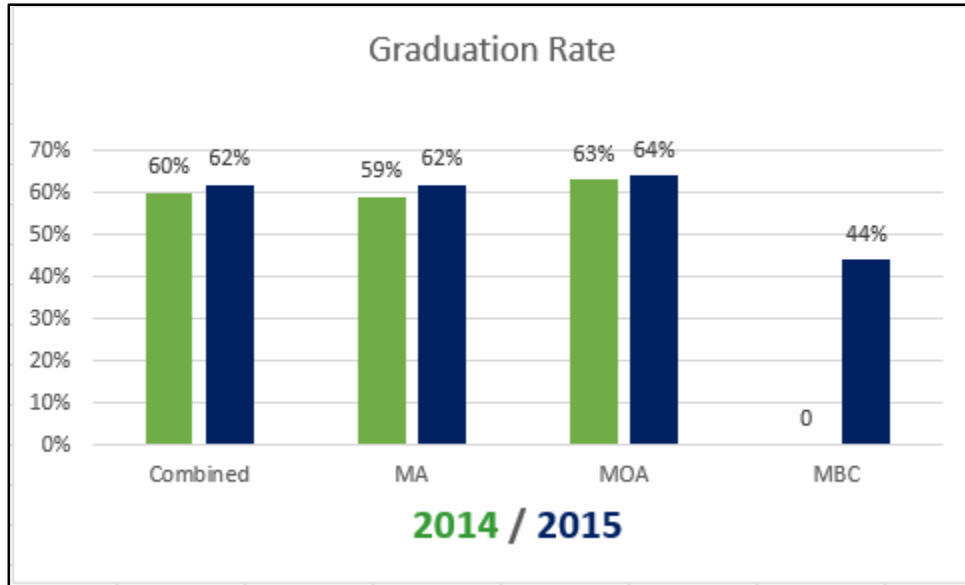
Five Week Success/First Module



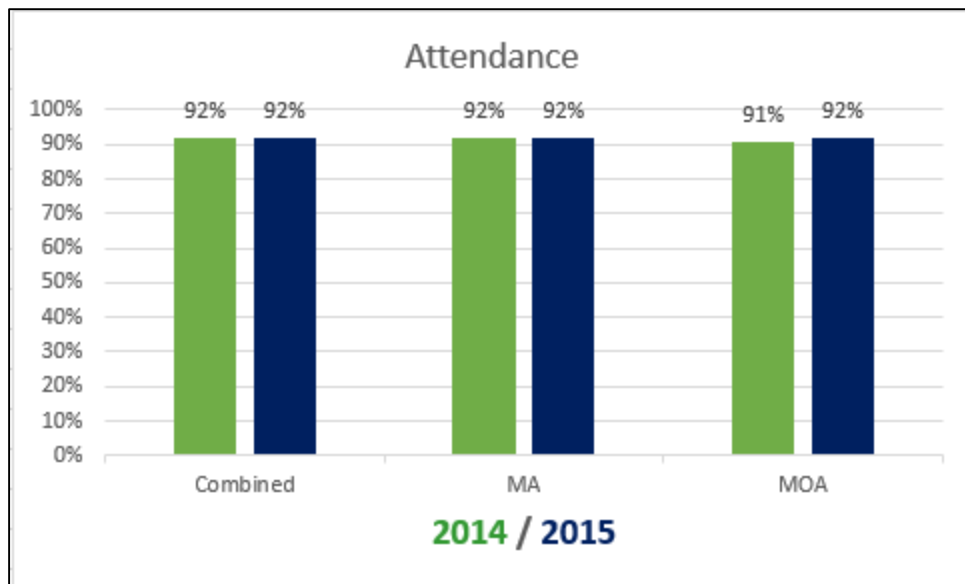
First Term



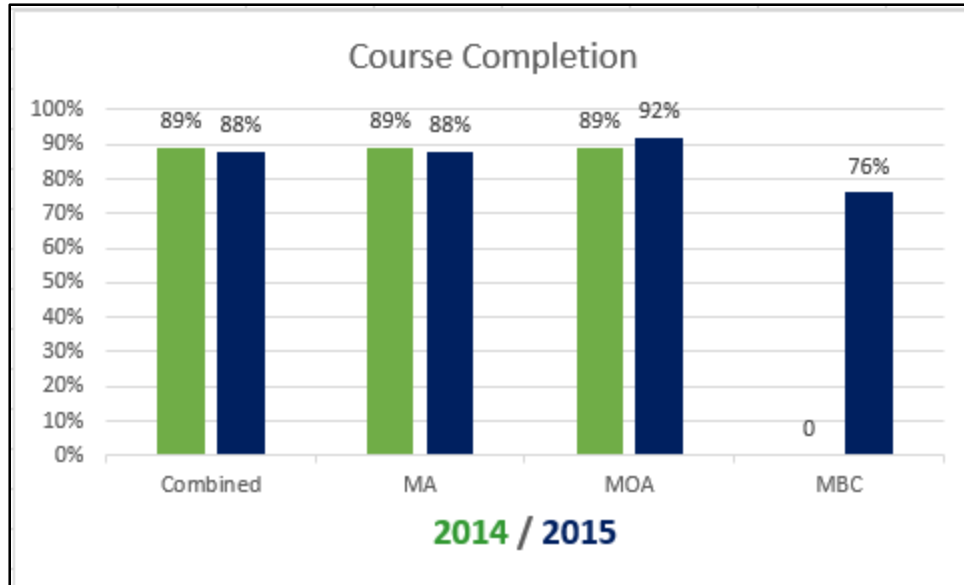
Graduation:



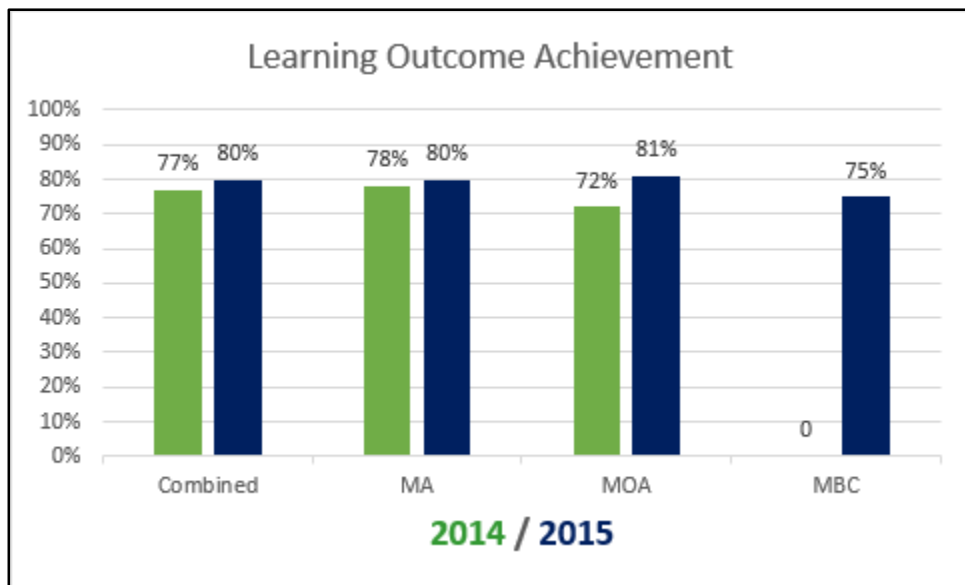
Attendance:



Course Completion:



Student Learning Outcomes (shared courses only):



Milestones

| <u>Action Items</u> | | | |
|---|---|---|--|
| 2016 Actions | Status | Expected Outcome | Impact |
| Action 1: Remove specific CLOs from HCP 103 and add them to HCP 203 for better alignment. | Approved HCP 103 topics are vague (not detailed enough) <u>2015 CLO mastery:</u> <ul style="list-style-type: none"> Insurance: 73% Coding: 79% EHR: 83% | Allows for better use of time, alignment, and remove repetitive content from AY1 as it is already listed in AY2. <u>Expected Outcome:</u> <ul style="list-style-type: none"> Placement from 69% to 75% Certification exam pass rates from 31% to 75% | Honed focus, deeper understanding and improved outcome achievement in coding, insurance and the electronic health record for both degree and cert students. <u>Expected Impact:</u> <u>2016 CLO mastery:</u> <ul style="list-style-type: none"> Insurance: 75% Coding: 85% EHR: 90% |
| Action 2: LLRC survey responses | In Progress | eLibrary Updating resources by program | Improved, current and relevant library resources |

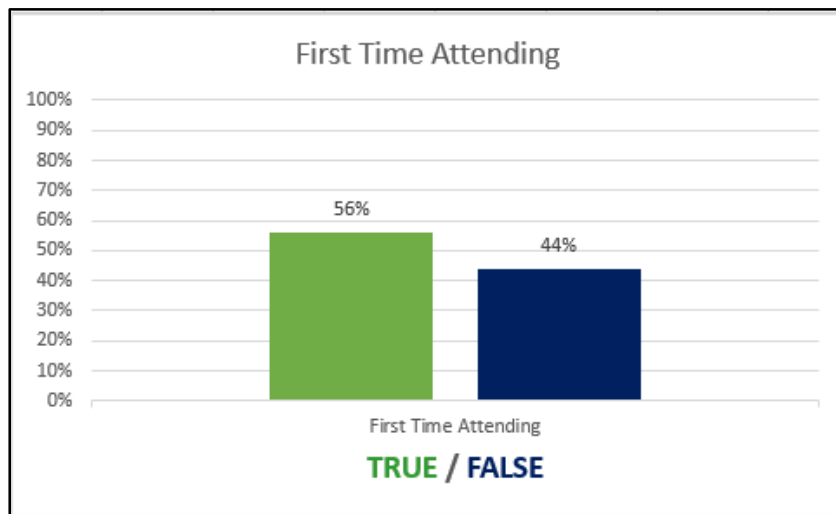
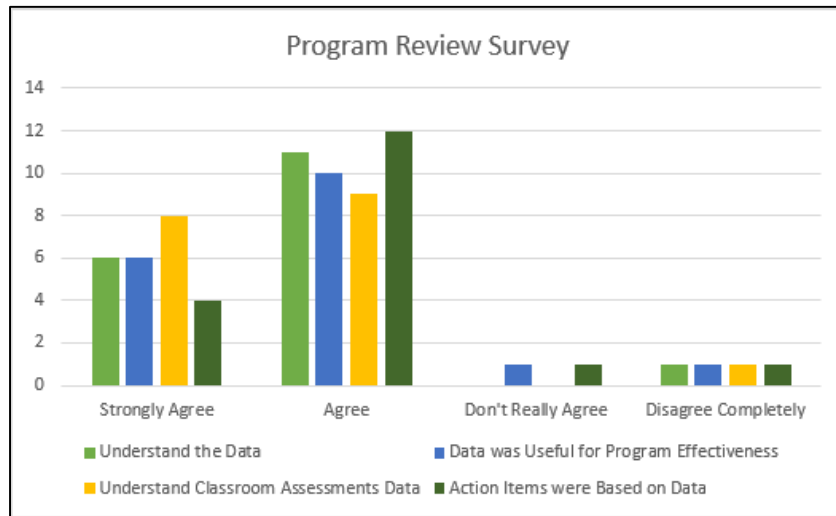
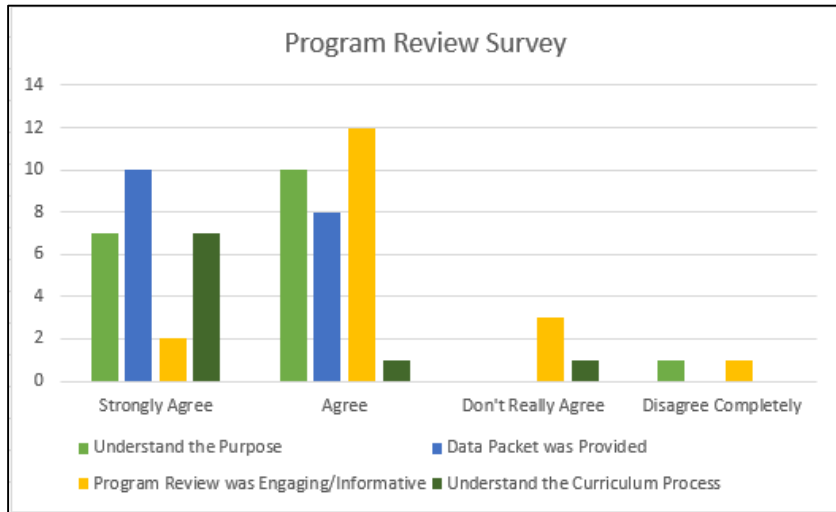
Closing the Loop:

| <u>Action Items from Program Review 2014</u> | | | |
|--|-----------|------------------------|---|
| 2014 Actions | Status | Expected Outcome | Impact |
| Action 1: Judy Snyder to reorganize grade components for shared courses to support an increase in percentage of student skills. | Completed | Improve student skills | <u>CLO Achievement:</u> MO: 72% to 81% MA: 78% to 80% |
| Action 2: Kimber Aydelotte to develop appropriate class projects in lieu of homework. The expected outcome is an increase in student daily attendance. | Completed | Improve attendance | No improvement: Overall Attendance remained the same for the shared courses 76% (MO/MA) |

| | | | |
|--|------------------|---|--|
| <p>Action 3: Common Mastery Assessment questions to be restructured to be more in line with certification examination questions. Expected outcome is an increase in Certification pass rate percentage.</p> | <p>Completed</p> | <p>Improve certification pass rate percentage</p> | <p>MA: exam pass rates improved from 23% to 31% - an 8% improvement.</p> |
|--|------------------|---|--|

(26 in-person and 20 GTM attendees during the last MOMA Shared Courses Program Review)

Program Review Experience



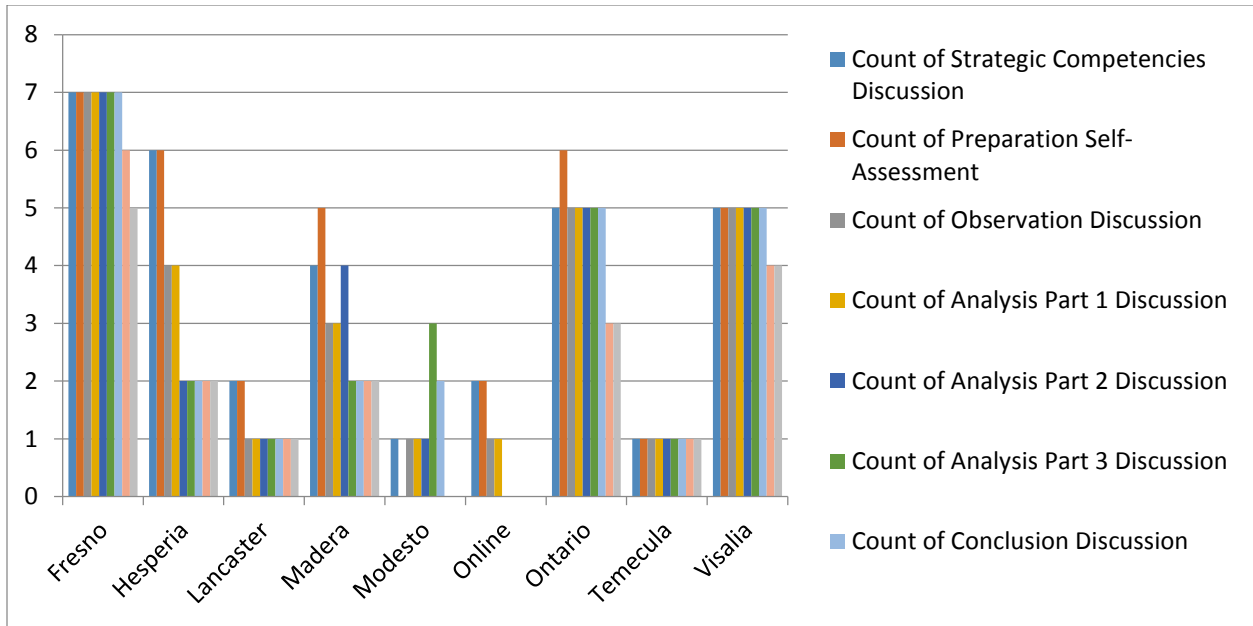
Course Improvement Proposal:

One Course Improvement Proposal was submitted by the Temecula campus. The proposal affects the HCP 103 and HCP 203 shared courses. There were 30 participants who voted, resulting in 86% in agreement of the proposed changes. The following is the culmination of findings:

| Questions | Yes | No |
|---|-----|-----|
| Remove CLO #5: Demonstrate use of practice management and EHR software <i>from HCP 103 and add it to HCP 203</i> | 93% | 7% |
| Remove CLO #7: Demonstrate improved keyboarding and 10-key skills <i>from HCP 103 and add it to HCP 203</i> | 83% | 17% |
| Remove CLO #8: Follow HIPAA guidelines <i>from HCP 103 and add it to HCP 203</i> <i>(modification of CLO 3 of HCP 203 to include HIPAA)</i> | 80% | 20% |
| Remove CLO #4: Care for patients with special needs <i>from HCP 203 (already included in CLO 4 in HCP 103)</i> | 87% | 13% |

Participants Roster

1. Alva Alicia – Hesperia
2. Alison Bermudez – Fresno
3. Alycia Vetro – Modesto
4. Amanda Ragadio – Madera
5. Andrea Busby – Ontario
6. Angelo Dai'Re – LRC Madera
7. April Green – Hesperia
8. Ashley Gonzalez – Fresno
9. Brittney Steiner – Fresno
10. Candy Torres – Lancaster
11. Cindy Carney – Modesto
12. Carol Smith – Visalia
13. Christina Aguilera – Visalia
14. Chrystal Cates – Visalia
15. Dianna White – Hesperia
16. Edwin Smith – Online
17. Jacob Wiens – Madera
18. Janet Guinn – Fresno
19. Jennifer Pierce – (GE) Online
20. Kym Dickson – Madera
21. Lacy Malouf – Ontario
22. Lanie Souza – Madera
23. Linda Roullard – Visalia
24. Mechelle King – Madera
25. Nelianne GarnerGray – Lancaster
26. Nicole Weiss – Fresno
27. Richard Moriarity – Temecula
28. Robin Harris – Hesperia
29. Sharon Cobb – Ontario
30. Sheryl Rounsivill – Fresno
31. Staci Porter – Hesperia
32. Stephanie Baughn – Modesto
33. Stephanie Rutherford – Hesperia
34. Sujana DeAlmeida – Visalia
35. Susan Hernandez – Fresno
36. Tawny Williams – Temecula
37. Yvette Savala – Ontario
38. Davina Cary – DM Ontario
39. Michael Rugnao – AD Bakersfield
40. Shannon Koh – AD Temecula
41. Lisa Kisla – AD Fresno
42. Nicole Lewis- DM Modesto
43. Todd Gervais – CAO
44. Patrick Krebs – CAO
45. Annette Austerman – CAO
46. Susan Good – B of G
47. Ash Carter – CAO



2016 MOMA Attendance Tracking

| Campus / Participants | Count of Strategic Competencies Discussion | Count of Preparation Self-Assessment | Count of Observation Discussion | Count of Analysis Part 1 Discussion | Count of Analysis Part 2 Discussion | Count of Analysis Part 3 Discussion | Count of Conclusion Discussion | Count of LLR C Survey | Count of PR Evaluation Survey |
|-----------------------|--|--------------------------------------|---------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------------|-----------------------|-------------------------------|
| Fresno | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 6 | 5 |
| Hesperia | 6 | 6 | 4 | 4 | 2 | 2 | 2 | 2 | 2 |
| Lancaster | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Madera | 4 | 5 | 3 | 3 | 4 | 2 | 2 | 2 | 2 |
| Modesto | 1 | | 1 | 1 | 1 | 3 | 2 | | |
| Online | 2 | 2 | 1 | 1 | | | | | |
| Ontario | 5 | 6 | 5 | 5 | 5 | 5 | 5 | 3 | 3 |
| Temecula | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Visalia | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 |
| Grand Total | 33 | 34 | 28 | 28 | 26 | 26 | 25 | 19 | 18 |